



Education &
Communities

Volume 30 Number 3 August 2011

Scan



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- Web 3.0
- new curriculum
- networked school communities
- transferring information literacy practices
- future learning: schools, libraries & teacher librarians

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Welcome to the third issue of *Scan* for 2011. With Education Week, Book Week and National Literacy and Numeracy Week occurring in quick succession, Term 3 is a busy one for school communities. Please take some time to read *Scan* for ideas to celebrate these events, and to find some inspiration from articles by classroom practitioners, academics and curriculum advisors.

Scan welcomes news items for *Share this*, longer articles for inclusion in *Teaching and learning*, and students' reflections about their learning for the *Learning journal* section.

Contact me on (02) 9886 7501 or by email <cath.keane@det.nsw.edu.au>.

I look forward to hearing from you.

Cath Keane
Editor

iInquire... iLearn... iCreate... iShare: What's cool @ Broulee Public School?



Eight Year 5 students produced an attention grabbing video

to promote their school's communication plan. They recall the steps in the learning process, and share their learning journey so that others can have a go at creating their own video clips. **page 4**

Future learning, reading, teaching: schools, libraries & teacher librarians



Darcy Moore was asked to present to teacher librarian colleagues about digital communication tools. What

better way to share his philosophy about teaching and learning in the digital communication technologies environment, and his thoughts about the challenge for teacher librarians, than via a blog? **page 6**

Transferring information literacy practices: implications for teacher librarians and teachers

Dr James Herring presents the findings of a study of Year 7 students' information literacy practices and the likelihood of students transferring these practices across the curriculum and across time. The views expressed by students, teachers and teacher librarians in three rural schools in NSW may surprise some educators, and will encourage discussion about the need to formalise information literacy practices in schools. **page 18**

The networked school community and Broulee Public School



Mal Lee reports on the ways in which networked schools are reaching out beyond the traditional school walls to work collaboratively and productively with their community. Lee showcases Broulee Public School as an example of one school's ongoing success in making the digital transition to realise its vision. **page 24**

New curriculum in NSW public schools

Raju Varanasi, Director, NSW Curriculum and Learning Innovation Centre (CLIC) provides up-to-date information about the Australian Curriculum in NSW public schools. **page 32**

What is Web 3.0?: the next generation semantic web. Part 1



Have you heard of the semantic web? Will it affect the way you teach?

Judy O'Connell explains the semantic web, and discusses how it can revolutionise knowledge discovery. The implications for education are profound because they will impact on our information literacy strategies and knowledge construction processes. **page 35**



Colleen Foley is Team Leader, School Libraries and Information Literacy <colleen.foley@det.nsw.edu.au>

Connecting and collaborating for digital age learning

T What do you value about your school library? How have you worked with your school library and teacher librarian to enhance literacy and learning in your school? What do you need your school library and teacher librarian to do for your school community?

The importance of collaborations and connections supporting digital age learning is reinforced in *School libraries and teacher librarians in 21st century Australia*, the report of the Australian House of Representatives *Inquiry into school libraries and teacher librarians in Australian schools*. Some diverse, exciting stories of what is possible in our teaching and learning partnerships are reflected in this issue.

Darcy Moore and Judy O'Connell offer challenging insights. Broulee Public School students proudly share their engaging journey, offering ideas and possibilities for all. Mal Lee's article has more about Broulee Public School's adventures, and food for thought about emerging networked school communities and possible

directions for school libraries. Do you want to change the name of libraries or expand the meaning of what libraries are? What will best reflect an ongoing focus on a love of learning, sharing and commitment to community?

Digital literacy

Thematically, this issue explores aspects of digital literacy demands in the current learning environment. This is a much discussed topic and there is a need to come to a common understanding of what we mean by digital literacy. It can be seen to incorporate information literacies and skills, accepted as 21st century skills. Learning activities and resources that support a multimodal approach are vital. Emerging discussion uses the term *transliteracy* to capture aspects of reading, writing and interacting across a range of media platforms. A simple online search on *transliteracy* will lead to a brief definition from *Wikipedia*, along with more probing insights, research and details about a forthcoming American Library Association conference focusing on transliteracy. Watch this space for more!

Opportunities and resources

The 2011 new look *Raps and book raps* <www.schools.nsw.edu.au/raps/> program offers exciting learning partnership opportunities using

technologies for digital literacies. The Term 3 rap, live on 15 August, we will explore picture books in innovative ways.

The Connected Learning Awards 2011 program <www.cli.nsw.edu.au/services/wecreate/awards.htm> provided by NSW Curriculum and Learning Innovation Centre offer opportunities for students to design and create digital works for real-life purposes. Check the NSW Curriculum and Learning Innovation Centre's site <clic.det.nsw.edu.au/content/learn_teach.htm> for more opportunities and resources.

Scan survey live now

<www.surveymonkey.com/s/ScanSurvey>

Are you or your colleagues readers of *Scan*? Tell us what you think. We look forward to your ideas and feedback.

Do you know anyone who does not read *Scan*, or does not read it regularly? We'd like to hear from them too. Encourage them to complete the survey.

If you would like to know about endorsed *OASIS Library* trainers in your region please contact me or check our website. ■

Book Week 2011: one world, many stories

Stages 1 and 2 English. Explore the shortlist and your other favourite picture books. Vote for your winner. Create a digital picture book.



inquire... iLearn... iCreate... iShare: What's cool @ Broulee Public School?

Broulee Public School's media group were looking for a challenge with a technology focus when they discovered the NSW Department of Education and Communities' *Great Schools Show-off* competition <www.schools.nsw.edu.au/events/statecompetitions/greatschools-showoff/index.php>. The aim of the competition is to use technology to produce a piece of promotional material that supports the school's communication plan.



Lockie We had heaps of fun with this because it was hard not to crack up laughing when we were making so many weird faces.



Kailash, Taj, Lockie and Keiran brainstorming



Reegan uses a masking technique to separate his head from the photo

Reegan Masking the head was a difficult step and Mrs Cameron had to show us several times before we got the hang of it. Oscar, Keiran and I did not use the tablet to draw our bodies. Instead, we chose to draw them on the interactive whiteboard.

Keiran Actually, we took lots and lots and lots of photos and this made it the best and worst part. We would walk around the school snapping photos but it was hard to find the exact spot to capture the exact image we wanted.



Taj, Kailash and Lockie learning to use the drawing tablet

Kieran This part was more challenging than I thought it would be because I chose to have my caricature move from one spot to another and not just appear. It was a lot of trial and error to get it right.



Keiran adding finishing touches to his caricature

The group of Year 5 students decided to take up the challenge and create a video clip entitled *What's cool at Broulee Public School?* to add to its new lively and informative website. Reegan, Oscar, Lockie, Keiran, Taj, Tyrone, Kailash and Kieran share their two month movie making journey.

Step 1

With guidance from Mrs Cameron, we set about making an action plan that outlined the steps we needed to cover. We brainstormed the positive aspects we wanted to show about our school. We then decided to create caricatures of ourselves and use them to lead the viewer around our school.

Step 2

To create the caricatures we first took still photos of each other with different facial expressions and with our heads in varied positions.

Step 3

Using a masking technique in *Pages* application we separated our head from our bodies. Then we exported the head to the *Kid Pix* program, where, with the aid of a Wacom graphics tablet (optional), we created new bodies.

Step 4

We took a series of still photos using digital cameras to capture the images that make our school cool.



Tyrone taking some still photos

Taj I was not that happy with this step because our version of *GarageBand* only has a limited selection of instruments but we did manage to create a *Broulee blues* piece that was pretty good.



Kieran creates a slide

Lockie

This was very time consuming as each slide had to have identical transition style and timing. It was annoying at times, as you had to keep checking it.

Step 5

We put a photo along with a caricature onto a slide in *Keynote* application and added speech bubbles to explain the importance of the photo. We each had to create two slides.

Step 6

With *GarageBand* software we created accompanying music. We chose to make our own music to avoid any copyright issues.

Step 7

Finally we coordinated the slides transitions.

Step 8

After watching the slideshow we decided to add a touch of humour. We drew a few pictures of chickens in *Kid Pix* then, on several slides, we made them run in and out of the scene. We used the last slide to introduce the school's actual chickens.

Step 9

We converted the *Keynote* slides to a *QuickTime* movie and, voila!, our video clip was finished.

Sharing our learning

Shortly you will be able to view the movie by connecting to the [school website](http://www.broulee-p.schools.nsw.edu.au) <www.broulee-p.schools.nsw.edu.au>. The video clip will become a valuable promotional tool that highlights resources and opportunities available to students at Broulee Public School.



Taj and Kailash listen to the music they made

Kieran

I was rapt because I had used the moving technique in my slide so I was able to easily make the chickens move in and out of the slides.

Oscar

I was lucky to finish off with the easy task of drawing the chickens.



Lockie adds transitions to slides



Oscar draws the cheeky chickens

Kailash

Even though we are happy with the video clip we created, next time we will use our voices rather than speech bubbles.

Kailash

Teachers are now asking us to provide instructions to their students enabling them to create their own video clips using *Keynote*. It's great! We hope you can follow our steps to have a go at making your own video clip. Just do what we did and try.



Reegan

We have already started thinking about next year's sequel.

Future learning, reading, teaching: schools, libraries & teacher librarians

Darcy Moore, Deputy Principal at Dapto High School, shares his thoughts about the contemporary challenge for teacher librarians in the digital communication technologies environment. In keeping with the topic of digital communication technologies, the article is adapted from blog posts @darcymoore.net.

Darcy Moore's Blog

learning technology leadership...

ABOUT FAVOURITE BOOKS WEB 2.0 FOR LEARNING PROFESSIONALS

Teacher librarians: context (Part I)

Posted by [Darcy Moore](#) on Sunday, May 29, 2011

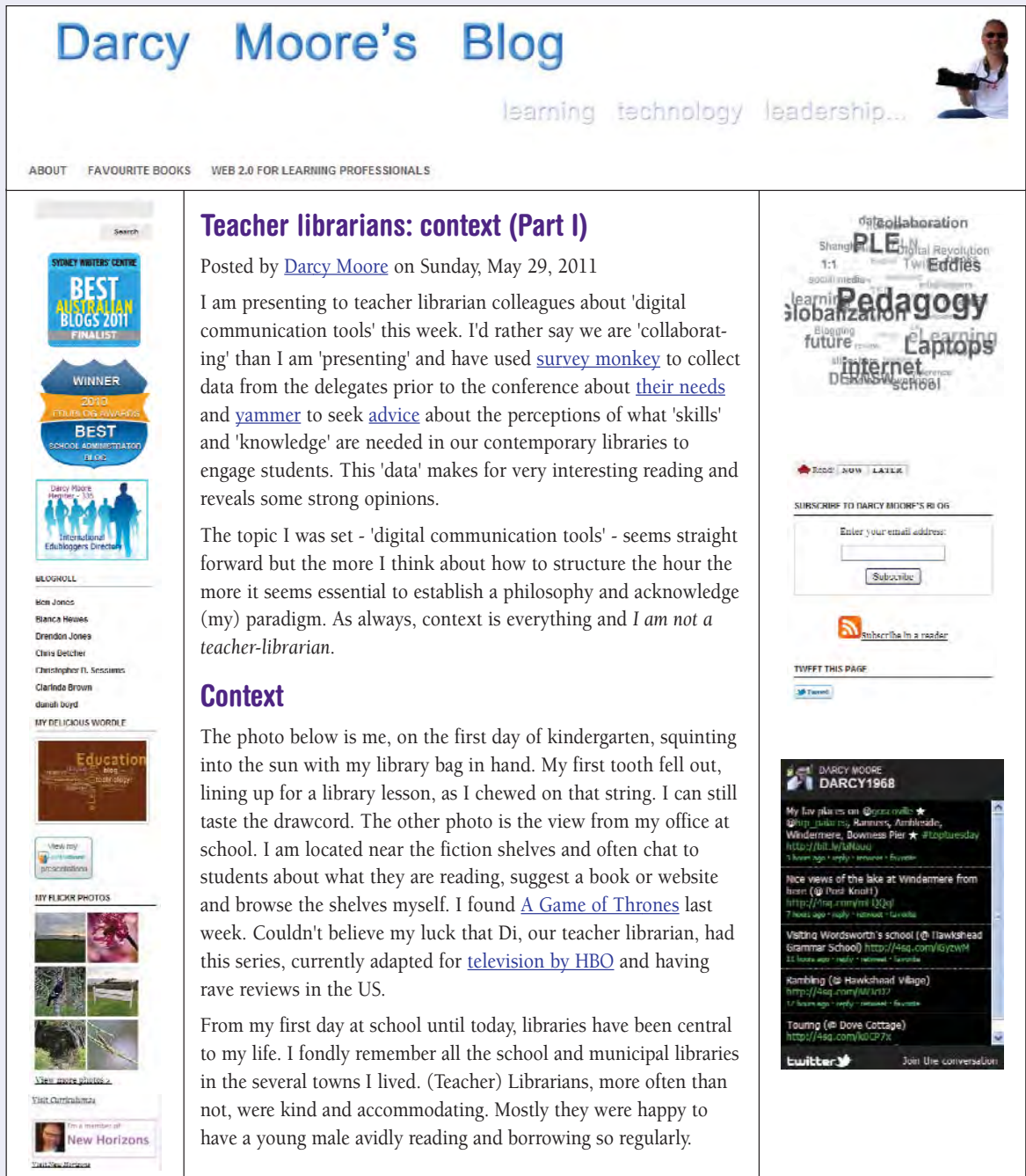
I am presenting to teacher librarian colleagues about 'digital communication tools' this week. I'd rather say we are 'collaborating' than I am 'presenting' and have used [survey monkey](#) to collect data from the delegates prior to the conference about [their needs](#) and [yammer](#) to seek [advice](#) about the perceptions of what 'skills' and 'knowledge' are needed in our contemporary libraries to engage students. This 'data' makes for very interesting reading and reveals some strong opinions.

The topic I was set - 'digital communication tools' - seems straight forward but the more I think about how to structure the hour the more it seems essential to establish a philosophy and acknowledge (my) paradigm. As always, context is everything and *I am not a teacher-librarian*.

Context

The photo below is me, on the first day of kindergarten, squinting into the sun with my library bag in hand. My first tooth fell out, lining up for a library lesson, as I chewed on that string. I can still taste the drawcord. The other photo is the view from my office at school. I am located near the fiction shelves and often chat to students about what they are reading, suggest a book or website and browse the shelves myself. I found [A Game of Thrones](#) last week. Couldn't believe my luck that Di, our teacher librarian, had this series, currently adapted for [television by HBO](#) and having rave reviews in the US.

From my first day at school until today, libraries have been central to my life. I fondly remember all the school and municipal libraries in the several towns I lived. (Teacher) Librarians, more often than not, were kind and accommodating. Mostly they were happy to have a young male avidly reading and borrowing so regularly.



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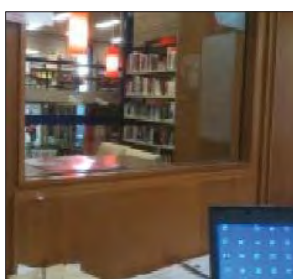


Name: Darcy Moore
Email: darcy.moore@det.nsw.edu.au

Status: None

Create Your Badge

Darcy1988's videos



My daughters love reading, particularly enjoying 'story-time' at our local library. Both Miss 5 and Miss 7 count a trip to any library as a highlight of even the most exciting or adventurous week. They read books, e-books and websites with little discrimination. A good story told is a good story told.



[cc licensed \(BY NC SD \) flickr photo](#) shared by [Darcy Moore](#)

However, having a library bag in kindergarten, kids and a partner who love reading or an office upstairs in the school library does not make me particularly qualified to pontificate - it can allow me to make some provocations, suggestions and provide an opportunity for the professional teacher-librarians to discuss ideas.



RECENT POSTS

Travelling in China: Photography, Social Media and Shanghai

The future is here...

Teacher-librarians: Digital Communication Tools (Part II)

Teacher-librarians: Context (Part I)

Photography: My Reading

Learning: A Digital Renaissance (a draft)

Script: how do you tell the children?

Future vision?

Connected...or at least, connecting

'Shut Down The Schools!'

RECENT COMMENTS

Tilanna Marshall on The future is here...Rick Bryson on The future is here...Barbara Bobson on The future is here...Denise Lullis on The future is here...Darcy Moore on About Louise Zayas on The future is here...Tina O'Brien on About Robin O'Reilly on The future is here...Paddy O'Shea on Favourite Books and my 500million on The future is here...

CURRENTLY READING...



The future & the past

This blog has often featured my thoughts on the central importance of [reading](#), my [favourite books](#), the [future of books](#), [disruptive technologies](#), [e-books](#) and [e-readers](#). Like you, I am thinking about the future of learning, reading, teaching, schools, libraries and teacher librarians. It is a favourite topic.

What digital communication technologies do teacher-librarians need or more importantly, do their students

need? This is the heart of the contemporary challenge. How do teacher librarians nurture the best of the past with an eye on a future that has already arrived?

A teacher-librarian supports and implements the vision of their school communities through advocating and building effective library and information services and programs that contribute to the development of lifelong learners.

ALIA <www.alia.org.au/education/qualifications/teacher.librarian.html>

What exactly is that vision in 2011?

The recent findings of the parliamentary [Inquiry into school libraries and teacher librarians in Australian schools](#) (2011) arrive at the heart of the current challenge:

While the teacher librarian's role appears to be rapidly changing in an ever evolving digital, online and e-learning environment, it is not always clear exactly what role they should and could play in schools to

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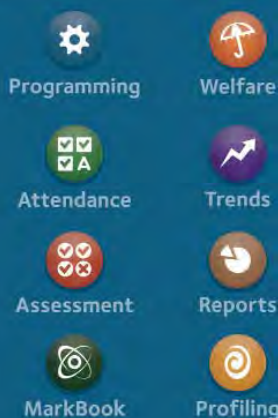
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Persuasion: multimodal teaching and learning with Year 5



Stephanie Johnson, Year 5 teacher at Parramatta East Public School, collaborated with the teacher librarian and Stage 3 teachers to provide a range of ICT learning experiences for students to explore the art of writing persuasively.

Collaborative planning and programming

With the focus in writing now squarely set on persuasive texts, I began the year by planning a program of learning experiences to enable the students to gain a general understanding of persuasive techniques, become familiar with the metalanguage and create their own persuasive texts. The goal was to teach persuasive text writing in an explicit and engaging way and, therefore, to increase students' writing performances in the NAPLAN test, which was conducted in May. In collaboration with my fellow Stage teachers and our school's teacher librarian, we planned lessons designed to assess students' prior knowledge of persuasive texts, teach them expositions and discussions following a logical sequence, and assess the extent of their learning.

The program of teaching and learning followed this sequence:

1. Familiarise the students with the text type.
2. Model and guide the writing of the text type.
3. Students write independently.
4. Refine students' knowledge of and skills in writing the text type.
5. Assess.

This structure was followed in the teaching of expositions, and then in the teaching of discussions.

Collaborating with our teacher librarian enabled the class to use a range of information and communication technologies (ICTs). Providing a range of media from which to work was a strategy to improve outcomes for persuasive text writing. This included internet resources, other ICTs and strategies, including mnemonic devices, to scaffold and help the students remember the

structure and features of persuasive text. Along with these devices, opportunities were provided for students to read and view many samples of persuasive texts, to regularly engage themselves in the writing process and to support one another with quality peer editing practices.

ICT devices and strategies

In the *Scan* article 'Beyond the review: Stage 3 English – persuasive writing' (2011), Lizzie Chase recommended the use of several strategies and digital tools to improve students' understanding and writing of persuasive texts. I adapted the suggested uses for two resources, *Glogster EDU* and the *VCOP mat*, to suit the needs of my students.

Glogster EDU was introduced to give the students a tool to help increase their understanding of the text type. It enabled the students to explore the power of visual literacy and emotive language to persuade an audience. The

tool offered students the opportunity to be creative.

VCOP (Vocabulary, Connectives, Openers and Punctuation) is a strategy suggested by Chase (2011) for explicitly teaching the skills of how and when to use high quality vocabulary, connectives, openers and performances in persuasive writing, in increasing levels of sophistication. I created a poster (Figure 1) to use as a teaching resource, as well as a *SMART Notebook* presentation to assist with teaching this strategy.

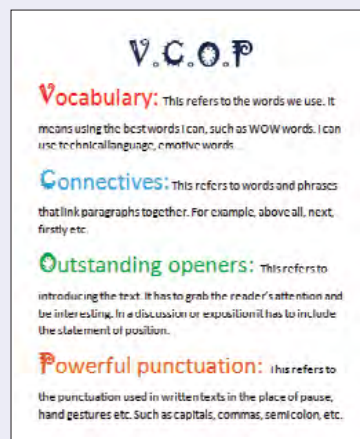


Figure 1 VCOP poster created for the class

Webspiration is an online web based resource which creates mind maps and tools to use in planning and displaying information. I first saw this on *Breakkie with a teckkie*, a weekly VC discussion of Web 2.0 and other tools, hosted by a group on Yammer, the Department's social network site. After conversations with our teacher librarian, I decided to use this tool as a visual aid to help teach students how to plan a persuasive writing task.

Pre assessment

Pre assessment results showed that the students had some background knowledge of the different persuasive

text types. Most of them could identify a discussion and an exposition, and knew some of the features of each. They understood the difference between the two. Only a small percentage of children could identify features of persuasive texts, such as using technical language or high and low modal verbs. Students had only a vague idea as to their social purpose and why we write persuasive articles but, with some scaffolding, they could list some reasons why and link to some real life examples, such as letters to the editor, or feature articles.

Building a shared understanding of persuasion

By reading and analysing examples of a variety of persuasive texts, the students became more familiar with this form of writing. After the joint construction of an exposition, the students began writing their first independent persuasive text, an exposition entitled, *We should have a new Australian flag*.

Most students had grasped the concept and could provide some reasons to support their arguments. While some students were able to utilise persuasive devices, their use was not overly effective. One child, for example, over-used emotive language and high modality verbs, and his writing lacked any evidence or elaboration. It was apparent that he understood how to use persuasive devices but not that the overuse of such devices made them ineffective. More explicit teaching was needed to develop each student's skills and understanding.

Teaching strategies and results

The different teaching tools and strategies, *VCOP*, *Webspiration* and *Glogster EDU*, were used at different phases of the teaching cycle (Figure 2).

VCOP

I used *VCOP* as a means of explicitly teaching the features of persuasive writing, as well as reviewing it again at

Glogster EDU: Week 9, lesson 3. Editing discussions with peers and presenting using Glogster EDU	WS3.10 WS3.12 WS3.14
VCOP: Week 5, lesson 2. Introduce the VCOP strategy using a poster.	RS3.8 WS3.10 WS3.9
Term 2, Week 2, lesson 3. Review VCOP strategies and closely examine the P (punctuation) element.	WS3.9
Webspiration: Week 3, lesson 1-2. Using Webspiration as a mind map tool plan, and then jointly construct a discussion as a class.	WS3.9

Figure 2 ICT tools and curriculum links for teaching persuasive writing – taken directly from program

the refining stage of learning. The explicit instruction and specific examples made clear to students how to use the features of persuasive text writing. The acronym helped them to remember the main features to include and enabled students to extend themselves by having a scaffold to enhance their language, understanding of the structure of the text, and punctuation.

VCOP provided a good scaffold for peer and self editing. Students used it as a guide to edit a persuasive text, to provide feedback and to improve their own work. For example, we talked about punctuation as being the basics (capital letters and full stops) to more complicated types, such as inverted commas, to suggest sarcasm. When editing their work, or the work of their peers, students were able to suggest what to aim for next time under the subcategories of *VCOP*.

As a class, we created a definition of each term and gave examples. I printed this out and created a visual display. On many occasions I saw children looking at it and using it as a guide. One student referred to it constantly and eventually asked, *Miss Johnson, is it like cheating having this here? It helps me a lot*. With feedback like this, I think it was definitely a worthwhile teaching tool for this text type. It was explicit, simple and provided an effective scaffold for the students to aim high. It also helped me to provide the students with appropriate feedback to enhance their writing.

Webspiration

I used *Webspiration* as a means of helping students to plan their persuasive writing tasks logically and to organise their thoughts and ideas by using a mind mapping method. I initially used *Webspiration* as a means of activating the students' prior knowledge about persuasive texts. We collaboratively created a mind map by brainstorming various types of persuasive texts.

I found *Webspiration* straightforward to use, especially as a whole class activity using the interactive whiteboard. It was very user friendly and the students enjoyed having it as a tool, and coming up to the board to add an idea. I found the ability to create different coloured mind map shapes useful for this activity as we colour coded our types of texts to sort them into spoken persuasive texts and written persuasive texts (Figure 3).



Figure 3 Student created mind map inspired by *Webspiration*

We then used *Webspiration* as a means of illustrating the differences and similarities between expositions and discussions. I used this form of technology on the IWB within the classroom, calling on students to come and add sections to the mind map as they saw fit. We created a mind map showing similarities and differences between the two types of persuasive texts. The visual representation helped demonstrate the relationship between exposition and discussion for the students, and they really enjoyed creating the mind maps.

There was insufficient time for students to use *Webspiration* to create their own electronic mind maps, but I imagine that this would be a useful exercise. Overall, I found it to be beneficial as a whole class learning tool for the IWB. Although it was fun, engaging and user friendly, it is similar to using *SMART Notebook* or *Microsoft PowerPoint* to create a mind map, and is just one example of many mind mapping tools available.

Glogster EDU

I used *Glogster EDU* as a means of refining and extending students' writing, by having them publish their work using this tool. By this stage of the teaching and learning sequence, the students had already planned, written, peer edited and self edited several discussions on a range of topics. I then used the IWB to explicitly demonstrate how to use the various features in *Glogster EDU*.

This led to a fantastic opportunity to critically examine and discuss the concept of visual literacy. We had some great whole class and partnered discussions about what images would enhance the meaning, and why you would use certain images over others when adding images to persuasive text writing. We also looked at how to set out a visual presentation and the way in which the order, sequencing and positioning of the text boxes and images can impact on the meaning and compliment the structure of a

discussion. For example, some students inserted different text boxes for different paragraphs, or showing either side of the argument as being either side of the page.

There was also a good discussion on paragraphs, facilitated by the need to put each paragraph into a different

text box, which creates the need for students to have a clear understanding of where each paragraph will begin and end. Each student was able to create a published persuasive text using visual images, backgrounds and text boxes to enhance meaning (Figures 4 & 5).

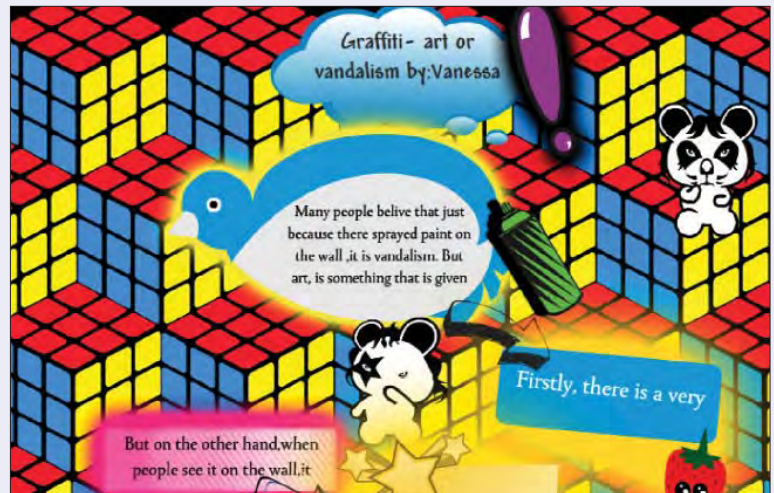


Figure 4 Student work sample showing ineffective use of Glogster EDU



Figure 5 An example of more effective use of Glogster EDU

While the students enjoyed using this program, and were able to create some good discussions, I found *Glogster EDU* challenging to manage. Once you create a class, you are given an individual, randomly allocated alphanumerical login and password for each student – complex and difficult to remember. Needless to say, logging in to change each one or recording each student's log in details are both time consuming options for teachers. Perhaps groups and group leaders would help make it more manageable.

K–6 students need to be supervised when accessing the internet.

Uploading images was also a challenge. The first time we tried, there was no option but to upload photographs from the computer. On the second occasion, some inappropriate images popped up as an option to upload. At the time, this was perplexing, as we were using the educational version of *Glogster*. It was a timely reminder that K–6 students need to be supervised when accessing the internet, even when using educational software, as topics studied by senior students are often inappropriate for a younger audience.

Remember to check the *Terms of use* and *Privacy* information for age eligibility statements as some e-resources require joint construction with a teacher. See *Technology tips* <www.schools.nsw.edu.au/raps/fearless10/technopage.htm>.

Glogster EDU pros and cons

Our teacher librarian and I collaboratively taught students to use *Glogster EDU* as a presentation tool. Reflecting on the effectiveness of this tool, we found that:

- the more capable writers found it a bit frustrating as the text boxes have a limited word capacity
- students with a well developed sense of visual layout, colour and

symbolism needed to engage and persuade an intended audience were more inclined to use this tool effectively

- additional hardware was needed to effectively use the program's features, such as uploading your own sounds, photographs and videos. Only one song was accessible and images were limited, so students were unable to fully engage with the program, and enable the program to reach its potential.
- occasionally the students used so many text boxes that the structure of the discussion was difficult to follow. This resulted in them adding a series of arrows, and creating more of a mind map rather than a discussion.
- the students loved exploring the engaging graphics: the images, backgrounds, and animation. Some students were able to do this in a way that did enhance the meaning and improve their discussion. That said, other students were far too focused on the graphics and this limited their discussions.

Overall, I feel that *Glogster EDU* is a useful teaching tool. However, as a publishing tool, it simply provides an alternative to using *blogED* or *Microsoft Publisher*.

Post teaching assessment

There was definite improvement in the students' performances over the course of this teaching sequence. When questioned at the end of this teaching unit, all students were able to identify at least two persuasive devices. They could articulate clearly the similarities and differences

between expositions and discussions, and could identify, describe and utilise features and conventions of each type of text.

The students reflected on their learning.

The students reflected on their learning. They wrote about what they thought was the most valuable strategy/ teaching tool used and the least effective and why. Overwhelmingly, the students found *VCOP* the most useful. Some students found *Glogster EDU* to be the most useful, while others found it to be the least useful. There were a range of other strategies included. Interestingly, *Webspiration* was not mentioned. This could be explained, at least in part, by the fact that it was primarily used in early Term 1, and the reflections were written in Week 3, Term 2. Here are some of their responses.

The one that I think has helped me the most is VCOP. Although I understood that vocabulary and punctuation were important years ago, it is only this year that I have paid attention to connectives and openers. I feel that my persuasive text writing is improving.

I think VCOP really helped me to understand the basics of writing persuasive texts.

Glogster because you can use your imagination while learning how to write.

Glogster didn't help me much (in)...discussion and exposition, it was just me typing my work and I just made it look cool. ■

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A new library: a new direction



Nigel Paull and Melissa Berry discuss the impact of the recently completed BER library at South Grafton Public School (SGPS). Nigel is normally a full-time teacher librarian, but has been spending two days a week as program manager for the school's involvement in PSP, Low SES, National Partnerships Literacy and Numeracy and the 47 Schools' Pilot Trial. Melissa has been a casual teacher librarian at SGPS and is currently employed three days a week.

Forward planning

While the building was progressing, library staff took the opportunity to cull, purchase resources, and maintain a limited library program. Valuable training and development opportunities arose that had implications for the new direction required for the 21C library. As the previous library had limited IT infrastructure, emphasis was placed on all aspects of current and emerging digital learning. The 2010 SLAQ/IASL conference in Brisbane offered a wealth of pertinent material, as did an inspirational course on library design and marketing techniques by Kevin Hennah (2010).

Background

For several decades the library at South Grafton Public School (SGPS) has been deemed to be undersized for the number of pupils (around 600). The school is on a split site and the old library occupied the storey above the administration block on the primary campus.

After several attempts to gain a new or refurbished library, the opportunities offered by the BER stimulus package placed a new library at the top of the school's wish list. Indeed, it was gratifying to see libraries at the forefront of BER priorities. The staff, students and community all agreed that the school's top priority was a new library. The school's Principal, Sue Hillery, a qualified teacher librarian, was instrumental in guiding this process.

The old library became a refurbished staff room and this led to the library operating out of a portable classroom for six months. Although this was longer than anticipated, the big picture was always clearly in view.

Design process

Our 21C library is a standard Departmental design (Figure 1), although approximately 50% larger than the previous library. Input into the design was fairly limited, with colours, furniture layout and the site location being the main choices.

All stakeholders were happy with the floor space, storage areas, full-sized office, display space, a swag of data outlets, an interactive whiteboard and a connected classroom.



Figure 1 The new library at SGPS

...leap into a revitalised and exciting future.

Reimaging

With the new building nearing completion came a wonderful opportunity to reposition a reinvigorated and rebranded library and associated programs into the minds of the school community. With students, parents



Figure 2 One of the recreational reading areas in the new library

and teachers excited by the prospect of a spacious new building and full library service resuming, it would be an easier step to leap into a revitalised and exciting future.

By utilising the attributes the new building offered, space, light, access, new furniture and IT hardware, the 21C SGPS Library features multi-functional learning spaces suitable for several groups, or even two classes. Students enjoy the informal reading areas with comfortable lounge chairs and low coffee tables. Increased numbers of students have been enjoying recreational reading in these areas (Figure 2).

The aim is to have a customisable learning space, which can be altered according to future needs. Hennah's

(2010) suggestions included adding wheels to shelving to permit easy layout changes, increasing the amount of flat-faced shelving and using quality signage to contribute to this customisable learning space (Figure 3).

...inviting atmosphere with vibrant, changing displays featuring quality books and easy access to IT equipment.

The inviting atmosphere has been enhanced by locally made vinyl lettering signs and book quotes, world time zone clocks (instigated after



Figure 3 The customisable learning space has quality signage

analysing NAPLAN results, which showed that analogue time was not well understood), and coordinated location signs from Syba Signs. The aim is for the library to feature as the recreational centre of the school with vibrant, changing displays featuring quality books and easy access to IT equipment. This has been observed by the SGPS HAT (Highly Accomplished Teacher), Janelle Buckley:

Our new library effectively combines the old and the new in perfect symmetry, providing a complete centre for our students.

An e-learning zone was created.

Part of the reimagining of the library is to position the building and program as the digital hub of the school. Obviously the new library came with a considerable amount of IT equipment. An e-learning zone was created offering students eighteen networked computers, where previously we housed seven. To do this, the school held over the entire previous years T4L computer allocation to use in the library, ensuring the library has the most advanced IT equipment. The library also features a connected classroom, which allows students and teachers to videoconference and undertake virtual excursions.

In the eight weeks since opening, the teaching program featured the new online encyclopaedia, introduced the use of *OneNote* to senior students, and offered facilities for students to use *Mathletics*. There are plans for the implementation of moodle and blogs into library and class programs next term. Investigations are also commencing into the use of iPads in a small group setting. Lack of wireless access, at this stage, is a concern.

Future directions

Action research has been followed to determine how the 21C library was to

be set up, and anecdotal evidence has been used to refine the direction on a weekly basis. The next major step is to embrace evidence based research. NAPLAN results and OASIS Library statistics help guide how the library can enhance teaching and learning, and ensure best knowledge outcomes for students.

Initial research amongst the school community has led to planning for increased opening times, at this stage one afternoon per week. This will complement the school's innovative After School Academy, which currently offers recreational and academic programs. In the two months since opening, it has been determined that additional forward facing shelving is needed, an intriguing eye-catching lounge is being sought for the foyer and an increase in the amount of fiction resources will be matched by a decrease in nonfiction print resources.

The library is perceived as embracing emerging trends.

Since the completion of the new library, borrowing and recreational reading have increased. Students are keen to use the facilities, and their comments have been overwhelmingly positive. Using OASIS Library figures, this will be determined accurately at the end of the year. Through discussions with parents (the P & C now have their meetings in the library) an increase in parenting and curriculum-focused material is needed, while staff, who also enjoy meeting in the library (Figure 4), are keen to have their recreational reading collection enlarged.

The President of SGPS P & C, Karen Cleaver, remarked:

The spacious open plan gives the perfect learning environment. The new library provides state of the art



Figure 4 Staff enjoy meeting in the library

technology and resources for our children and community, it is fantastic.

literacy, quality literature and an ongoing emphasis on the vital importance of digital learning.

The very supportive staff and school executive are keen for our library to continue to be well resourced with a mix of print and digital material. The library is perceived as embracing emerging trends. Highlighting these to staff for inclusion in future teaching and learning activities is central to student achievement. This has been evidenced by comments from the SGPS Principal, Sue Hillery:

The new library at South Grafton Primary School is having an enormous impact on student and staff morale. This beautiful architectural space opens up new opportunities and possibilities. There is a fresh momentum and interest in

...we are eager to map out the direction for our 21C library.

As teacher librarians, we are eager to map out the direction for our 21C library and ensure that, as facilitators of learning, the SGPS Library remains in the forefront of innovative, exciting, and challenging programs. We also have to unpack and deal with the bane of a teacher librarian's life – those two remaining boxes of mysteries. ■

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Transferring information literacy practices: implications for teacher librarians and teachers

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, **Dr James E. Herring** presents the findings of a study which explored the views of Year 7 students on information literacy practices and discusses the implications for teacher librarians and teachers.



Also in this issue **Mal Lee** considers what it means for schools to be networked communities, and related ongoing evolution in normalising the digital in everyday teaching and learning. The practical implications and potentials are illustrated with reference to Broulee Public School.

Note: See complementary student reflections in 'Inquire... iLearn... iCreate... iShare: 'What's cool @ Broulee Public School?', *Scan* 30(3), pp. 4–5.



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Introduction

This paper reveals original insights about the value students place on information literacy practices and the extent to which students might transfer these practices across time and across the curriculum.

It presents findings of a study which explored the views of Year 7 students, teachers and teacher librarians in three rural schools in NSW. Key implications are that teacher librarians should revise the way information literacy is taught in schools, and that teacher librarians, teachers and school management should actively discuss the transfer of information literacy practices in their schools.

After outlining the aims and areas of exploration of the study, it critically reviews aspects of the literature on information literacy and transfer, reviews the methodology used, presents key findings and discusses implications of the study for teacher librarians and teachers.

Aims and areas of exploration

The aims of the study were to examine the views of Year 7 students, teachers and teacher librarians on students' information literacy practices, and to examine the views of students and staff on the extent to which students were likely to transfer these practices across the curriculum and across time. As the study used the constructivist grounded theory method (Charmaz, 2006), areas of exploration (as opposed to research questions) were identified. These areas were:

- How students, teachers and teacher librarians viewed information literacy practices.
- The extent to which students viewed these practices as helpful when gaining knowledge about a topic and completing an assignment.
- How students, teachers and teacher librarians regarded the potential transfer of information literacy practices.
- The extent to which students viewed themselves as transferrers of information literacy practices across subjects and across time.

Literature review

Definitions of information literacy

There is no agreed definition of information literacy in the school context and, outside the school context, the debate continues as to what might constitute information literacy. Langford's (1998, p. 59) questions, *Is it [information literacy] a concept or a process? ... Or is it a new literacy that has been transformed from existing literacies to complement the emerging technologies for which the Information Age students must be skilled?* remain relevant today.

Definitions by Doyle (1994), Abilock (2004) and Kuhlthau (2004) refer to information literacy as encompassing ways of thinking, attitudes and skills, as opposed to a set of skills which students learn and implement step by step.

This author defines information literacy as a critical and reflective ability to exploit the current information environment, and to adapt to new information environments, and as a practice. This definition includes the aspect of transferring abilities from one context to another, which earlier definitions have not addressed.

...information literacy...more than a set of skills or a process to be followed.

Information literacy practice

In the workplace context, Lloyd (2010, p. 249) argued that, using Schatzki's (2002) theories, information literacy may be viewed as a *dispersed practice that hangs together as a bundle of information focused activities that are constituted within larger integrative practices*.

Information literacy practices by school students constitute the information related activities in which students are reflectively engaged both in school and outside school. Thus, the term *information literacy practice*, in the lives of school students, does not merely represent students engaging in activities such as Web searching or information evaluation; rather, it implies that the students actively reflect on the use of these activities (for example, by selecting particular search strategies and rejecting others). This focus on information literacy practice views information literacy as more than a set of skills or a process to be followed.

Lloyd (2010) argues that in schools, information literacy is often viewed as set of skills or steps to be followed,

...focus on meaningful learning, and not just information seeking.

and the use of information literacy skills models such as the NSW Department of Education and Training model (2007) may reinforce this view. By using the term *information literacy practice*, teacher librarians and teachers will still be teaching students skills and techniques such as concept mapping, question formulation and note taking, but these will be seen in the context of students being taught to take a wider view of information literacy. Students who are practitioners will reflect on the use of skills and techniques and will be more likely to transfer their practices across subjects.

Information literacy research

There is a plethora of literature relating to aspects of information literacy in schools, but many of the articles are practice-based and often lack an empirical research base. In schools, the key researcher in information literacy in recent times has been Kuhlthau (2004; 2007) whose research broke new ground by emphasising affective aspects, such as students' thoughts and feelings when engaged in information seeking. A second key influence is Limberg (2006; 2008) who urged teacher librarians and teachers to focus on meaningful learning, and not just information seeking.

Research into the use of information literacy skills models was carried out by Wolf et al (2003) on the Big 6 model, and by Herring (2006) on the PLUS model, and showed that most students valued the use of a model, although some students found that the model being researched did not suit their learning style. Information literacy research has also focused on information seeking (Myers et al, 2006; Bilal et al, 2008), question formulation (Herring, 2009), and plagiarism (Williamson et al, 2007).

One aspect of information literacy that has not had much attention is the question of whether students might transfer information literacy practices across subjects and time. Herring and Hurst (2006) explored aspects of transfer in a primary school, and Herring and Bush (2009) examined factors which might lead to the creation of a culture of transfer, in relation to information literacy.

Transfer

In the field of education, the issue of transfer has been researched and debated for over a century, but there is no agreed definition of transfer. Royer, Mestre and Dufresne (2005) defined transfer as *a term that describes a situation where information learned at one point in time influences performance on information encountered at a later point in time*, with influences being a key term, that is, transfer is not merely the repetition of behaviour. There are many types of transfer identified (Haskell, 2001), with near transfer (relating to similar situations) and far transfer (different situations) being the most common. Haskell (2001), Fogarty and Pete (2004) and Royer et al (2005), argue that transfer should be studied in context, and should encompass environmental, cognitive and sociocultural perspectives on transfer. The present study took a sociocultural view of transfer, and Royer et al (2005) took a similar view, arguing that transfer studies should take account of the influence of the wider environment (e.g. places and people). Haskell (2001) argued that unless a culture of transfer existed in an educational context, then transfer was unlikely to happen.

Methodology

This study's theoretical perspective is sociocultural. This perspective (Lloyd, 2007) studies learners within their environment, and recognises that social and cultural factors will impact on how learners construct knowledge. Limberg (2010, p.84) argued that *Researchers adopting a sociocultural*

perspective of learning have highlighted social aspects and the need to focus on the situatedness of information literacy. Thus this perspective takes into account the context in which research participants work or learn.

The study adopted constructivist grounded theory as its methodology. Taking a constructivist approach implies that the researcher views knowledge as constructed by learners, and that the researcher interprets (as opposed to reports) the constructions of reality offered by participants. For example, where students in the study discussed their information literacy practices, they were constructing a version of their experience, not reporting it in total. Grounded theory was developed by Glaser and Strauss (1967), but has since been developed by others, including Strauss and Corbin (1998) and Charmaz (2006). This researcher followed Charmaz's (2006) constructivist approach to grounded theory. Charmaz (2006) argues that key aspects of constructivist grounded theory, which makes it different from objectivist (Bryant, 2003) versions, are that constructivist grounded theorists view the researcher not as someone who analyses data with complete objectivity, but as an interpreter of data; and that grounded theory does not emerge from the data, but is constructed by the researcher who interprets the data, which the researcher collects through active interactions with research participants.

The study took place in three secondary schools in rural NSW and each school has a full-time qualified teacher librarian. In each school, one Year 7 class was selected after discussions with the principal and teacher librarian. A total of 75 students took part in the study. Data was collected from student diaries, student questionnaires, and interviews with students, teacher librarians and teachers in the three schools. In the interviews, teacher librarians and teachers were asked about their students' previous experiences of information literacy, what aspects of information literacy

they taught, what expectations they had of students, and whether students were likely to transfer information literacy practices.

The emphasis was on students gaining meaningful knowledge from their use of learning resources.

Students completed diaries in Term 3 of the school year, when they were studying topics and completing an assignment, in History. Students were given advice by the teacher librarian and teachers in each school about aspects of information literacy, including brainstorming, concept mapping, information seeking, evaluation of information, concepts and ideas, note taking and assignment writing. The emphasis was on students gaining meaningful knowledge from their use of learning resources.

In Term 4, students were reminded of the information literacy advice given in Term 3 but no formal guidance was given. At the end of Term 4, when they had completed studying topics in Science (school A), Japanese (school B) and English (school C), students completed a questionnaire. In each school, near the end of Term 4, interviews were conducted with two groups of four students, and with four individual students. Convenience sampling (Johnson & Christensen, 2007) was used to select students. Interviews were conducted with teachers and teacher librarians at the start of Term 3 (individual teachers and teacher librarian), at the start of Term 4 (individual teachers), and at the end of Term 4 (groups of the teacher librarian and three teachers in each school).

Data from the diaries, questionnaires and interviews were analysed and interpreted by the researcher using constructivist grounded analysis

(Charmaz, 2006; Pidgeon & Henwood, 2004). A number of substantial categories were identified by the researcher. These categories (e.g. students valuing concept mapping) were used at the theoretical sampling stage of the study.

Theoretical sampling takes the form of the researcher returning to the research participants and asking them to comment on the substantial categories which have been identified. In each school, one group of five students and one group of the teacher librarian and four teachers was interviewed for the theoretical sampling.

Findings

The main findings of the study, which are discussed below, include:

Valuing information literacy practices

A minority of students (c10–15%) actively valued information literacy practices and could reflect metacognitively on their own learning. These students could be viewed as proactive practitioners. Most students (c80–85%) saw value in information literacy practices, but took a more reactive approach, which meant that they were often reluctant to implement these practices, unless they were told or encouraged to do so by the teacher librarian and teachers. This group could be viewed as potential practitioners. A very small minority (less than 5%) did not see value in information literacy practices, as they appeared unable to understand the concepts relating to such practices. These students could be viewed as non-practitioners.

The three groups of students, which overlapped in different contexts, demonstrate that most students did value information literacy, and were able to implement skills and techniques (e.g. question formulation) if they were motivated to do so.

Being engaged

The proactive practitioners were engaged in their own learning, and

this did not depend on particular teaching methods. Most students could be engaged in their own learning and information literacy practices, where there was more evidence of student-centred teaching and assignments. The small minority were not engaged in their own learning.

The data from the study showed that the majority of students had the potential to be reflectively engaged in their own learning but were not motivated to do so. The reasons for this lack of engagement included school culture, in which students saw themselves as groups being taught, as opposed to individuals who learned, and a lack of motivation due to assignments which did not challenge students.

Transfer

When students could see value in transfer, and if teacher librarians and teachers actively encouraged students to continue to value transfer, more students were likely to transfer information literacy practices. Most students in the three schools were unlikely to transfer information literacy practices across time and subjects, unless a culture of transfer was established in the schools. A culture of transfer in these schools could only be established if transfer was seen by school staff and by students as a high priority for the school curriculum, and there was both formal and informal discussion of transfer. This discussion needed to take place not only between school staff, but between staff and students.

Discussion

The findings of the study are discussed in relation to:

- valuing information literacy
- transferring information literacy practices
- developing a culture of transfer.

Valuing information literacy

In this study, the term *value* relates to the importance of, and benefits to be

derived from, information literacy practices. A minority of students saw value, for example, in evaluating information sources found on the web, but they did not do so merely from a utilitarian point of view. A utilitarian view might involve the students in seeing information source evaluation as a means of identifying key sources, which would gain them better marks in an assignment. These students saw value in information source evaluation as an information literacy practice, and they were able to reflect on the benefits of this for their own learning, and also to consider how other students evaluated learning resources. The research data showed that those students who actively valued information literacy practices, expressed this value in terms of benefits to their own learning, but also in terms of motivation. This group of students argued that when they developed information literacy practices, they not only acquired new skills (e.g. how to develop a concept map), but were motivated to use, and reflect on the use of, these skills.

One of the apparently contradictory findings of the research was that, while most students argued that they saw value in information literacy practices, only a minority were willing or motivated to implement these practices, without prompting by a teacher librarian or teacher. Almost all students, for example, recommended that the students, who followed them into Year 7, should learn about and actively use information literacy practices such as question formulation or self-evaluation. Thus while most students *believed* that they saw value, they were unwilling, or were not motivated, to realise the benefits from this value.

The majority of students appeared to take a received practice view of information literacy practices. This view reflects an attitude amongst students that a school functions by teachers and teacher librarians instructing students not only on what they are learning, but also on how they should

School culture therefore, is important in this respect.

learn. School culture therefore, is important in this respect, and it was clear that some students took a different view of school culture from that of their teachers and teacher librarians. An example of this was that some students stated that they did not need to construct a concept map in Term 4. When asked about the definition of *need*, these students stated that it was not required by the teacher or teacher librarian, so they did not feel that they had to develop the map. It can be argued that these students only saw potential value in information literacy practices.

As noted above, a very small minority of students saw no value in information literacy practices. For example, these students could see no connection between question formulation and information retrieval. Their failure to understand that there might be value in, for example, effective reading for information and knowledge, meant that they failed to implement information literacy practices. While teachers and teacher librarians agreed that this very small minority of students existed, there did not appear to be strategies to deal with this lack of understanding.

A review of the literature shows that, while authors such as Kuhlthau (2004) and Limberg (2008) addressed a range of issues in information literacy, the question of whether students did or did not value information literacy practices, is not discussed in any detail.

Transferring information literacy practices

In terms of students transferring information literacy practices that they had acquired, or had reinforced, in Term 3, in all three schools, three groups emerged. These groups were similar to those who valued, or did not value,

information literacy. The first group were those students who actively valued information literacy, and also saw value – both utilitarian and cognitive – in transferring information literacy practices. For example, these students had learned the benefits of effective searching, and they actively transferred the skills and practices involved in effective searching, to their learning activities in Term 4. This group took a reflective view of transfer, that is, they saw it as useful when they were completing their assignments, but they took a wider view also, viewing transfer as beneficial to their own understanding and new knowledge creation. This group of students can be viewed as actual transferrers.

The second group – the majority of students – who stated that they believed that transfer was beneficial, and that future students in Year 7 should engage in transfer, nevertheless were reluctant practitioners of transfer. This group of students took the view that it was the responsibility of teachers and teacher librarians to remind students of the value of transfer, or instruct the students to transfer skills and practices. They appeared not to be motivated to transfer.

On this issue of responsibility, the teachers and teacher librarians in the study were divided on this issue, and many saw transfer as the responsibility of the students. Some students pointed out that, while they were encouraged to transfer some aspects of subjects e.g. mathematical formulas or scientific facts, neither teachers nor teacher librarians encouraged the transfer of aspects of information literacy such as concept mapping, question formulation or reading for understanding. This group of students may be termed potential transferrers.

The third group – a very small minority – did not engage in transfer as they lacked the ability to understand any potential value in transfer. This was similar to their

inability to value information literacy practices. This group can be termed non-transferrers.

Developing a culture of transfer

In all three schools, it was clear that there was no culture of transfer. Students noted that teachers did not use the term *transfer*, and school staff argued that, while transfer had been discussed informally in each school, there was no policy on transfer, and no active initiatives. All staff, however, agreed that transfer was one of the fundamental aspects of secondary education. Teacher librarians and teachers agreed that a more formal approach to transfer was needed in each school, but added that, in addition to this, there needed to be active discussion of transfer between staff, and between staff and students, at all levels. The situation in these schools reflected Haskell's (2001) argument that a culture of transfer was a key element in determining whether students would or would not engage in transfer.

...a culture of transfer was a key element in determining whether students would or would not engage in transfer.

Implications for teachers and teacher librarians

There is no attempt by the author to generalise the findings of this study, but it may be worthwhile to consider *potential* implications for teacher librarians and teachers. One of the observations of the researcher was that, in all three schools, there were a number of assumptions made by teacher librarians and teachers about information literacy practices. For example, there were widespread assumptions that students would see value in these practices, would implement these practices across the

curriculum, and would transfer practices across time. Anecdotal evidence from other schools visited by the author suggests that such assumptions may be widespread. These assumptions however, were rarely discussed by school staff. The first implication of the study for teacher librarians and teachers is that there may be a need in schools for a debate about information literacy practices, and the related assumptions. It might be profitable for information literacy to be discussed both formally and informally amongst staff, with the aim of information literacy becoming a part of the whole school culture.

The second implication for teacher librarians and teachers is that there appears to be a need for teaching students not merely a set of what might be agreed as information literacy skills, and what might be viewed as the *how* of information literacy. If all students are to actively value information literacy practices, there is a need for them to be taught about the *why* of information literacy e.g. how developing information literacy practices can benefit students in making them more effective learners. The findings of this study suggest that, at present, information literacy in schools targets the more able/more motivated students who already produce efficient school assignments.

The third implication for teachers and teacher librarians is that there appears to be a need for a more formal debate about transfer of information literacy practices in schools. This does not just mean the formation of a policy on actively promoting transfer, useful as this would be, but it implies that a culture of transfer needs to be developed in schools. If a school had a culture of transfer, all staff would have a heightened awareness of the importance of transfer, and there would be a focus on transfer across the curriculum, and across year groups in the school.

Conclusion

Teacher librarians, who have a cross curricular view of information literacy in school, would appear to be ideal candidates for initiating discussion on information literacy practices and transfer in schools. The implications of this study for teacher librarians include a need for teacher librarians to revise the methods they use to develop information literacy practices in their

... a need for teacher librarians to revise the methods they use to develop information literacy practices.

schools; a need for discussion between teachers, teacher librarians and school

managers about the transfer of knowledge, skills and practices across the curriculum, as a preliminary to a discussion of the transfer of information literacy practices; and an open discussion between teacher librarians, teachers and students about developing a culture of transfer in their schools. ■

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The networked school community and Broulee Public School



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Introduction

Schooling across the developed world is finally going digital, and, daily, more of the pathfinding digital schools are moving in turn to the networked operational mode.

While industry and most public sector organisations went digital and networked by the 1990s and, as such, moved irrevocably from their traditional paper based operational mode and the associated stability and continuity to an era of ongoing change and evolution, schooling did not begin to make that shift until the 2000s (Lee & Gaffney, 2008; Lee & Finger, 2010; Lee & Hay, 2011).

Today, many schools globally have gone digital, and normalised the use of the digital in the everyday teaching and operations of all staff.

As yet a small subset of those schools have, in turn, recognised the educational opportunities opened by the networked world and are moving at pace to a fully networked operational mode. They are reaching out beyond the traditional school walls to take

advantage of the technology to work more collaboratively and productively with their community in the provision of a 24/7/365 education.

These schools recognise that in a networked world students do not always have to physically attend the school to be taught and to learn.

Broulee Public School (PS) on the far south coast of NSW is one such school exploring these potentials.

It is one of a suite of international case studies that Professor Glenn Finger and the author are drawing upon in preparing *Leading a networked school Community* (in press).

Broulee PS provides a succinct insight into what is possible in an everyday state school: a vital insight into how the school library and the teacher librarian can become a core and indispensable part of the school's operations, and how a school, by pooling its resources with those of its community, can significantly enhance its offerings.

It has an iCentre, and an iCentre

Coordinator, who is playing a

leading role in developing a

networked school community.

Broulee PS no longer has a traditional school library or teacher librarian.

It has an iCentre, and an iCentre Coordinator, who is playing a leading role in developing a networked school community. It is most assuredly not a matter of semantics, but a fundamental role change.

Importantly, that change and the iCentre's movement to a central and integrating role in the school's everyday operations was instigated and orchestrated by the school leader-

ship, albeit with the full support of the iCentre team. While teacher librarians, like all the other education professionals on the staff, must have a strong awareness of what is desirable in their particular domain, only the school leadership, and principal in particular, within a hierarchically structured school can tightly integrate all the elements needed to run a successful networked school community.

Shaping the future

As organisations – be they banks, hospitals or schools – go digital and, in turn, networked, and are strongly impacted by the ever evolving technology, it is imperative those organisations consciously seek to shape their desired future, recognise the mega forces at play and not simply react to each new development (Lipnack & Stamps, 1994; Drucker, 2001; ID, 2007; Hesselbein & Goldsmith, 2009; Bellanca and Brandt, 2010).

This was the underlying message of *Developing a networked school community* (Lee & Finger, eds, 2010) that the authors subtitled 'A guide to realizing a vision'.

The authors' desire in that work was to envision the next phase of schooling, and to provide schools with an idea of the kind of schooling possible. We identified the developments taking place in the pathfinding schools globally, noted the possibilities open to them if they more consciously shaped the future, examined the organisational structures needed to facilitate the desired development, analysed the immense potential educational, social, economic, organisational and political benefits of moving to the networked mode and suggested how all schools could begin making the move immediately.

In exploring the work of the pathfinders and the literature available on digital and networked organisations, the authors had reinforced the recency of the shift by schools to the digital and, in turn, networked modes, the dearth of written analysis of that shift, and the need to draw upon that written on business and other public sector organisational change to help shape their thinking. As noted in *The Australian Educational Leader* (Lee, 2010), the first schools did not go digital until around 2002/2003, and it was not until around 2008/2009 that a subset of the digital schools began moving to a networked operational base. One is talking about very recent developments occurring at pace with, as yet, little written commentary and no in-depth study of the changing operational base.

While *Developing a networked school community* (2010) made extensive use of the latest research on the megatrends impacting on schooling, and included specific research on key areas like teacher readiness to work within the networked mode (Finger & Jamison-Proctor, 2010), student use of digital technology in the home (Finger & Sun, 2010), student school access to the internet (Marsh & Lee, 2010) and the digital capacity of the student's homes (Lee & Ryall, 2010), it simply commented upon the potential organisational changes desired.

In so doing, it was able to draw upon several decades of commentary and research on businesses that had gone digital and networked. The work by Lipnack and Stamps, particularly their 1994 *Age of the network*, is pertinent to any organisations, including schools. Many of Peter Drucker's management works offer important insights but his final work, *Management challenges for the 21st century* (2001), is particularly relevant for information workers. Hesselbein's and Goldsmith 2009 study of future organisational forms and Hansen's seminal 2010 study of collaboration, although of a business focus, provide important insights and research to bear in mind when shaping the desired networked school community.

Significantly, as Gaffney stresses in his chapter in the forthcoming *Leading a networked school community* (in press), much of the educational leadership writing, including that by Fullan (2008) and Hargreaves (2010), still work on the assumption that the traditional organisational structure of schools is immutable. While the work edited by Bellanca and Brandt (2010) provides some important insights into 21C teaching, schooling is still basically perceived as a discrete operation controlled and provided by education professionals.

Two notable exceptions are *Schools in the digital age* (ID, 2007) and Robinson's *YouTube* offering on *Changing education paradigms* (2011). The first is a short but important read that emerged out of the think tank on future schooling arranged by the Illinois Institute of Design and which involved such renowned organisational thinkers as Charles Handy and Gary Hamel. It opens one's mind to the potential of a networked operational mode, as does Robinson's short but punchy animated production.

It was the latter kind of thinking that Lee and Finger took into the writing of the initial work on the concept of the networked school community, and in the envisioning the authors and some sixteen other contributors did in that work.

In contemplating a move to the networked mode, even small networked schools are highly complex human organisations and require tight integration in a rapidly changing world.

In researching the follow up publication and examining the international case studies, what surprised the authors was the pace of change within the pathfinding schools, and that propositions that were mooted as ideas 12 to 24 months earlier are now operational. One of those ideas was that by Hay of creating iCentres (Hay, 2010a). While it is appreciated that Hay, often with the support of Todd, has spoken and written widely to teacher librarians on the concept (Hay,

2010b), what is noticeable is the speed and apparent ease with which the concept has been normalised in networked school communities like Assisi College on the Gold Coast and Broulee PS.

The concept of the networked school community and the implications for teacher librarians has been fleshed out in two recent articles. The fuller coverage is within *Connections* (2011) that the author wrote with Hay, and the second is within *Access*, where the author teamed with Twomey (2011) to report on how the Brisbane Catholic Education teacher librarians viewed the movement to the networked mode.

Central to both articles and the move to a networked model of schooling is the adoption of a networked, as compared to a *stand alone*, mindset and the need to constantly ask how can one improve the current school offerings by pooling the resources of the school and its community, and working collaboratively in the 24/7/365 teaching of the young. In the library context, for example, rather than bemoaning the shortage of resources in the school, it is asking what one could have if one supplemented them with those of the school's homes and community. This, as you will see below, is what Broulee PS has started doing.

Home – school collaboration

At this stage, the level of collaboration in most schools between the home and the school is minimal and restricted to largely symbolic events. Moreover, it appears, based on recent experiences and a recent major US survey (Project Tomorrow, 2011), that a sizeable majority of principals are still reluctant to countenance any school use of the burgeoning digital capacity of the homes.

The burgeoning *teaching* resources of most homes remain largely untapped (Lee & Finger, 2010). Significantly, the above-mentioned survey identified a major, powerful trend. In keeping with Shirky's (2008) observations on

the digitally empowered populace, where the students' homes were flexing their new found educational power and beginning to take far greater control of their children's learning, it observed:

Parents have always been allies and advocates for their children in the traditional school environment. With new digital choices, today's parents are now enabling greater educational opportunities for their children, both in and out of school, and at the same time, empowering a new paradigm for the role of parents in education.

Project Tomorrow (2011, p. 14)

Historically, Australia has never had such an educated parent group, and yet their role as the primary educator remains largely unrecognised and unused in many schools.

Australia, moreover, has never had such a well-educated group of grandparents and, even though many play a vital teaching role with their grandchildren after school, their contribution is similarly unrecognised, unsupported and unused (Lee & Hough, 2011).

In the vast majority of young people's homes the level, range and use of digital technologies far surpasses that within the average classroom (Lee & Ryall, 2010). Technology has long enabled the Net Generation (Tapscott, 1998, 2009) to learn every moment they are awake and yet schooling currently engages with them less than 20% of that waking time each year.

Educationally, Australia has unfortunately two distinct, unrelated educational streams: the formal, controlled by the educational professionals in the schools; and the informal that is handled by default by the students and their homes (Lee & Finger, 2010).

More and more speak with alarm about the growing home-school digital divide and the increasing irrelevance of the traditional school (ID, 2007).

Lee and Finger do not, however, see it as a divide but rather as a difference of situations that, if viewed positively, can

be seen as a rare educational opportunity to pool the resources of the home and the school and adopt a far more collaborative and networked mode of schooling (Lee & Finger, 2010).

Networked school community

That sentiment is expressed in Lee and Finger's concept of the networked school community. In contrast to the current limited home-school collaboration, Lee and Finger (2010) envision variations of the following kind of model (Figure 1) and define the community as:

A networked school community is thus a legally recognised school that takes advantage of the digital and networked technology, and of a more collaborative, networked and inclusive operational mode to involve its wider community in the provision of a quality education appropriate for the digital future.

Lee & Finger, (2010) p. 22

...the readiness to work collaboratively with its community to realise its vision.

The school is defined not, as now, by its place, but rather by its function and form. As is now apparent in the work of the pathfinders (Lee & Finger, in press), the school can thus take any form that is apposite for the particular community.

Broulee Public School: a networked school community

That thinking is very much reflected in the developments taking place at Broulee Public School (PS).

Broulee PS is an important study internationally in that it reveals what an everyday primary school, without any special support, can do with its community if it has the vision, the overarching educational rationale, the readiness to work collaboratively with its community, the leadership and the personnel to make the change, and is prepared to put in the hard work over time as an integrated unit to realise its vision.

It also exemplifies how fast a school community can make the desired changes once the school has gone digital, and why it is so important that each school community shape, and continue to shape, its desired future once it goes digital.

The snapshot provided here touches on only a few of the facets of Broulee's operations. Nonetheless, it gives a glimpse of the range and complexity of the elements needing to be integrated, and the importance of accommodating key operational elements within the networked mode that did not exist in the paper-based.

The implications of Broulee's shift to the networked mode will become more apparent over time. Already, some important findings and lessons are becoming apparent.

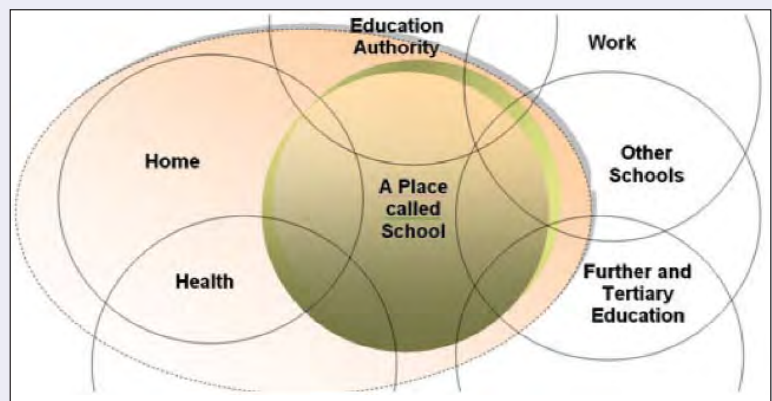


Figure 1 Lee and Finger's networked school community model



Figure 2 Broulee Public School's website <www.broulee-p.schools.nsw.edu.au/Home.html>

Broulee PS is a 320 student state primary school within a small 1 400 person coastal village on the Far South Coast of NSW <www.broulee-p.schools.nsw.edu.au/Home.html>. (Figure 2). Socio-economically it equates with the Australian norm and, as such within the current educational climate, attracts no special funding. It has to make do with the funds provided under formula and raised by its community.

Owing a great deal to the efforts of the Assistant Principal ICT and the iCentre Coordinator, and the school's long term adoption of an Apple base, the school has gradually, over the last decade, been able to assemble a suite of digital technology that would put it on par with most primary schools internationally (PBS, 2011). Every classroom has an IWB, pods of iMacs and access to a suite of Mac laptops, iPads and relatively high speed internet. The iCentre has two IWBs, two large LCD screens, approximately 30 iMacs and its own wikiserver (Figure 3). Vitally, since 2000, the school has provided all teachers with Mac laptops.

Interestingly, in discussing the Broulee developments with a cross section of

senior staff, the teachers were adamant that they would not have been able to do what they have done, and are doing daily, without the reliability and ease of use of the Apple technology, conscious the school is provided little technical support.

It is important to note that the last classroom IWB was not installed until January 2011.

Leadership

A significant change occurred at the school with the appointment of a new Principal 20 months ago. Her initial and prime concern was to stabilise the school's operational base and adopt a far more holistic, overarching and integrated approach.

She was conscious of the very considerable digital instructional technology holdings of the school and the importance of:

- making best use of that technology to enhance the educational attainment of all the students
- embracing the opportunities the technology provided
- being a proactive school and shaping the desired future – aware that, in a regional community,

one is unable to call upon the traditional big city support.

Given our commitment to digital technology, both in terms of budgetary allocation and professional development, an ongoing priority was to ensure that it assisted us to fully engage our students not only in their own learning but also that of the total school community. It [digital technology] needed to become fully embedded within the teaching/learning culture of the school.

Sue Lowe, Principal, Broulee PS

Collaborative schooling

She also recognised the need for an overarching educational philosophy that would integrate every facet of the school's operations.

That philosophy is encapsulated in the school's adoption of what it calls *Collaborative schooling* <www.broulee-p.schools.nsw.edu.au/Collaborative_Schooling.html> and its quest to collaborate with its homes and the wider community in the teaching of the young from birth through until primary school graduation 24/7/365.

Broulee PS is desirous of not only tapping the very considerable unused educational resources in its homes but also working with them to lift their teaching prowess. The belief, firmly based on the research (Strom & Strom, 2010), is that the success in school of all its young will be enhanced when the home and school teach those young collaboratively.

The Principal was also aware the school had only limited resources in the school's allocation, but if she



Figure 3 Broulee PS iCentre <www.broulee-p.schools.nsw.edu.au/iCentre.html>

pooled those with those of the community, virtually overnight the school could become *resource rich* and would be able to markedly enhance its offerings. The key was to adopt a networked mindset and to envision how the very considerable untapped resources in the school's community could best be used to supplement those of the school. For example, while the school is provided no funding specifically for music education, it now has now has a choir operated by two U3A members with extensive choral experience, a recorder group led by a parent and the makings of a concert band. Similarly, conscious through its surveys of the very considerable and burgeoning digital technology in its homes, and increasingly in the students' hands, the school has embarked on the path of moving to a BYO technology resourcing model (Lee & Ryall, 2010). This involves the Year 4 to Year 6 students using their mobile technology in class and where, in time, the homes will fund most of mobile technology used in the school. The pattern is being applied and extended weekly across the school's operations.

Teacher readiness

The school leadership was aware from the research by Lee, with Gaffney (2008), Winzenried (2009) and Finger (2010), that the teachers at Broulee PS had to be ready attitudinally and competence-wise to network and collaborate with its community.

All the teachers, in all teaching rooms, had to have normalised the everyday use of the digital in their teaching before they were ready to move outside their *stand alone* world and network.

That normalisation came after near on a decade of graduated build up, the giving all teachers the tools, the *just in time* support and professional development, the obligation over the last twelve months for all teachers to use the technology in their everyday administration and, finally, the introduction of IWBs in every classroom. It

was the latter that, consistent with case studies globally (Lee & Winzenried, 2009; Betcher & Lee, 2009), proved crucial. As the Assistant Principal ICT commented, all the teachers were using a common dialogue.

iCentre

Central to the *Collaborative schooling* quest are the operations of the school's iCentre. The iCentre

- integrates the work of the old library and ICT personnel
- creates a core unit to support the teaching and use of digital technology within the school and community
- handles the multi-way digital communications with the homes
- provides the apposite information services.

The school's wikiserver based website and its integrated e-newsletter are central to all operations and oblige the iCentre's small team to work hand in glove.

Significantly, as with many small NSW primary school libraries, there is only limited professional staffing and, as mentioned, little technical support. That support now comes from its community in various guises and from all the classroom teachers sharing the load.

Class blogs and wikis are integral to everyday teaching and learning and enhance the everyday communication with, and involvement of, the parents and grandparents. They also provide prospective enrolments an insight into

the nature of the teaching and culture of the school.

Successful schooling today

A significant initiative, penned as a community service contribution by the author with the support of a local graphic artist and a parent, is *Successful schooling today* <www.broulee-p.schools.nsw.edu.au/SST1.html> (Figure 4). This is a series of 70 plus short weekly articles that digests the latest research on the key factors that impact on the students' success at school. It is designed to provide present and prospective parents and grandparents with the advice and support needed to better develop the key educational building blocks.

The weekly provision of that service, its take up by the Australian College of Educators for national weekly distribution to all its members and use by the University of Wollongong, is handled operationally by the community members, not the teachers.

Community support

Broulee PS's community has a wealth of talent, particularly in its elders, who are highly capable and keen to contribute to the education of the young. A quick look at the jigsaw representation conceived by the iCentre Coordinator <www.broulee-p.schools.nsw.edu.au/Collaborative_Schooling.html> will reveal the kind of community support the school is already receiving.

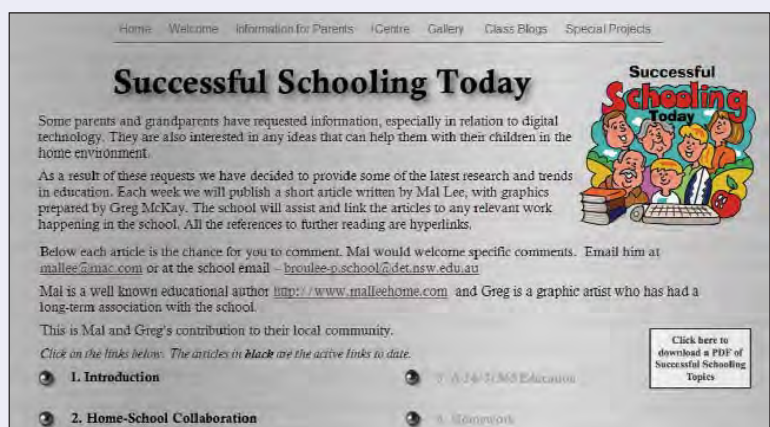


Figure 4 Successful schooling today <www.broulee-p.schools.nsw.edu.au/SST1.html>

In many respects this is a very significant performance indicator, as was the fact that, on the day of the launch of the iCentre, not only did over 200 attend during a workday, but another four community members or groups flagged their desire to contribute.

Figure 5 is a representation of the Broulee PS networked school community in March 2011 and the level of the involvement continues to grow.

Student contribution

The one key element that is difficult to bring out in this model is the contribution of the students to the *Collaborative schooling* quest. It is not simply in the creation and publishing of class blogs and wikis, their teaching casual staff how to use IWBs, their ever rising expectations of what the teachers will do with the technology, and their active encouragement of their parents and grandparents to be involved. It is also their deep understanding of the technology that they have brought to the discussions on the use of the iPads and how they can use their mobile technology in class.

Implications

In considering the implications that flow from a move to the networked mode, it is important to reaffirm the recency of the shift globally and at Broulee PS. For example, work on Broulee's *Collaborative schooling* program did not begin until September 2010, and the program itself was not launched until March 2011.

That said, there are already considerable common experiences being encountered in all the schools moving to the networked mode.

The Broulee PS teachers have already identified the following, very aware that more will emerge the further they move ever further to a networked operational base.

- **shaping vision**

- The imperative of having a shaping vision that all members of the school community, including

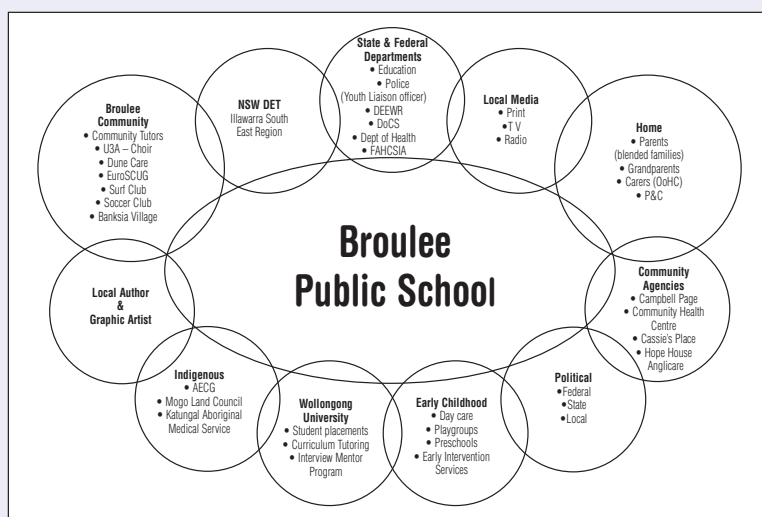


Figure 5 Broulee PS networked school community (March 2011)

the students, parents, grandparents, community elders, teachers and all the other bodies working with the school, can understand, is reinforced every day.

- **collaboration**

- The implications of shifting a more networked and collaborative model of schooling and teaching are daily becoming more obvious.
- It is a fundamental shift in the nature of schooling.
- While the concept of collaboration is one few are likely to question, authentic collaboration between teachers, students, parents, elders and the wider community is still a rarity and only simply understood.
- Few, if any, teachers have been trained to collaborate, let alone to understand the more nuanced application of the skill.

As Hansen's (2010) work reveals successful disciplined collaboration requires the astute application of appropriately refined skills and metrics and an appreciation of when and when not to collaborate.

Leaders who pursue disciplined collaboration never lose sight of this dictum: collaboration is a means

to an end and that end is great performance.

Hansen (2010) p. 16

The ongoing development of the core teaching staff and the casuals, and new appointments in the art of disciplined collaboration will be vital, as will be its development in the students, the homes and the wider community. It will take time to develop, to foster and to know when to use.

The Broulee PS leadership, while appreciating the contribution of its community, is also very much aware of the load that community collaboration can add to their work.

- **speed of change and its management**

- One of the more noticeable facets of Broulee PS's move to the networked operational mode has been the speed of the on-going change, the preparedness of the staff to make some very major shifts in their thinking and teaching, and the necessity of the principal managing the pace of the change.
- In a focus group, a Year 5 teacher commented on the speed and exhilaration of the changes.
- The school leadership's challenge now is not to promote change but to

monitor the impact of that pace of change, to be sensitive to how different teachers react, and to know when to apply the brakes to avoid burnout.

- **time**

The Broulee PS Principal summed up the imperative of having time within the networked mode when she noted:

- *cannot stress enough the need for TIME*
- *time to become familiar with the new digital devices*
- *time to look at the best way to deliver the curriculum outcome using the support of digital technology*
- *time to share with like-minded educationalists*
- *time to provide professional support to parents, grandparents and community members as we want to close the divide between us and them and not, potentially, increase this divide*
- *time to continually monitor and reflect on above.*

Sue Lowe (2011) Comment made to author in focus group discussion

The Assistant Principal ICT reinforced that call when he noted:

In the end we need more money, to buy time to consolidate and reflect, than we have available.

David Hounsell (2011) Comment made to author in focus group discussion

- **integration**

- Another crucial feature of the Broulee PS situation, as it is in its international counterparts, is the tight integration and interrelatedness of all the parts.
- There is no hint of any silo like operations existent. Jacob Jawoski (1998) spoke in the 90s of seeking synchronicity in the organisation. Broulee PS is beginning to achieve that synchronicity. No one teacher, teacher librarian or school leader can engender this integration alone.

- All of the elements represented in Figure 5 are tightly interwoven, as will any new ones.

While primary schools have traditionally had a more holistic and integrated approach than secondary schools, the interrelatedness of all the in and out of school elements bears noting, particularly by those looking to move in this direction.

The integration of the class and iCentre operations is particularly tight, helped unquestionably by the now normalised everyday use by all classes of their blog. Interestingly the speed of the acceptance of the class blogs by the teachers, children, parents and grandparents pleasantly surprised the executive.

- **normalisation of iCentre operations**

- A similar very pleasing development has been the speed with which the iCentre operations have become normalised. Granted, Broulee PS had been working unwittingly to this situation for some years, but the ready acceptance of the concept once it was made public by the children, the parents and the staff has been notable.
- For the teacher librarians, the Broulee PS experience provides a telling insight into how, by *closing the school library* (Lee, 1996), they can ensure their future and also play an ever more integral value adding leadership role within the school community.

- **curriculum tensions**

- In moving into the networked mode and *teaching* collaboratively, Broulee PS and its community are beginning to slowly but surely ask serious questions about the current curriculum and the significant areas of learning not addressed or assessed. For example, the school is lauding the importance of collaboration, networking, working with others and teamwork as key skills for life

and work, and yet none are accorded any recognition in the current curriculum or external student assessment.

- The shift to the collaborative teaching model is also beginning to pose questions as to where key skills and attitudes ought be primarily taught and by whom, the classroom or the home. This concern is supported by the study by Grant (2011) for Futurelab in the UK that suggested certain aspects of digital literacy could be far more effectively and efficiently taught in the home and on the move than within a class setting.

- **on-going evolution**

By the time this article goes to press the model expressed in Figure 5 will have evolved significantly. The total school community's expectations will have grown and the school will have moved on and added other parts to the aforementioned jigsaw.

That is the way of networked school communities as they respond to the ever-evolving and often rapidly changing world.

It obliges teachers to think very differently and to be constantly on the front foot.

Broulee PS has consciously opened its operations for everyday online feedback to assist in shaping that evolution in that every class blog is accompanied by the facility for moderated comment, thus enabling its community to work in harmony with the school. That said, this new instant raw evaluation, while thus far being very supportive, is very different to slow filtered feedback experienced in the traditional *stand alone* school.

- **budgetary implications**

There are significant budget implications associated with the shift to the networked mode, in that any such move has to be self-sustaining if it is to be normalised. While the community is adding to the school's *riches*, it still requires *hard cash* for the ongoing financing of many operations.

Part of that funding can be found in time by shifting monies released by adopting a public/private school technology model (Lee & Ryall, 2010), but Broulee PS will still need to maintain its ICT infrastructure, to find the extra monies inevitably required in the start up phase of an initiative like this, and the vital funds required to provide teachers the desired release time.

- **potential disjunction**

The Principal has very astutely identified the potential for this (and any other) highly collaborative school in its early adoption of the networked mode to become significantly removed from the surrounding schools.

While the school has received local, national and international praise for a

number of the initiatives taken, others have criticised parts of the development for not maintaining the status quo.

It requires a careful balancing act for the early adopters to provide an insight into the way forward while, at the same time, not alienating other schools in the system.

Conclusion

In time, all schools will go digital and, in turn, shift to a networked operational base.

Broulee PS provides an important insight into what is entailed in moving to that mode and how, as an everyday state school with limited resources, it has been able to place itself on par with the international pathfinders.

Australia's teacher librarians have shown for decades a similar rare facility to match it globally in their accommodation of the ever-emerging technology (Lee & Winzenried, 2009) and to work towards providing a quality education for students in the 21st century.

Broulee PS and like networked school communities openly reward that prowess and ensure that information services professionals play an integral and a leading role in the school's operations. ■

The Broulee PS staff is very happy to have you contact them at <broulee-p.school@det.nsw.edu.au> or contact the iCentre Coordinator, Isabelle Cameron at <isabelle.cameron@det.nsw.edu.au>.

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New curriculum in NSW public schools



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Why a new curriculum in NSW?

In December 2010, Federal, State and Territory Education Ministers (MCEECDYA) agreed to endorse and publish the Australian Curriculum for English, Mathematics, Science and History (Foundation to Year 10), as the basis for implementation of the next stage of the curriculum development process.

The Board of Studies NSW has developed new draft K–10 syllabus documents for English, Mathematics, K–6 Science and Technology, and 7–10 Science and History, using the agreed Australian Curriculum content in these areas as a key component.

Specific benefits of aligning NSW syllabuses with the Australian Curriculum include:

- a learning entitlement for all Australian students regardless of what school they attend or where it is located
- national sharing of digitally-linked resources
- continuity for the 80 000 students and many teachers who move interstate each year.

In addition to aligning NSW syllabuses with the Australian Curriculum, the development of new syllabuses provides an opportunity to revise and update NSW syllabuses so that they:

- emphasise a continuum of learning K–10
- are consistent and current
- incorporate new cross-curriculum areas that take account of learning needs in the 21st century.

What will the new syllabuses look like?

The new syllabuses include the agreed content from the Australian Curriculum and retain many syllabus features familiar to, and valued by, NSW teachers.

Draft versions of the new syllabuses for K–10 Mathematics, K–6 Science and Technology, and 7–10 Science and History are available on the *Board of Studies NSW* website (Figure 1). The draft K–10 English syllabus is anticipated to be available on the Board's website from 1 August 2011.

Features of the new syllabuses that will be familiar to NSW teachers include:

- Stage based organisation
- A syllabus structure comprising:
 - Rationale

- Aims
 - Objectives
 - Outcomes
 - Content
 - Stage Statements
- Life Skills outcomes and content for Years 7–10.

Much of the content in the new syllabuses will be familiar to NSW teachers and will contain the degree of detail that NSW teachers value.

Much of the content in the new syllabuses will be familiar to NSW teachers and will contain the degree of detail that NSW teachers value. There is some new content too. An overview of the key features of each syllabus, including specific similarities and differences between the current NSW syllabus and the new draft syllabus for each of Mathematics K–10, History K–10, Science and Technology K–6 and Science 7–10, is available on the Department of Education and Communities' Curriculum and Learning Innovation Centre's website <clic.det.nsw.edu.au/aust_curriculum>.



Figure 1: The Australian curriculum in New South Wales, Board of Studies NSW <www.boardofstudies.nsw.edu.au/>

A similar overview for the new draft K–10 English syllabus will be available when the draft syllabus is released.

Indicative hours for Years 7–10 remain the same for NSW public schools. The NSW Education Act defines the minimum requirements for schooling in New South Wales. The Department has set some additional requirements, such as extra hours of study in English, Mathematics and Science over Years 7–10. The new Board syllabuses are being developed to be taught in the same number of hours currently available. At this stage, there are no plans to change requirements for students in NSW public schools.

All new syllabuses will incorporate 13 cross-curriculum areas that:

- are embedded in the descriptions of content
- address issues, perspectives and policies that will assist students to achieve the broad learning outcomes
- take account of the *General capabilities* and cross-curriculum priorities in the Australian Curriculum.

The cross-curriculum areas are:

1. Aboriginal and Torres Strait Islander Histories and Cultures
2. Asia and Australia's relationship with Asia
3. Civics and citizenship
4. Critical and creative thinking
5. Difference and diversity
6. Ethical understanding
7. Information and communication technologies
8. Intercultural understanding
9. Literacy
10. Numeracy
11. Personal and social competence
12. Sustainability and Environment
13. Work and enterprise.

When will NSW public schools implement the new syllabuses?

The NSW Minister is yet to announce an implementation timeline for each

of the new NSW syllabuses. Australian Education Ministers have previously agreed that the Australian Curriculum in K–10 English, Mathematics, Science and History will be substantially implemented by the end of 2013.

It is anticipated that the syllabuses will be considered by the Board of Studies NSW in October 2011, after which they can be sent to the Minister for approval. At this stage the completed syllabuses are intended to be available for teachers by the end of 2011.

It seems likely, therefore, that 2012 will be an opportunity for schools to become familiar with the new NSW syllabuses and undertake professional learning to support implementation.

Until implementation timelines are announced by the NSW Minister, teachers in NSW public schools are to continue teaching current NSW syllabuses K–12.

How can schools make a start?

Teachers can view the draft NSW syllabuses on the *Board of Studies NSW* website, where they are available for consultation until 22 August 2011 (date still to be determined for K–10 English).

NSW public school staff are

encouraged to participate in the

Board's consultation processes...

NSW public school staff are encouraged to participate in the Board's consultation processes which include an online survey and six meetings in metropolitan and regional areas for each learning area. See the Board's website for more details.

The NSW Curriculum and Learning Innovation Centre (CLIC) is also coordinating feedback from across the Department to develop consolidated advice to the Board about the suitability

of the draft syllabuses for NSW public schools. The Department has prepared its own surveys, available on the CLIC website <clic.det.nsw.edu.au/aust_curriculum>, for NSW public school teachers to provide specific feedback on each draft syllabus.

Schools are encouraged to use the *Staff information package* and *PowerPoint* presentations about each draft syllabus, available on the CLIC website, to introduce the draft NSW K–10 syllabuses in English, Mathematics, K–6 Science and Technology and 7–10 Science and History and to explore how the Australian Curriculum is incorporated in the new syllabuses.

Schools are encouraged to include planning for implementation of the new K–10 syllabuses in their school plans and to regularly visit CLIC's website <clic.det.nsw.edu.au/aust_curriculum> for the latest news and resources.

How will teachers and schools be supported in implementing the new syllabuses?

Initial support materials to assist in the introduction of the syllabuses will be provided by the Board of Studies NSW as part of syllabus release.

The Department of Education and Communities is responsible for supporting implementation in NSW public schools. State office directorates will collaborate with regions to develop professional learning materials and teaching and learning resources that assist Principals, school executive and teachers to implement the new syllabuses.

Additional materials will be made available on the CLIC website (Figure 2).

Resources currently available on this website include:

- a staff information package, comprising a presentation and workshop activities introducing

the draft NSW K–10 syllabuses in English, Mathematics, K–6 Science and Technology and 7–10 Science and History, and exploring how the Australian Curriculum is incorporated in the new syllabuses

- online surveys for teachers to provide specific feedback on each of the draft NSW syllabuses (English available after 1 August)
- PowerPoint presentations on each of the draft NSW syllabuses to assist in school based discussions and evaluations of the draft syllabuses (English available after 1 August).

Another online survey will also be available soon on the CLIC website <clic.det.nsw.edu.au/aust_curriculum> to gather information about the types of support schools would most value in facilitating implementation of the new syllabuses.

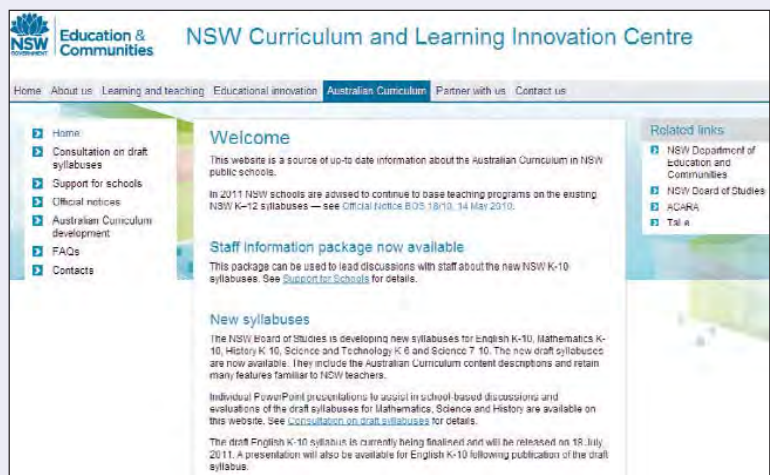


Figure 2: The NSW Curriculum and Learning Innovation Centre's website on the new curriculum in NSW <clic.det.nsw.edu.au/aust_curriculum/index.htm>

More detailed information about how the Department of Education and Communities will provide support to regions, school leaders and teachers when implementing the new

syllabuses will be provided as soon as implementation timelines are announced. ■



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What is Web 3.0?: the next generation semantic web. Part 1



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The internet has changed the way we think of information and technology. Now, all our students are born into a digital era that is significantly changing their literacy and information encounters and the ways they can learn. Participative new media tools have altered the shape and experience of learning, and have provided teacher librarians in this changing learning environment with new skills, new tools and new ways of working with literacy, information literacy and digital fluency (O'Connell, 2008). If there is any doubt about the scope and impact of the new technology environment, the *NMC Horizon report. 2011 K–12 edition* (Johnson et al, 2011), issued annually since 2009, has identified and described emerging technologies that are having a significant impact on K–12 education, reiterating the diversity of influences in the learning spaces of our schools.

For some, the 21st century school library seems to be trapped on a treadmill of technological progress, while for others the mystique of new technology provides the only impetus needed to go further, faster, and in more directions at once. The best course, as always, is somewhere in the middle, and depends on an understanding of the emerging capacities of the internet that is now hardwired into our students' lives.

Where we have come from

We think of Web 1.0 as the web we browsed, and Web 2.0 as the read/write social web. Now, most educators work quite happily in a Web 2.0 environment, contributing to and connecting through the web. Web 2.0 revolutionised the means at our disposal to filter and share. Whether by managing information by social bookmarking or RSS reads and feeds, or by communicating within and beyond our school community via blogs, wikis, twitter, slideshows, podcasts, *YouTube*, or *Facebook*, students, teachers and teacher librarians have entered into digital conversations. In its 2.0 incarnation, the digitally shifted school library transcends the physical space to bring services and programs to every student and teacher throughout the school

wherever learning takes place (O'Connell, 2006). Our widgets, portals, Apps, tags, feeds and aggregators provide us with our tools of trade for communication and information curation. Many of us collaborate using tools that support communication and sharing, and we even use cloud computing somewhere on the web to facilitate our transactions without question (think of *Google docs*, *Flickr*, *Dropbox*, *Elluminate*, and even *Kindle* books as examples). Web 2.0 is part of our learning environment.

What is Web 3.0?

Predicting the future can be hazardous, but there are plenty of pointers to alert us to the next shift in our web experiences. The next wave is approaching, or maybe it is already here.

We already accept and work with the following:

- Personal learning environment – relying on the people we connect with through social networks and collaborative tools e.g. *Twitter*, *Yammer*.
- Personal learning network – learning content is not as important as knowing where, or to whom, to connect and find content e.g. *Skype* in the Classroom, *iTunes U*.



- Personal web tools – used for tracking our life and powering our learning e.g. photos to *Facebook*, excursion pictures to *Flickr*.
- Cloud computing environments – supporting open access between sources and devices rather than being locked to software and individual computers e.g. *Edmodo*, *Evernote*, *Diigo*.
- Mixed reality – encompassed by e-devices and augmented reality e.g. e-books, QRcodes, Layar browser.

Think of the emerging Web 3.0 environment as the portable, personal web, focused on the individual, on a lifestream, on consolidating content, and which is powered by widgets, drag and drop, and mashups of user engagement. This socially powered web is exploding, and is the new baseline for all our internet and technology empowered interactions.

Importantly, Web 3.0 is much more. It refers to a third generation of internet-based services that collectively will allow the emergence of *the intelligent web* – otherwise known as the semantic web.

The semantic web

The word semantics is from the Greek concept to give signs, meaning, or to make significant. The idea of the semantic web, of exploiting the possibilities for serendipitous reuse of linked data, dates back at least to Sir Tim Berners-Lee's plenary talk at the first International World Wide Web (W3C) Conference at CERN in Geneva in 1994. The semantic web refers to the extension of the World Wide Web through the embedding of additional semantic metadata, using semantic data modelling techniques such as RDF and OWL. What does this data modelling (or description) achieve and what does it mean for us?

The semantic web of our new Web 3.0 era is about using the power of technology to make semantic connections between disparate sources and data pools. The semantic web is built on strategies to embed semantic

annotations into data (O'Connell, 2010), in order to allow for transaction and interoperability between data sources. This makes it possible to federate, query, browse, and gather information from disparate internal and external sources of information. The ultimate goal is to enable computers to do more useful work for us by teaching machines to read web pages.

The semantic web is really about two things – meaning and interoperability (Figure 1). It is about:

1. common formats and metadata which allow for integration and combination of data drawn from diverse sources, where the original web mainly concentrated on the interchange of documents.
2. language, or ontology, for recording how the linked data relates to real world objects, allowing a machine to *understand* the semantic meaning and the difference between Jaguar (car) and jaguar (animal).

The semantic web allows a person, or a computer, to start off in one database, and then move through an unending set of databases which are connected, not by wires, but by being about the same thing. Rather than just identifying keywords and expressions, the semantic web concentrates on indentifying the meaning of content.

The technical *back-end* of the semantic web is complex and structured, and beyond the need-to-know experience of the average teacher. However, it provides teacher librarians an explanation and rationale for the move to RDA, the new, unified cataloguing standard (see Glossary), from AACR2 for information organisation standards for libraries. RDA addresses the needs of the Web 3.0 future by providing a flexible metadata framework for describing all types of resources to ensure increased discoverability and access. We are part of the evolution of Web 3.0 in resource provisions. We also need to be part of the next step in integration of Web 3.0 into the learning matrix of our students.

What are the implications?

The implications for education are profound because they will impact on our information literacy strategies and knowledge construction processes. Teacher librarians are always enthusiastic about ways to revolutionise knowledge discovery. Information and content has always been king – but what might be different now as a result of the emerging semantic web? The intelligence is in the connections, and the semantic web is helping to develop ways of understanding the relationship between things.



Figure 1 The semantic web is about meaning and interoperability

What happens when the web gets smart enough to help us organise and evaluate information, or recommend and shape our choices, personalise our learning, or augment our thinking? According to Ohler (2008), under Web 3.0 the web becomes our personal learning agent, identifying relevant information from any source that is semantically accessible, and providing an information synthesis tailored to our personal learning objective. Imagine receiving an information report that uses the

semantic web to draw together many sources, including websites, articles, scientific repositories, chapters in textbooks, blog dialogue, *YouTube* content, information stored on mobile phones, modelling in virtual environments, and in fact, relevant material from any source that is accessible via semantic techniques. Ohler (2008) suggests that such a report would be grouped around knowledge areas that emerged from the research with keywords identified and listed for further investigation.

Web 3.0 and the semantic web herald a new era of information behaviours and knowledge discovery. Now that we have reviewed the important elements facilitating the emergence of the semantic web, come further on the Web 3.0 journey of discovery in the next article, 'Web 3.0: preparing our students for tomorrow's world', which will appear in the next issue of *Scan*. ■

Glossary

Linked data builds upon standard web technologies, such as HTTP and URIs but extends them to share information in a way that can be read automatically by computers. This enables data from different sources to be connected and queried <linkeddata.org/>.

Metadata is a set of descriptive elements about data (literally *data about data*) designed to facilitate resource description and discovery <www.ukoln.ac.uk/metadata/>.

Ontology is a description of characteristics of data elements and the relationships among them in a domain. Ontologies are a key component in research efforts to establish a semantic web, distinguishing semantically richer systems from thesauri, classifications and folksonomies (Weller, 2007).

Resource Description and Access (RDA) is the new bibliographic description standard for libraries, archives, museums and information organizations. Built on the foundations of AACR2, RDA is a comprehensive set of guidelines for the description and access of print materials and digital media (Hillmann, Coyle, Phipps, & Dunsire, 2010).

Resource Description Framework (RDF) is a group of specifications developed by the World Wide Web Consortium (W3C) as a model for metadata description. The concept of a resource is generalised in RDF to mean anything that can be described with metadata. This allows metadata to be applied to anything that can be identified, even if it cannot be directly retrieved on the web. RDF is thus compatible with the RDA where the metadata is largely machine-readable and the resources described are not (Hillmann et al., 2010).

Web Ontology Language (OWL) is a family of knowledge representation languages for authoring ontologies (Hillmann et al., 2010).

World Wide Web Consortium (W3C) develops *interoperable technologies* (specifications, standards, software, and tools) for enhancing the web including HTML, DHTML, XML and many others <www.w3.org/standards/semanticweb/>.

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2011
FOR YEARS 5 TO 10

Horror in the Harvest

2011 GAME CALENDAR

- August 1:** Catchment HQ is open
- August 15:** The crime is announced
- September 1:** The Big Day – Accusation
- September 2:** Finalists listed
- October 19:** Digital story entries close

Registration is open

www.microscope.edu.au



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National Literacy and Numeracy Week: *The fundamentals are fun!*



Bernard Pryor, Support Officer, English and Literacy Unit, NSW Curriculum & Learning Innovation Centre (CLIC), highlights quality online resources to support the improvement of literacy and numeracy standards for Australian students.

National Literacy and Numeracy Week is an Australian Government initiative run in collaboration with all State and Territory Governments that is held in the last days of August. In 2011, the dates are 29 August to 4 September with the theme of *The fundamentals are fun!*

National Literacy and Numeracy Week (NLNW) is a cross-sectoral project supporting Government, Catholic and Independent schools. It aims to:

- highlight the importance of literacy and numeracy skills for all children and young people
- give schools the opportunity to get involved in a range of literacy and numeracy activities
- recognise locally the achievements of students and the work of teachers, parents and members of the community who support young people to develop stronger literacy and numeracy skills
- raise community awareness of the importance of developing students' effective literacy and numeracy skills
- build on national initiatives to improve literacy and numeracy standards among young Australians.

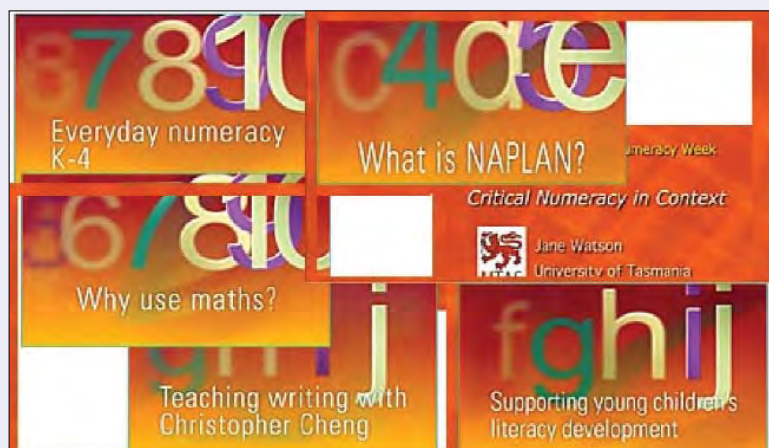
New National Literacy and Numeracy Week video resources

Over a dozen literacy and numeracy videos have been added progressively during the past year to the suite of teacher professional learning and parent support videos which form an enduring resource for both parents and teachers <www.nlnw.nsw.edu.au/events10.htm>. They are especially worthwhile as a springboard for parent information evenings and teacher professional learning sessions.

Available in small and full screen versions, the new videos feature national and American academics who consider the findings of evidence based research and offer information to parents and teachers about quality literacy and numeracy practices. Also

available with the videos are downloadable Word documents of the transcripts. The new videos include:

- *The benefits of whole-school literacy plans* by Professor Allan Luke (Queensland University of Technology). Luke promotes building a sustainable, coordinated whole-school literacy program across all the K–6 years of primary school to support all students and prevent any from *falling between the cracks*. Recognising that NSW teachers are keenly aware of the *Four Literacy Resources* model, he builds on these. He also recommends intellectual engagement and deflecting focus from preparation for statewide testing.
- *Creating effective persuasive texts* by Dr Sally Humphrey (Australian Catholic University). Humphrey specifically investigates persuasive exposition and provides a generic scaffold, models of different forms of analytic and hortatory exposition and rhetorical devices that can be used as interpersonal resources.
- *Children's literature* by Dr Alyson Simpson (The University of Sydney). In order to develop literary consciousness as well as



good spelling, fluency and comprehension, Simpson believes that strategies like modelled, shared and silent reading allow time for students to engage with books for pleasure as well as learning. She sees that teaching reading is important through all grades, not just the early years, and, that to achieve all literacy goals, teachers need to actively lead children to read a wide range of texts and respond in different ways, including critical discussion.

- *NOW literacies – everyday classrooms reading, viewing and creating multimodal texts* by Dr Jon Callow (The University of Sydney). Callow explores how visual and multimodal texts can inform classroom teaching and discusses how teachers need to effectively integrate technology into their literacy classrooms using a variety

of pedagogically sound teaching strategies and approaches. He sees that it is both the prevalence and the sophistication of textual resources in more recent times that is significant and that teachers should select purposeful and quality texts for any literacy learning experience.

- *Explicit teaching as an 'enabling' literacy practice* by Dr Christine Edwards-Groves (Charles Sturt University). Edwards-Groves sees effective literacy teaching as practice which enables learners. The video illustrates how this happens in two important ways: the orchestration of lessons and reflection.
- *Embedding literacy learning and instruction within inquiry-based science: impact and synergies* by Professor P. David Pearson (University of California,

Berkeley). Pearson believes that there are natural synergies between science and literacy teaching. He sees reading, writing and language not as goals but tools to teach science. Science teaching can be enhanced using text and experience where the texts provide the first- and second-hand experiences and then teachers integrate the literacy learning around appropriate vocabulary, comprehension, reading and writing.

- *Mental computation for numeracy* by Dr Shelley Dole (University of Queensland). Dole presents an overview of issues relating to mental computation, its definition and approaches to mental computation in early years classrooms. Dole outlines approaches to developing students' proficiency with the basic facts of addition

National Conference 2nd to 5th October 2011



Keynotes: Jeff Piontek, Adam Elliot, Karen Bonanno, Mal Booth, Seb Chan, Dean Groom, Judy O'Connell

Concurrent sessions cover a wide range of topics – Web 2, digital literacy, literature & literacy, school library management & make-overs, social media, inquiry-based learning, ICT integration and more...

More information at <http://www.asla.org.au/pd/conference>

and multiplication and discusses how we can bring meaning to learning the basic facts while fostering students' thinking and strategic knowledge.

- *The problems with fractions* by Dr Peter Gould (NSW Dept of Education and Communities). Gould reveals some insights into understanding and learning fractions. In this presentation, using clear examples, he outlines four significant ways in which students' understanding of fractions can be strengthened.
- *Effective mental computation* by Professor Alistair McIntosh (University of Tasmania). McIntosh suggests that the current approach to teaching mental computation in schools can be improved. In this presentation, he outlines key elements of an approach to computation in the Middle Years and with computations involving two- and three-digit numbers.

Additional resources

At the NLNW website, there is a wide range of parent support booklets translated into six community languages other than English: <www.nlnw.nsw.edu.au/parentb.htm> that can assist in building children's literacy and numeracy skills.

Additionally, there is a *Kids' link* wherein children can explore and build their literacy and numeracy skills in many secure and engaging websites <www.nlnw.nsw.edu.au/kids.htm>.

Be involved

Join the fun around Australia and celebrate National Literacy and Numeracy Week by taking part in the exciting national activities, *Reach for the Stars*, *National Celebration of Literacy* and the *Dorothea Mackellar Poetry Awards*!

Be involved for your chance to win some great prizes for your school! ■



Literature Circles help develop students' literacy skills.



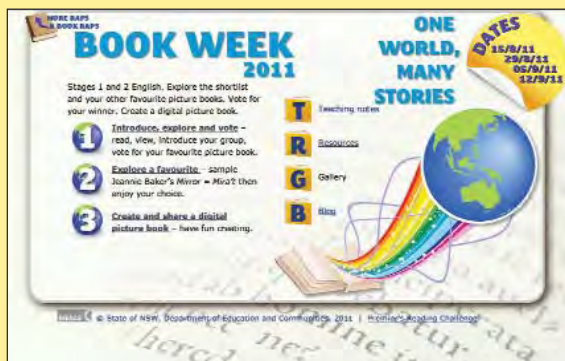


Last weeks! 2011 Premier's Reading Challenge closes 1st September

<https://products.schools.nsw.edu.au/prc>

Book Week 2011: one world, many stories

The *Book Week 2011: one world, many stories* rap for Stage 1 and Stage 2 starts 15 August. Read and explore the CBCA shortlisted picture books as well as some favourites, and then vote for your favourite picture book <www.schools.nsw.edu.au/raps/>. There is no need to register.

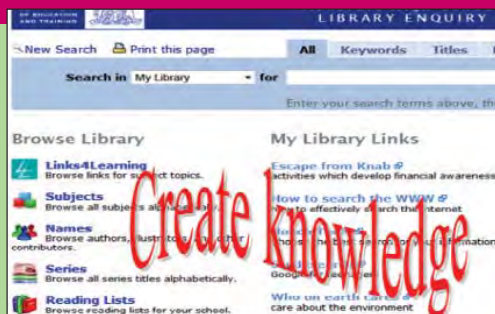


Updated FAQs

Find out the latest on managing *OASIS Library* and *Web Enquiry*. The updated, comprehensive FAQs are available at <www.curriculumsupport.education.nsw.gov.au/schoollibraries/faqs/index.htm>.

Topics include:

- Searching: *OASIS Library* and *Web Enquiry*
- Managing *OASIS*, SCIS and cataloguing
- Circulation desk
- Circulation management.



Share this

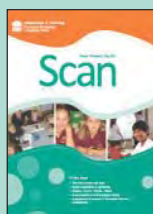
Books in homes

Author, Sue Walker, was welcomed by teacher librarian, Gil Maugle, and 70 eager Year 2 students when she visited Wiley Park Public School to promote *Books in Homes* <www.biha.com.au>. Read about the visit at <suewalkerauthor.blogspot.com>.



Scan online survey

Have you seen the *Scan survey* yet? Are you or your colleagues readers of *Scan*? Tell us what you think. We look forward to your feedback. Go to <www.surveymonkey.com/s/ScanSurvey> and have your say.



Mudgee Dads Take Home Reading Project



Fathers and other male role models read with students each week in the successful *Mudgee Dads Take Home Reading Project* <www.villagepic.com.au/Mudgee-NSW/Book-bonanza-for-Mudgee-students-and-fathers.html>.

Follow the Creative commons guidelines to use, create and share images online

Explore *Flickr* photographs or videos with a Creative Commons Attribution-NonCommercial Licence at <www.flickr.com/creativecommons/by-nc-2.0/>.



"Amazon river dolphin (02) by GS1311 on Flickr."



"Dead fish and rubbish by eltpics on Flickr."



Dead: "Blue whale, Bean Hollow 014 by benloudma

Researched by Trent, Michelle & Latisha, 5/6B, 2011. All photos are Creative Commons, credited as requested. Reference sources used included: "World Book encyclopedia", "Daily Telegraph" newspaper, "Amazing facts about Australian marine life" by Steve Parish and "www.dolphin-world.com".

- s3penrithps

Share this

Guided by their teacher librarian, a group of Stage 3 students searched *Flickr* for appropriate images to bring their *Help save endangered sea creatures* storyboard to life. Screen grabs from their slideshow appear on the right. See the *Help save endangered sea creatures* digital slideshow by s3penrithps at <photopeach.com/album/sg5gqx>.

For more slideshows from this class, as well as syllabus links and programming ideas, visit <s3penrithps.edublogs.org/>.

For more information about Creative Commons, read Fiona Migan's (2009) article, 'Copyright and Creative Commons in schools' in *Scan* 28(1), pp. 41–43. For even more ideas, see Judy O'Connell's post on managing *Flickr* cc images online at <heyjude.wordpress.com/2011/04/22/greasemonkey-and-flickr-for-the-adventurous/>.

Connected Learning Awards 2011

Opportunities for students to design and create **digital works** for *real-life purposes* using **ICT**. Students develop skills in creating, communicating, collaborating, self-directed learning, problem solving, researching and publishing their findings.

www.cli.nsw.edu.au/services/wecreate/awards.htm
For all Australian students (Greeting card for NSW DET students only)

Animation ART Website Greeting card Learning resource Short film



Animation brings static images to life by creating the illusion of movement, via techniques such as 'stop motion', hand-drawing and digital means. **2011 theme: promoting a sustainable environmental practice.** Closes 29 June 2011



Secondary students create a 90 to 120 second **short film** in .wmv, or .mov, or mp4 format. **2011 theme: ThinkUKnow - online safety or digital citizenship for young people** Closes 21 Sept 2011



Students blend words, images, music, animation, video or still photography to create a 6 page **website**. **2011 theme: Food, glorious food!** Closes 3 Aug 2011



Information and communications technologies allow a **story** to be told in motivating and innovative ways combining words, images, music, sound and other media. **2011 theme: an environmental action in your local area.** Closes 19 Oct 2011



Students are invited to design the **official Christmas card** of the Director-General of NSW Department of Education and Communities. Closes 31 Aug 2011



Digital art (primary). A picture's worth a thousand words and ICT can help create that picture in exciting and innovative ways. **2011 theme: celebration.** Closes 2 Nov 2011



Students create a **learning resource** to support a concept from any syllabus area. Formats include quizzes, multimedia presentations, animation, podcasts or interactive whiteboard activities. Closes 7 Sept 2011



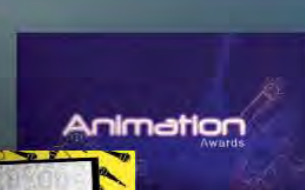
Digital art (secondary). A picture's worth a thousand words and ICT can help create that picture in stimulating and innovative ways. **2011 theme: celebration.** Closes 2 Nov 2011



Primary students create a three minute **short film** in .wmv, or .mov, or mp4 format. **2011 theme: Dreams for the future.** Closes 21 Sept 2011



Telling stories has been one of life's simplest and most enjoyable pleasures. Students can engage and absorb the listener in **radio news**. Next award 2012



Connected Learning Awards 2011



DIGITAL ART Portrait	closing 6 APRIL
RADIO NEWS Primary students only	closing 8 JUNE
ANIMATION	closing 29 JUNE
WEB DESIGN	closing 3 AUGUST
GREETING CARD NSW DET schools only	closing 31 AUGUST
LEARNING RESOURCE	closing 7 SEPTEMBER
SHORT FILM	closing 21 SEPTEMBER
DIGITAL STORY	closing 19 OCTOBER
DIGITAL ART Celebration	closing 2 NOVEMBER

For full details go to http://tiny.cc/the_awards

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Resource reviews



Cathy Sly, Acting Assistant Editor, School Libraries and Information Literacy.

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 Communities (DEC).

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Resources are reviewed by teacher librarians, teachers and consultants across NSW. See *Who reviews?* for more information about the reviewers.

Access to reviews and resources

The searchable database of resource reviews includes those published in *Scan* order or go to the SCIS *Special order files* for the *Scan* Primary, Secondary and Professional website compilations. DEC users can ensure ready access for teachers and students to the range of online resources through *My Library*.

Selected reviews for HSC syllabuses are also available on *NSW HSC online* at chsc.csu.edu.au.

Use *Scan* to select resources and include them in your school collection. For example, use the barcodes of e-resources to scan your selections into a SCIS order or go to the SCIS *Special order files* for the *Scan* Primary, Secondary and Professional website compilations. DEC users can ensure ready access for teachers and students to the range of online resources through *My Library*.

Classification given in *Scan* for nonfiction material is the 14th Abridged Dewey, although when ordering SCIS cataloguing records, the 22nd may be specified.

KLA and USER LEVEL should only be used as a guide, as many resources transcend age and subject barriers.

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)

Learning area (KLA) symbols used

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	Content Endorsed Course
COGs	Connected Outcomes Groups from the Planning and programming framework.

ABSTRACT indicates a 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.

e-resources

Resources are listed in Dewey order.

Changes happen daily on the internet. Sites may not be permanent or structured as they were when reviewed. Reviews indicate fees, registration or devices as needed. Icons used:

	digital authoring tool; learning platform software
	e-book; e-journal; online database
	interactive e.g. game; learning object
	media presentation e.g. podcast; slide show; digital story; video; audio
	website
	must be purchased
	scan selected e-resources into SCIS <i>Create orders</i> or check SCIS <i>Special order files</i>

Charles Cumming: *The 21 steps*



wetellstories.co.uk/stories/week1/

Based on the classic thriller *The 39 steps* by John Buchan, this digital story, entitled *The 21 steps*, is an interesting transformation. Tracing the protagonist's action on a *Google map* background, the narrative is told through brief written text presented in call-out balloons. A reader moves interactively from page to page and chapter to chapter, while the character's movements are traced across satellite map projections of London, and then moves up to Edinburgh and surrounds. While the tale lacks literary merit, it models a fascinating means of using the new technology for story-telling. It is action packed, and the travel from one geographical site to another adds an exciting dimension that compels a reader to continue. This could be a good example to indicate a different and unusual way of delivering a story. C. Sly

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6
SCIS SUBJECTS: Murder – Fiction; Mystery and suspense stories; E-books
PUBLISHER: Penguin, UK
REVIEW DATE: 08/07/2011

SCIS 1506307

Scan the SCIS barcodes to select e-resources for your collection.

= must be purchased.

Kevin Brooks: fairy tales



www.tellstories.co.uk/stories/week3/

An interactive fairytale about a peasant's daughter, a wicked king and an ugly prince, this story involves readers in co-authoring the tale, by entering names and selecting additional creatures or characters to appear in the course of the tale. The reader's suggestions are inserted into the script, creating a more personal retelling of the tale. This is a simple activity for introducing the fairytale genre. The visual layout, with its simulated ancient parchment background, operates as a useful model for an interesting method of creating a visual component for a digital story. The activity provides an engaging means to involve children in reading and creating their own stories. C. Sly

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Kings, queens and rulers – Fiction; Singing – Fiction; E-books; Adventure stories

PUBLISHER: Penguin, UK
REVIEW DATE: 08/07/2011



SCIS 1506318

Pete's a pizza



www.onemorestory.com/Library/tabPlayer.html

Pete's a pizza is a free e-book from the Try a book online library site, *One more story*. This story is quite imaginative. Pete's father pretends to turn Pete into a pizza to cheer him up when rain prevents him from playing with his friends. The e-book is narrated by a professional reader and each word is highlighted in the text box as the story is read aloud. Features such as an icon which mutes the narration, allowing readers to read the printed story themselves and the ability to select each word to hear it repeated may add value to the experience of the e-book. Pages can be turned manually or by themselves and all instructions are clearly spoken. S. Rasiaiah

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: E-books; Pizza – Fiction; Play – Fiction; Parent and child – Fiction

PUBLISHER: HarperCollins, USA
REVIEW DATE: 08/07/2011



SCIS 1513147

Internet tutorials: your basic guide to the internet



www.internettutorials.net/

A comprehensive introduction to the internet is organised on this site in four useful categories: *Web overview*, *Search tools*, *Search techniques* and *Finding content*. This uncluttered site is a source of well organised and clearly expressed information about web basics. Links to other sites are provided, giving practical examples of internet resources. **Multimedia on the web** explains plugins, media players and how to embed videos within websites. RSS basics illustrates the purpose of RSS feeds, while **The web and you** provides a handy explanation of *Social networking sites*, *Social bookmarking sites*, *Tags*, hints about cyber security and links to popular wikis and blogs. Teachers of senior students will appreciate *Search tools* which is detailed and sophisticated. This section

includes **How to choose a search tool**, **Search engines** and **Subject directories & encyclopedias**, providing links to many search tools for specific contexts. This site has relevance for junior secondary students in search of key ICT definitions as well as senior students undertaking challenging research. E. Chase

USER LEVEL: Stage 4 Stage 5 Community Professional

KLA: TAS
SYLLABUS: Information and Software Technology 7-10

SCIS SUBJECTS: Internet
PUBLISHER: L. Cohen, USA
REVIEW DATE: 08/07/2011 [004.67]



SCIS 1510487

Adobe Presenter



lrr.dlr.det.nsw.edu.au/Web/tools4u_present/

ABSTRACT

The resource is an application that makes it easy to turn *PowerPoint* presentations into dynamic *Flash* files ready to share on the web. It enables users to build quizzes, capture video, and add voice and music to presentations. **Getting started tutorials** and **Tips for teachers** link to a range of useful online guides. Step-by-step guidelines show how to **Publish** a *PowerPoint* presentation to the web or to a PDF document; **Add and edit audio**; and **Add video** to a *PowerPoint* presentation. More experienced users are guided through tasks that allow them to create interactive quizzes online.

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
SCIS SUBJECTS: Multimedia systems
PUBLISHER: CLI, Australia
REVIEW DATE: 08/07/2011 [005.5]



SCIS 1478940

Adobe Dreamweaver



lrr.dlr.det.nsw.edu.au/Web/tools4u_dreamweaver_cs4/

ABSTRACT

A guide for using *Adobe Dreamweaver CS4* in the classroom, this resource can be used to create standards based, interactive, multimedia websites. There is a range of helpful **Getting started tutorials** that include video instructions, and **Tips for teachers**. Information is provided for publishing work as a **Simple webpage**; developing a media rich **Digital portfolio**; developing a **Website** that explores a theme or presents a project report; and building a **Dynamic webpage** by including widgets such as tabbed or collapsible panels.

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA; SciTech; TAS
SYLLABUS: Graphics Technology 7-10; Science & Technology K-6; Visual Design 7-10

SCIS SUBJECTS: Websites – Design and construction
PUBLISHER: CLI, Australia
REVIEW DATE: 08/07/2011 [005.7]



SCIS 1478918

Adobe Photoshop Elements



lrr.dlr.det.nsw.edu.au/Web/tools4u_pse/

ABSTRACT

Photoshop Elements is used for editing and organising photographs, and creating new artworks using photographs. This resource

presents a teacher guide linking to resources and activities for using *Photoshop Elements* in the classroom. It explains the methods teachers and students can use to correct and enhance photographs, create montages, and add text and graphic elements to images. A number of useful links are provided in the **Getting started tutorials** and **Tips for teachers**. These include written details and video tutorials. Information is given on how to **Prepare an image**, **Enhance a digital photograph**, **Alter an image**, and **Create a montage**.

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA
SYLLABUS: Creative Arts K–6; Photographic & Digital Media 7–10; Visual Arts 7–10; Visual Design 7–10
SCIS SUBJECTS: Photography – Data processing; Computer graphics; Digital photography
PUBLISHER: CLI, Australia
REVIEW DATE: 08/07/2011 [006.6]



SCIS 1478931

Photovisi – easy photo collages!



www.photovisi.com

Click **here to start** on the front page of this site leads to a free online photo collage maker with 72 collage templates from which to choose. The templates include themes such as **Popular**, **Nature** and **Holidays**. Some templates are locked but can be unlocked by registering on the website. Following the simple on-screen prompts and editing using the tools for cropping, manipulating images, and adding text and backgrounds results in producing a collage. Given the random nature of public postings in **Gallery**, teachers would need to be vigilant in sharing this resource with students. The site is available for students in Stage 5 and Stage 6. N. Drougas

USER LEVEL: Stage 5 Stage 6 Professional
SCIS SUBJECTS: Collage; Composition (Photography); Computer graphics; Photography – Data processing
PUBLISHER: Photovisi.com, USA
REVIEW DATE: 08/07/2011 [006.6]



SCIS 1510774

Ucreate animations



irr.dlr.det.nsw.edu.au/Web/ucreate_animations/

ABSTRACT

A laptop friendly guide, this CLI learning object links to resources on creating animations and can be used to enhance documents and presentations. It provides information on how to create animations in *Microsoft PowerPoint*, *Adobe Fireworks* and *Flash*. The nature of animation is explained and a link is provided for students interested in the **Technicalities** of animation, and **Sample animations** provide models. At a basic level, the resource offers **Animation ideas for teaching and learning** and **Useful links**. These are followed by guides to more challenging methods of creating animations digitally.

USER LEVEL: Stage 4 Stage 5 Professional
KLA: CA; TAS
SYLLABUS: Technology (Mandatory) 7–8; Visual Arts 7–10; Visual Design 7–10
SCIS SUBJECTS: Computer animation; Computer graphics
PUBLISHER: NSW Centre for Learning Innovation
REVIEW DATE: 08/07/2011 [006.6]



SCIS 1478571

Ucreate a video podcast



irr.dlr.det.nsw.edu.au/Web/ucreate_vodcast/

ABSTRACT

A video podcast is a videoclip that can be viewed online or downloaded as a file, to be viewed at any time. This learning object is a guide that links to resources about creating video podcasts in the classroom. A simple online video is used to explain the nature and uses of podcasting. Lesson notes give directions on how to create a podcast and upload it to the web. For more able users there are details on how to add captions, remix or dub the audio, add text and add special effects to an original video.

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
SCIS SUBJECTS: Digital video recording and reproducing
PUBLISHER: CLI, Australia
REVIEW DATE: 08/07/2011 [006.6]



SCIS 1478910

Ucreate a laptop wrap



irr.dlr.det.nsw.edu.au/Web/UCreate_laptop_wrap/

ABSTRACT

A laptop wrap contains links to topic specific resources and associated activities. This learning object guides users to improve their computer skills while making a digital resource that can engage students in the classroom. The **Simple steps** link outlines how to develop a storyboard to clarify ideas and design the content. A range of graphics software applications is available to create a banner, customise icons and resize images for the laptop wrap. This resource provides instructions for using *Adobe Fireworks* and *Adobe Dreamweaver* to assemble the laptop wrap.

USER LEVEL: Stage 4 Stage 5 Professional
KLA: CA; English; TAS
SYLLABUS: English 7–10; Graphics Technology 7–10; Technology (Mandatory) 7–8; Visual Design 7–10
SCIS SUBJECTS: Multimedia systems – Design and construction; Websites – Design and construction
PUBLISHER: CLI, Australia
REVIEW DATE: 08/07/2011 [006.7]



SCIS 1478903

Ucreate a learning resource




irr.dlr.det.nsw.edu.au/Web/templates/

ABSTRACT

A guide to using a *Dreamweaver* template to make a predesigned one page resource, this learning object explains why *Dreamweaver* templates are useful and gives examples of different types of templates. It offers step-by-step procedures for using the resource. Screen clippings from the *Dreamweaver* site are used in a demonstration of how to set up and define a personal site. It outlines how to **Create content**. *Dreamweaver* templates and examples of finished resources are provided.

USER LEVEL: Stage 6 Professional
KLA: CA; TAS
SYLLABUS: Software Design & Development Stage 6; Visual Design CEC Stage 6
SCIS SUBJECTS: Websites – Design and construction; educational resources – Construction and design

PUBLISHER: NSW Centre for Learning Innovation
REVIEW DATE: 08/07/2011 [006.7]
 SCIS 1478599

Ucreate a web page



lrr.dlr.det.nsw.edu.au/Web/ucreate_web_page/

ABSTRACT

A guide to creating a web page, this CLI learning object provides information and links to assist students with the task. It explains the nature and purpose of a web page. This is followed by details of how to create a simple web page using *Microsoft Word* or more challenging composing with *Adobe Dreamweaver*. It also outlines the steps to compose a splash page using *Adobe Fireworks*. Step-by-step guidelines offer publishing suggestions, planning and design ideas, and ways to develop and publish web content.

USER LEVEL: Stage 4 Stage 5
KLA: CA; TAS
SYLLABUS: Design & Technology 7–10; Technology (Mandatory) 7–8; Visual Design 7–10
SCIS SUBJECTS: Websites – Design and construction
PUBLISHER: NSW Centre for Learning Innovation
REVIEW DATE: 08/07/2011 [006.7]

 SCIS 1478566

Wonder how to



www.wonderhowto.com/

A wide range of information is available on this site, which provides a search engine and directory to find free *How to* articles and videos. The resources offer helpful step-by-step instructions. A very large database of videos and other media is constantly updated. It is simple to navigate the website using the search box, or by browsing the list of **Categories** and sub-categories within. Thousands of tutorials are available for immediate access. The website would be of interest to secondary students studying Design and Technology and Engineering Studies, although its broad collection of materials has value for many areas of study where practical skills are required such as **Arts & crafts**, film making, theatre, and Sports. A. Parnis

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
SCIS SUBJECTS: Video recordings – Indexes; Search engines; Information services
PUBLISHER: Wonder How To, USA
REVIEW DATE: 08/07/2011 [025.04]

 SCIS 1499341

21st century information fluency



21cif.com/tools/

Encouraging students to successfully locate, evaluate and use digital information, these tools facilitate independent research and support the development of information and digital literacy. Using *Google*, **Search wizard** provides prompts for users to develop key information skills and use effective search queries that maximise success. Once entered, the query is displayed as it should be written in *Google*. **Evaluation wizard** presents prompts that can be used to assess a website including questions referring the **Author**, **Publisher**, **Objectivity**, **Links to**, **Date**, **Accuracy**, **Evidence** and **Links from**. Evaluation notes may be typed into the box provided

and printed. **Citation wizard** offers three different forms of citation, and prompts users to enter correct data to generate a citation. Tutorials are available and could be displayed using an IWB. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
SCIS SUBJECTS: Research skills; Search engines
PUBLISHER: Information fluency, USA
REVIEW DATE: 08/07/2011 [025.5]

 SCIS 1510569

Documentaries



[lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/LRRView/8300/index.htm?Signature=\(15beb1fa-975d-4753-a0e7-988eb3e1dfc0\)](http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/LRRView/8300/index.htm?Signature=(15beb1fa-975d-4753-a0e7-988eb3e1dfc0))

ABSTRACT

A resource in the *Sites2See* collection, this page supports the NSW *English 7–10 syllabus* requirements by providing rich material for the study of documentaries and documentary film making, and giving insights into contemporary issues, including Aboriginal and multi-cultural issues in Australia. It has a link to the *DIY-DOCO* website that explains the nature and elements of documentary films. There is a link to Michael Moore's controversial docudramas and the SBS series, *Who do you think you are?* **Teacher notes** and study guides are also available on the site. The resource is publicly available in *Tale*.

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6
SCIS SUBJECTS: Documentary films
PUBLISHER: NSW Centre for Learning Innovation
REVIEW DATE: 08/07/2011 [070.1]

 SCIS 1519760

Fremantle Press: Books: eBooks



www.fremantlepress.com.au/books/ebooks

A renowned, independent Australian publishing company, Fremantle Press has promoted local writers since 1976. Moving with changes in technology, the publisher is presenting an increasing number of titles as **eBooks**. The site presents several titles including a large selection of young adult fiction that can be purchased online from *ebook.com* and immediately downloaded to a computer or other reading device. Each publication designated for young adult readers has a sample chapter and teaching notes available online. An e-book provides an interesting and useful alternative for educators. A selected title is immediately available; font size can be personalised; and highlighting, bookmarking, and searches within the text are easily performed. Using an IWB, selections from e-books can be displayed for group focus and discussion. Teachers can be instrumental in modelling effective use of resources available in this format. There is a great range of qualitative, contemporary books on this site. C. Sly

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6
SCIS SUBJECTS: E-books
PUBLISHER: Fremantle Press, Australia
REVIEW DATE: 08/07/2011 [070.5]


 SCIS 1506239

Feelings



www.bbc.co.uk/scotland/education/health/feelings/

Emotional health is the subject of this interactive site. Students are asked to identify peoples' emotions by looking at their faces and reading expressions. As students travel through the setting, in the park, they can play memory games with faces depicting various emotions, solve social dilemmas, and stop to read a notice board that has messages about issues such as friendship and bullying. The site could be used as an interactive activity with an IWB using the hypothetical questions as starters for class discussion. As the activities are tailored to age choices, teachers may use aspects of this site to support personal growth outcomes across the *PDHPE K-6 syllabus*. K. McDonell

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
SCIS SUBJECTS: Emotions – Problems, exercises, etc.; Educational games
PUBLISHER: BBC, UK
REVIEW DATE: 08/07/2011 [152.4076]
 SCIS 1510613


Discovering identity



[irpublic.cli.det.nsw.edu.au/IrrSecure/Sites/LRRView/6380/index.htm?Signature=\(b9daf4c0-f1f3-494d-b9c5-fd70334c1d46\)](http://irpublic.cli.det.nsw.edu.au/IrrSecure/Sites/LRRView/6380/index.htm?Signature=(b9daf4c0-f1f3-494d-b9c5-fd70334c1d46))

ABSTRACT

Supporting the NSW *English Years 7-10 syllabus*, this site provides material for the study of Australian literature and film-making. It offers insights into Aboriginal and multicultural experiences in Australia. There are links to resources on the **Australian screen** website and from the **National film and sound archive**. The **Digital resource finder** displays information and video clips on films with direct curriculum links appropriate to different Australian states, educational stages, and subject areas. **Black screen** provides access to Indigenous films and the **Education collection** is designed to help teachers and students make the most of moving image resources on the site. Teachers' notes and expert curators' notes accompany the clips. The resource is publicly available in *Tale*.


USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English 7-10; English Stage 6; History 7-10
SCIS SUBJECTS: Cultural relations; Cultural diversity; National characteristics, Australian
PUBLISHER: NSW Centre for Learning Innovation
REVIEW DATE: 08/07/2011 [306.0994]
 SCIS 1519757

Field trip



www.hud.gov/kids/field1.html

Bright, colourful and interactive, this website presents people, offices and other venues in the local community. Users can choose between **Park**, **Library**, or **City hall** to take an **Animated tour** or **Picture tour**. Rollover facts are displayed for each location. Simple community information is contained within **People**, **Places** and **Things**. The video, **Build a community**, requires *Shockwave*. **What's my job?** is engaging and self correcting, making it suitable for small groups using an IWB. Although constructed for an American audience, sections of this site could complement a study of the Early Stage 1 COGS unit (A): *Our place* and the Stage 1 COGS unit (A): *Local places*. R. Parnis


USER LEVEL: Early Stage 1 Stage 1
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Community life – Study and teaching; Classroom activities
PUBLISHER: US Dept. of Housing and Urban Development
REVIEW DATE: 08/07/2011 [307]
 SCIS 1511040

Spendwell



spendwell.com.au/index.html

Interactive quizzes and hypothetical scenarios grouped around **Buying**, **Living away**, **Mobile phones** and **Shop online** are the main features of this consumer education site. Students will find the scenarios useful in dispelling commonly held misunderstandings about consumer rights and responsibilities. Extensive **For the teacher** resources are linked to each section. Teachers need to be aware that consumer law references on this site are related to the South Australian Fair Trading legislation. This is not a major issue for Commerce 7-10 students, as the issues covered have nearly identical provisions in the *Fair Trading Act 1987 (NSW)*. Additionally, teachers may wish to visit the *Money Stuff!* website, created by NSW Fair Trading and the NSW Centre for Learning Innovation, at <www.moneystuff.net.au/Default.aspx?alias=www.moneystuff.net.au/nsw>. J. White


USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: Commerce 7-10
SCIS SUBJECTS: Finance, Personal – Study and Teaching; Finance, Personal – Problems, exercises, etc.; Life skills; Consumer education; Buying; Shopping
PUBLISHER: Office of Consumer and Business Affairs, SA
REVIEW DATE: 08/07/2011 [332.024]
 SCIS 1206019

Earth in peril



www.pbs.org/wgbh/nova/worldbalance/eart-flash.html

A series of maps detailing various human and physical environmental factors is the basis of this site. The focus is on how population growth and consumption of resources is affecting the planet. Nine factors including population **Density**, population **Growth**, **Cities**, **Water**, **Air** pollution, **Climate** change, **Forests**, **Land** use and **Habitats** are shown on separate maps. Each map has a fairly detailed key. Users may find that some of the data gathered to construct the maps dates back to the early 1990s. Other maps are more up to date, and printable versions of each are available. J. White

USER LEVEL: Stage 4 Stage 5 Professional
KLA: HSIE, Science
SYLLABUS: Geography 7-10; Science 7-10
SCIS SUBJECTS: Natural resources; Population – Environmental aspects; Consumption (Economics) – Environmental aspects
PUBLISHER: PBS, USA
REVIEW DATE: 08/07/2011 [333.7]
 SCIS 1510549

Environmental science

www.hippocampus.org/Environmental%20Science



The multimedia resources on this site are sure to interest secondary students who enjoy learning using digital media. Topics on **Environmental science** include energy flows, matter cycles, the earth, atmosphere, biosphere, population, soils, water, global warming, and waste. Excerpts, provided as electronic **Textbooks**, present clear audio-visual explanations of various concepts including **Photosynthesis**, the **Carbon cycle**, the **Water cycle**, and **Ozone destruction**. The resources on offer would be useful in the connected classroom. From any page there are additional links to subjects such as **Algebra**, **Biology**, **Physics**, **Psychology**, and **Religion**. Teachers would need to browse these and evaluate their relevance to curriculum requirements. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE; Science
SYLLABUS: Earth and Environmental Science

SCIS SUBJECTS: Stage 6; Geography 7–10; Geography Stage 6; Science 7–10
PUBLISHER: Environmental protection; Geography Monterey Institute for Technology and Education, USA
REVIEW DATE: 08/07/2011 [333.7]

 SCIS 1510582

Australian almonds

www.australionalmonds.com.au



The humble almond is portrayed here as an answer to many nutritional health issues. In **Healthy>Nutrition & research**, the site informs users of the excellent weight loss and cholesterol lowering properties of almonds. The site provides health tips from dieticians on meal planning, recommended food products, and helpful diet and nutrition information for student research. Industry issues, including the government *Fair work policy* and its effect on the industry, climate change and droughts are discussed in relation to almonds. Students can download factsheets on multiple issues, including on **Nuts & allergies**, weight management, and **Nuts & diabetes**, and these sheets have detailed information for units of work on nutrition in Food Technology syllabuses. The site is a comprehensive and interesting source of information on almonds. **Growing>Resources & statistics** is a fine resource for Agriculture students. M. Timperley

USER LEVEL: Stage 5 Stage 6
KLA: TAS
SYLLABUS: Agriculture Stage 6; Agricultural Technology 7–10; Food Technology 7–10; Food Technology Stage 6

SCIS SUBJECTS: Almonds; Agriculture
PUBLISHER: Almond Board of Australia
REVIEW DATE: 08/07/2011 [338.1]

 SCIS 1468529

Australian Macadamia Society

www.macadamias.org/



For investors, growers, teachers, researchers and engineers, this website contains easy to read information and colourful photographs. Food Technology students can access information on the topic of *Food manufacture* using the **Macadamia lovers** link. The site's material includes the British influence on farming, Aboriginal culture and macadamias, manufacturing, environmen-

tal sustainability, quality assurance, soil, climate and insect issues, new machinery and technology. There are recipes, and a section on **Industry information and news** for agriculture studies. This is a primary industries website and users are invited to join up and stay informed, share experiences and ask questions. M. Timperley

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Agriculture Stage 6; Food Technology Stage 6

SCIS SUBJECTS: Macadamias; Agriculture
PUBLISHER: Australian Macadamia Society
REVIEW DATE: 08/07/2011 [338.1]

 SCIS 146815

YouSustain

www.yousustain.com/



The practical explanation, implementation and measurement of sustainability are the focuses of this well constructed site. Users are directed to nominate how and when they practise sustainable lifestyle options that have readily achievable options. The **Sustainable actions** link includes travel, using household appliances, and other daily routines. The site offers a quiz in **Games** section, which gives immediate scoring and feedback on questions on green topics. A section on sustainability **Articles** provides a range of information pitched at an appropriate level for students. While there are no explicit curriculum links on the site, many elements could be used to support and enrich teaching and learning. J. White

USER LEVEL: Stage 4 Stage 5
KLA: HSIE; Science
SYLLABUS: Geography 7–10; Science 7–10
SCIS SUBJECTS: Sustainable living; Sustainable development

PUBLISHER: YouSustain, Canada
REVIEW DATE: 08/07/2011 [338.9]

 SCIS 1510543

Australasian Legal Information Institute

www.austlii.edu.au/



Legal Studies teachers and students will find a good deal of useful research material on this free access resource. *AustLII* aims to improve access to justice through the provision of information. It manages this by publishing all statute and case law for Commonwealth and State jurisdictions as well as journals and reports. 452 databases are available from the site. Teachers and students are likely to focus their searches on Commonwealth and NSW legislation and cases. The site is 15 years old and all Commonwealth and NSW legislation is catalogued in full. A useful feature is that searches can be done for Consolidated Acts as well as **Point-in-time legislation**. This feature means that teachers and students can ascertain the changes made to legislation over time, making it useful for the *Law reform* topic in the *Legal Studies Stage 6 syllabus* Preliminary course. Similarly, the case law search facility enables users to find Supreme and District Court judgements in particular cases for research projects, such as the sample HSC *Crime* assessment task in the support document for the new Legal Studies syllabus. J. White

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Legal Studies Stage 6

SCIS SUBJECTS: Law – Australia
PUBLISHER: The Australian Legal Information Institute, NSW
REVIEW DATE: 08/07/2011 [349.94]
 SCIS 1033331

Our darkest day



www.smh.com.au/interactive/2009/national/darkestday/

The tragedy of the 2009 Victorian bushfires is unfurled as confronting images and haunting firsthand accounts roll through the **Audio slideshows** on this site. In **memory** is a poignant gallery of lives lost in townships like **Kinglake**. As difficult as it is to witness the aftermath of this disaster, positive messages also emerge, including the stories of bravery, survival and heroism that are documented in the accounts of ordinary citizens caught in an extraordinary catastrophe. The content in this site supports the study of Australian environments in Stage 5 Geography and Senior Science students will find the site beneficial in understanding issues related to natural disasters. S. Rasaiah

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE; Science
SYLLABUS: Geography 7–10; Senior Science Stage 6
SCIS SUBJECTS: Bushfires – Victoria
PUBLISHER: Sydney Morning Herald, NSW
REVIEW DATE: 08/07/2011 [363.37]



SCIS 1513140

Climate changing: a series of thought provoking events



www.sciencemuseum.org.uk/ClimateChanging/ClimateScienceInfoZone.aspx

Climate science, in terms of causes and effects, is examined under three broad headings on this site. These include **Exploring Earth's climate**, **Exploring what might happen** and **Exploring our future choices**. Each topic deals with several probing questions, the answers to which are presented in the form of short videos accompanied by a written transcript. Some of the processes mentioned, along with the accompanying terminology, may need teacher explanation. Substantive understanding of key concepts across a range of science topics could be enhanced through student participation in the games and simulations available in **Online stuff** and **Educators**. N. Drougas

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: Science; SciTech
SYLLABUS: Science 7–10; Science & Technology K–6
SCIS SUBJECTS: Climate change; Greenhouse effect
PUBLISHER: Science Museum, UK.
REVIEW DATE: 08/07/2011 [363.738]



SCIS 1510761

Global warming



www.sciencecourseware.com/eec/GlobalWarming/

Designed to provide information on global warming and climate change, this site's **Tutorials** section is most useful and engaging for students. Relevant material for Science 7–10 students includes tutorials on **Seasons on earth**, **Carbon cycle**, **Greenhouse effects** and **Greenhouse gases**. The **Hydrological cycle** is very useful for

the Earth and Environmental Science topic *Water issues* and for the Senior Science Stage 6 Preliminary course topic *Water for living*. Each tutorial uses a minimal amount of written text and is enhanced by colourful, interactive animations. All tutorials conclude with a quiz summarising the information presented and would be useful for an IWB lesson, or for students using their laptops in the classroom. I. Mavin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Earth and Environmental Science Stage 6; Science 7–10; Senior Science Stage 6
SCIS SUBJECTS: Global warming; Climate change
PUBLISHER: Virtual Coursework for Earth and Environmental Sciences, USA

REVIEW DATE: 08/07/2011 [363.738]



SCIS 1504630

Ucreate a digital portfolio



irr.dlr.det.nsw.edu.au/Web/ucreate_digportfolio/

ABSTRACT

Instruction for students on how to create digital portfolios is the main object of this resource. It explains that a digital portfolio is a great way to capture and record accomplishments over time. Digital portfolios allow students to use different technology tools to collect, organise, and present their work in a multimedia format. They provide an excellent platform for students to reflect on their learning journey. It suggests starting with a **Plan** and offers different ideas, steps and samples to assist students with this task, which incorporates a range of computer skills.

USER LEVEL: Stage 4 Stage 5 Stage 6
SCIS SUBJECTS: Portfolios in education; Electronic publishing
PUBLISHER: CLI, Australia
REVIEW DATE: 08/07/2011 [371.27]



SCIS 1478895

Digger and the gang



www.bbc.co.uk/schools/digger/index.shtml

Science, Maths and English activities are suggested for students aged 5–11 years, but many of the adventures on this British site are more suited to younger students. The stories in **5-7 years – Nash's adventures** are interactive and engaging, with speech bubbles, animation and sound effects. **Fun and games** provides an early opportunity to send an ecard, and create an animation and a tune. **Try this – science clips** provides interactive experiments and quizzes on topics such as **Push and pull** and **Growing plants**. A highlight in **Flick's adventures** is in the **Comics** link, in which users can access **Create your own comic book** and write their own text in the graphics provided. **Sprat's adventures** may be too simplistic for the intended audience and teachers could assign them to an earlier age group. M. Davis

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English; Mathematics; SciTech
SYLLABUS: English K–6; Mathematics K–6; Science & Technology K–6
SCIS SUBJECTS: Teaching – Aids and devices; Educational games; Classroom activities
PUBLISHER: BBC, UK
REVIEW DATE: 08/07/2011 [371.33]



SCIS 1510564

DynaMo

www.bbc.co.uk/education/dynamo/home.shtml



A simple site, *DynaMo* has limited usefulness in classrooms. Although the links to the program and the British orientation are obvious, they are not overwhelming. **DynaMo's lab** provides simple games with colour, sound and motion. Activities relating to forces, materials and light and sound support outcomes similar to those in the NSW Science syllabus. In **DynaMo's den**, number games involve problem solving. **DynaMo's history** takes a virtual tour of a house in the Victorian era and compares a child's bedroom in 1950 and 2000 by asking the player to place objects in the appropriate period. Parents advise families about education and how to help students to learn at home. M. Davis

USER LEVEL: Early Stage 1 Stage 1
KLA: English; HSIE; Mathematics; SciTech
SYLLABUS: English K-6; HSIE K-6; Mathematics K-6; Science & Technology K-6
SCIS SUBJECTS: Teaching – Aids and devices; Educational games; Classroom activities
PUBLISHER: BBC, UK
REVIEW DATE: 08/07/2011 [371.33]



SCIS 1510557

SMART Notebook

lrr.dlr.det.nsw.edu.au/Web/tools4u_SMART/



ABSTRACT

A guide for using *SMART Notebook*, this learning object allows teachers and students to create resources for use with interactive whiteboards. Links are provided in the **Getting started tutorials** and **Tips for teachers**. **Get started** shows how to produce, display and use simple interactive resources. Users can create **Instant lessons** with the lesson activity toolkit. Methods on how to make sure that a student's created activities are **Accessible** to everyone in the room are explained. Guidelines are presented demonstrating how to **Build** original activities.

USER LEVEL: Stage 3 Stage 4 Stage 5
SCIS SUBJECTS: Interactive media; teaching – Audiovisual aids; Educational technology; Elearning
PUBLISHER: CLI, Australia
REVIEW DATE: 08/07/2011 [371.33]



SCIS 1478943

DOC cop

www.doccop.com/



In order to identify plagiarism or collusion, regardless of spelling or punctuation, this free digital tool allows registered users to check electronic documents against each other using **File check**. Up to eight .doc, .docx or pdf files may be attached at one time. Material can also be checked against internet references by using **Web check**. Information is copied into a designated text box and progress can be easily monitored. A report is generated and sent to a nominated email address. Detailed reports identify correlation and matches to other documents or internet resources. If documents cannot be checked, other strategies are provided. The site removes documents once checked, taking no copyright or ownership of material. Teachers and students may find the tool useful for making copyright and plagiarism issues clearer. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

SCIS SUBJECTS: Plagiarism; Cheating (Education); Internet – Moral and ethical aspects; Grading and marking (Students)
PUBLISHER: Mark McCrohon
REVIEW DATE: 08/07/2011 [371.5]



SCIS 1510560

Myths, folktales & fairy tales

teacher.scholastic.com/writewit/mff/index.htm



With the input of well known children's authors, this site provides an internet project for learning about and writing in the genres of myths, folktales and fairytales. In **Writing with writers**, American author, Jane Yolen, hosts a writing workshop. This valuable resource for teachers includes sample stories and a step-by-step guide to developing myths. The **Myth brainstorming machine** allows users to create their own exciting story online by selecting a setting and characters and printing a writing page with the plan of the myth attached. Sections such as **Storytelling workshop** provide additional workshops. Students will enjoy learning about John Scieszka's fractured fairytales and be inspired to write their own. A **Teacher's guide** allows users quick access to additional information, lesson plans and tasks for teaching narrative writing. K. McDonell

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Myths – Study and teaching; Myths – Problems, exercises, etc.; Folklore – Problems, exercises, etc.; Folklore – Study and teaching; Writing (Authorship) – Problems, exercises, etc.; Writing (Authorship) – Study and teaching
PUBLISHER: Scholastic, USA
REVIEW DATE: 08/07/2011 [398.2076]



SCIS 1510720

KS2 bitesize. Questionaut

www.bbc.co.uk/schools/ks2bitesize/games/questionaut/



Futuristic graphics depict engaging little characters that appear on a series of space stations throughout this game. A strange blue astronaut sails through the cosmos in a hot air balloon in search of his friend's hat. As the balloon travels, each station presents a new scenario which must be investigated by trial and error, using the hotspots. The balloon inflates each time a correct English, Mathematics or Science answer is selected. Incorrect answers are explained and additional information given. The questions range in their complexity and many would suit students who think creatively and enjoy solving quick mathematical puzzles. The lack of instructions may frustrate some players and much patience is required as it is unclear how to move the game along. S. Rasiaiah

USER LEVEL: Stage 3
KLA: English; Mathematics; SciTech
SYLLABUS: English K-6; Mathematics K-6; Science & Technology K-6
SCIS SUBJECTS: English language – Problems, exercises, etc; Mathematics – Problems, exercises, etc; Science – Problems, exercises, etc
PUBLISHER: BBC, UK
REVIEW DATE: 08/07/2011 [428.0076]



SCIS 1424340

Starship English

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



Offering great sound effects, helpful hints and positive feedback, games such as **Penguins on ice** make ideal listening activities. Students are required to put the penguins in the correct order to make a sentence. **Word balloons** encourages students to click on words that have the same meaning to help the girl with the balloons to reach the unicorn. These are two of six games focusing on punctuation, homophones, syllables, tenses, story writing and using a thesaurus. Cute characters clearly explain game instructions. The online activities could be effective if used by students as an individual computer activity after being introduced to the necessary information by the teacher using an IWB. **Print and do** allows players to print stand alone literacy worksheets related to the online games or game characters, providing readymade assessment tasks. C. Sheppard

USER LEVEL:

Stage 1

KLA:

English

SYLLABUS:

English K-6

SCIS SUBJECTS:

English language – Problems, exercises, etc.; Word games; Educational games

PUBLISHER:

BBC, UK

REVIEW DATE:

08/07/2011 [428.0076]



SCIS 1514385

Educational games: Childtopia

tinyurl.com/429x3ta



Users of this site can read or listen to short stories, set up as digital books with minimal animation followed by multiple-choice questions. The student can choose **Reading comprehension** or **Listen comprehension**. The voice reading the stories is halting, which compromises fluency and engagement. Follow along reading is hindered as each word turns red as it is read. The stories themselves are often laboured, stilted and unnecessarily repetitive, lacking rich language. They are occasionally amusing and may appeal to readers used to digital reading. Stories can be read in English, French, Spanish, Catalan, Galego and Euskara. Although this site has links to sites with advertisements, the user can opt to pay for an advertisement free environment. M. Davis

USER LEVEL:

Stage 1 Stage 2

KLA:

English

SYLLABUS:

English K-6

SCIS SUBJECTS:

Reading – Problems, exercises, etc.; Listening – Problems, exercises, etc.; English language – Comprehension – Problems, exercises, etc.

PUBLISHER:

Childtopia, Spain

REVIEW DATE:

08/07/2011 [428.4076]



SCIS 1510726

Stories online at Scholastic.com

www.scholastic.com/parents/play/stories/



Engagingly visual and busy, this exuberant website contains a variety of activities and links including **Stories**, **Games**, and **Printables**. The abbreviated cartoon version of *Alice in Wonderland* includes large bright graphics and occasional text with expressive musical interludes. Students may also view, read and listen to Clifford stories and interact with games in **Play & learn** and **Read**

& **write** and view short videos in **See & hear**. As the Clifford stories are included in the K-2 *NSW Premier's Reading Challenge*, this section of the site may support related literacy activities. The website could be used as an example for students who wish to create their own digital stories or video podcasts. D. Johnston

USER LEVEL:

Early Stage 1 Stage 1

KLA:

English

SYLLABUS:

English K-6

SCIS SUBJECTS:

Children's literature – Problems, exercises, etc.; Computer games; Reading – Phonetic method – Computer-assisted instruction; English language – Pronunciation

PUBLISHER:

Scholastic, USA

REVIEW DATE:

08/07/2011 [428.4076]



SCIS 1513431

Ology

www.amnh.org/ology/



Colourful, appealing and designed for students K-6, this section of the larger *American Museum of Natural History* site, includes information on **Anthropology**, **Archaeology**, **Astronomy**, **Biodiversity**, the **Brain**, and **Climate change**. Students may join this reliable website and collect cards to make projects and stories. In exploring dinosaurs and the sauropods, users can go to the lab, pick a fossil from the specimen tray, watch an informative video and begin online fossil games. Those interested in astronomy can tour a spinning pinwheel in space as they explore the stars. This fascinating website deserves inclusion in the resource section of science units. D. Johnston

USER LEVEL:

Stage 2 Stage 3

KLA:

SciTech

SYLLABUS:

Science & Technology K-6

SCIS SUBJECTS:

Science

PUBLISHER:

American Museum of Natural History

REVIEW DATE:

08/07/2011 [500]



SCIS 1277015

learningscience.org

www.learningscience.org



A useful compendium of science games and free interactive activities is provided on this site in the areas of **Science enquiry**, **Physical science**, **Life science**, **Earth & space**, **Science & technology**, **Science & society** and **The history & nature of science**. On the homepage, images link to **Motion and forces** (5-8) and **Structure of the earth system** (5-8). A description of each interactive enhances the value of the site providing background reading and as a programming resource for teachers. The parent site for each interactive is included, allowing teachers to access additional information. **Motion and forces** (5-8) includes links such as **Simple machines**, **Make tracks**, **Forces in action**, **Archery game**, **Wonderville** and **Speed, eggs and slam**, which would be engaging when delivered via an IWB. Most resources are directly accessible online, while a few will need to be downloaded before use. The latest versions of *Adobe flash player*, *Shockwave* and *Java* are required for this resource for connected classrooms. E. Chase

USER LEVEL:

Early Stage 1 Stage 1 Stage 2 Stage 3

Stage 4 Stage 5 Stage 6 Professional

Science; SciTech

KLA:

Science 7-10; Science & Technology

SYLLABUS:

K-6; Senior Science Stage 6

SCIS SUBJECTS: Science – Problems, exercises, etc.;
Science – Study and teaching;
Science – Computer assisted
instruction

PUBLISHER: Learningscience.org, USA

REVIEW DATE: 08/07/2011 [507]



SCIS 1510499

The Magic school bus virtual field trip to the Liberty Science Center



www.scholastic.com/magicschoolbuswebcast/resources.htm

Ms Frizzle from *The Magic school bus* series interviews a scientist on this website. Questions such as *What is climate? What is global warming?* and *How can we go green?* are discussed and supported by a virtual tour of displays in the Liberty Science Center. The use of solar, hydro and wind energy is clearly explained. The video would support student learning when played on an IWB. Suitable as a connected classroom activity, the webcast would allow the opportunity for pauses and note taking. A selection of *Go green* downloadable resources include an activity pack, **Teach green discussion group**, PowerPoint slides and **Earth Day resource collection**. The website promotes the latest book in *The Magic school bus* series. D. Johnston

USER LEVEL: Stage 1 Stage 2 Stage 3

KLA: SciTech

SYLLABUS: Science & Technology K–6

SCIS SUBJECTS: Liberty Science Center; Science – Study and teaching; Climate – Study and teaching; Energy resources – Study and teaching; Conservation of natural resources – Study and teaching

PUBLISHER: Scholastic, USA

REVIEW DATE: 08/07/2011 [507]



SCIS 1513463

Science up close. Grade 1



www.harcourtschool.com/menus/science/up_close1.html

Engaging science experiences, presented as video clips are available on this site. They provide an authentic stimulus for science observation and hypothesis. Each title features four well produced video clips. Students requiring extra support can click the descriptions button to have everything read and explained. The closed captioning buttons flash descriptive text on to the screen and **Keyboard shortcuts** allows for direct engagement with any part of the screen. Titles include **Animals and their young**, **A hybrid car**, **Coral reef habitat** and **Phases of the moon**. The videos on this site would support a range of units of work in the *Science and Technology K–6 syllabus*. D. Johnston

USER LEVEL: Stage 1 Stage 2 Stage 3

KLA: SciTech

SYLLABUS: Science & Technology K–6

SCIS SUBJECTS: Science – Study and teaching; Video recordings in education

PUBLISHER: Houghton Mifflin Harcourt, USA

REVIEW DATE: 08/07/2011 [507]



SCIS 1513439

DynaMo's lab



www.bbc.co.uk/education/dynamo/lab/index.shtml

Games including **Where do I live** that involves matching animals with their habitat, **Odd one out** that requires choosing between living and nonliving things, **Science splot** that offers a science quiz with three levels of difficulty, and 15 science experiments in **DynaMake and do**, are available on this section of the vast **BBC Education** site. Printable worksheets are available and clearly explain the requirements and steps necessary to carry out each of the experiments in the categories of *People*, *Light and sound*, *Plants and animals*, *Forces* and *Materials*. The cheery music and format of the games and activities on the site are sure to entice students interested in science and would support the intentions of the Science and Technology syllabus. R. Parnis

USER LEVEL: Early Stage 1 Stage 1 Stage 2

KLA: SciTech

SYLLABUS: Science & Technology K–6

SCIS SUBJECTS: Science – Experiments; Science – Problems, exercises, etc.; Educational games; Classroom activities

PUBLISHER: BBC, UK

REVIEW DATE: 08/07/2011 [507.6]



SCIS 1511055

WebMath: math for everyone



www.webmath.com/index1.html?campaign=flyout_students_webmath

Students can get help with a variety of mathematical problems by choosing a topic from a drop down menu and entering the required information on this site. The answer is displayed with an accompanying explanation. While the site covers many topics, and the explanations are easily understood, the display screen is small and cannot be maximised. The screen is also cluttered with advertisements for other educational products. **Administrators** contains resources for curriculum, assessment and professional development. **Teachers** allows the downloading of puzzles and teaching resources and **Parents** provides **Homework help** and a motivation station with good advice for inspiring and supporting students. More services are available through subscription. While teachers will find the resources useful, the interactive problem solving section of the site could be useful for homework activities. P. Hannan

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6

KLA: General Mathematics Stage 6; Mathematics K–6; Mathematics 7–10; Mathematics Stage 6 Mathematics

SCIS SUBJECTS: Mathematics

PUBLISHER: Discovery Education, USA

REVIEW DATE: 08/07/2011 [510]



SCIS 1510729

Maths PSR&N games



www.kenttrustweb.org.uk/kentict/content/games/mathsmenu.html

Hover over the 17 frames on this site to reveal brief guides to mathematical activities featuring bright colours, simple graphics and minimal sound. Early Stage 1 activities include visual representations of popular songs such as **Five little ducks** and activities that allow students to experiment with addition. Lower primary teachers will find the **Magic square** activity to be a valuable tool

when teaching addition to 30. Middle primary students will enjoy games such as **Adding alchemy** and **Factor bingo**, using playing cards as factors appear on the screen. The site also contains a 30 second **Count down clock** for classroom management purposes and an interactive 100s number square which can be manipulated online with infinite uses. These activities can also be freely downloaded for offline use. K. McDonell

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: Mathematics
SYLLABUS: Mathematics K–6
SCIS SUBJECTS: Mathematics – Study and teaching; Classroom activities
PUBLISHER: Kent ICT, UK
REVIEW DATE: 08/07/2011 [510.71]



SCIS 1510589

DynaMo's den



www.bbc.co.uk/education/dynamo/den/den.htm

Eight educational online games and activities on this site will appeal to students' senses. The vibrant colours, animations and sound effects in each game are engaging and students are sure to enjoy testing their numeracy and general knowledge skills. **Splat** is a quiz comprised of three levels of difficulty. **Clockwise** is an excellent activity for students learning about reading time on analogue clocks, with three levels of ability and corrections given for incorrect responses. References to pounds sterling in **Money snap** could elicit discussion about currency used in different countries. **Who's spooking who** is an online comic strip through which students travel, reading as they go and interacting as required. K. McDonell

USER LEVEL: Stage 1 Stage 2
KLA: Mathematics
SYLLABUS: Mathematics K–6
SCIS SUBJECTS: Mathematics – Problems, exercises, etc.; Educational games
PUBLISHER: BBC Education, UK
REVIEW DATE: 08/07/2011 [510.76]



SCIS 1510753

Starship maths



www.bbc.co.uk/schools/starship/maths/

With games such as **Calamity's quest** and **Park the pods**, this website offers a colourful and entertaining mix of games and support materials for six different Stage 1 Mathematics strands. Each section allows a choice of small or big screen, with sound and or text, wonderful graphics, lesson plan ideas and print activities to enhance the learning experience. Supporting the measurement strand, **Alien cookbook** prompts students to make weird alien food by measuring ingredients and cracking eggs into a bowl. **Place the penguin** gives students a terrific visual example of the concept of place value. These games are well suited to a whole class IWB lesson or an independent maths group activity on classroom computers. After each activity, students can complete the accompanying printable worksheets, enabling teachers to assess how well the concepts have been understood. C. Sheppard

USER LEVEL: Stage 1
KLA: Mathematics
SYLLABUS: Mathematics K–6
SCIS SUBJECTS: Mathematics – Problems, exercises, etc.; Number games
PUBLISHER: BBC, UK
REVIEW DATE: 08/07/2011 [510.76]



SCIS 1514382

Animated GIFs



mathworld.wolfram.com/topics/AnimatedGIFs.html

A collection of animated GIF files and accompanying notes are used to explain a series of curves, loci and sections on this site. The topics are searchable in alphabetical order on the home page. Each leads to an explanation and an animation which takes the viewer from an equation to a model of the curve. The GIF files are simple but effective and demonstrate how each curve is generated on the axes. The site could be used to supplement class work on loci and Cartesian or **Parametric equations**. Although some of the topics are well beyond the scope of all Stage 6 courses, the site still provides an interesting, relevant demonstration of an often challenging area of the syllabus. P. Hannan

USER LEVEL: Stage 6
KLA: Mathematics
SYLLABUS: Mathematics; Mathematics Extension 1; Mathematics Extension 2
SCIS SUBJECTS: Mathematical models
PUBLISHER: Wolfram Research, USA
REVIEW DATE: 08/07/2011 [511]



SCIS 1510724

Algebra help



www.algebrahelp.com/

Consisting of a series of algebra lessons, calculators and online worksheets, this site also serves as a database of mathematics tutors available for hire throughout the United States. On the site, there are very basic lessons on equations and collecting terms in text only with no colour, sound or graphics. The electronic worksheets enable students to submit solutions and look at worked examples. The **Calculators** link lets students enter variables into an equation solver while **Resources** provides prime number and factor charts as well as study tips for students. The content on this site is sound but the format is poorly presented and would not engage most students. P. Hannan

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Mathematics
SYLLABUS: General Mathematics Stage 6; Mathematics 7–10; Mathematics Stage 6
SCIS SUBJECTS: Algebra
PUBLISHER: Algebrahelp.com, USA
REVIEW DATE: 08/07/2011 [512]



SCIS 1510715

Hippocampus




math.hippocampus.org/

An effective and interesting set of multimedia lessons, encompassing algebra and number topics are accessible from this site. Each lesson includes animated slides accompanied by audio explanations. Students complete activities and submit responses before moving on to the next lesson. Homework is also provided. The presentations are concise and uncluttered. They are well paced and could be used with an entire class or for individual tuition. **Math terms** links to a comprehensive dictionary of terms. **Ask Dr Math** provides answers to individual problems and other hints and **Algebra.com** gives the students further explanations on a number of topics, but imperial units are used in measurement. The site is a valuable numeracy resource which would successfully involve students in a variety of topics. P. Hannan

USER LEVEL: Stage 5 Stage 6

KLA: Mathematics
SYLLABUS: General Mathematics Stage 6; Mathematics 7–10; Mathematics Stage 6
SCIS SUBJECTS: Algebra
PUBLISHER: Monterey Institute for Technology and Education, USA
REVIEW DATE: 08/07/2011 [512]



SCIS 1510712

moneyBags



www.rosetta.primary.tased.edu.au/mathsubjects/moneyBags.htm

This learning object invites players to drag and drop coins from a collection onto either *Money bag 1* or *Money bag 2* to satisfy an equation governed by the set task. When the selection has been made, symbols indicate which bag has more or less money in total than the other. Mathematical signs for *more than*, *less than* and *equal to* are used between the bags and the totals are instantly adjusted above each bag to reflect changes. A basic, uncluttered site, it supports learning about computations with money in the substrands of *Whole numbers*, *Addition and Subtraction*, *Multiplication and Division* and *Fractions and Decimals* in the *Number* strand of the Mathematics syllabus. S. Rasaiah

USER LEVEL: Stage 1
KLA: Mathematics
SYLLABUS: Mathematics K–6
SCIS SUBJECTS: Mathematical notation – Problems, exercises, etc; Money – Problems, exercises, etc; Arithmetic – Problems, exercises, etc.
PUBLISHER: Rosetta Primary School, Tas
REVIEW DATE: 08/07/2011 [513.2]



SCIS 1513133

Physics



physics.hippocampus.org/

Offering a variety of physics animations and videos, this site provides quality teaching resources for use in most science classrooms. The resources are grouped into units which comprise several related topics or lessons. Relevant units for Stage 5 Science and Stage 6 Physics students include topics on **Kinematics & Newton's laws**, **Electricity**, **Magnetism**, **Waves and optics** and **Atomic and nuclear physics**. Clips are usually several minutes long and explain the content in a concise and engaging manner. Videos conclude with activities or problems to solve. Many contain only small sections relevant to Stage 5 Science students and would be best previewed to ensure relevancy, as some provide detail beyond the scope of the syllabus. Physics teachers will find much of the material presented here very useful for lessons incorporating an IWB to provide a summary of course content. I. Mavin

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Physics Stage 6; Science 7–10
SCIS SUBJECTS: Physics
PUBLISHER: Monterey Institute for Technology and Education, USA
REVIEW DATE: 08/07/2011 [530]



SCIS 1504695

How many?: a dictionary of units of measurement



www.unc.edu/~rowlett/units/

Possibly the most comprehensive collection of definitions of measurement units, metric, imperial and colloquial are available on this site. The collection includes many obscure scientific units such as *picolitre* (pL) and approximations such as *smidgens*. Terms are arranged alphabetically and the layout is similar to a dictionary, with the term in bold and definition in plain text. The site is easy to navigate and the definitions are concise, readable and very interesting, often containing a note on the origin of the word. **Using the dictionary** describes the symbols, abbreviations and scientific notation that are sometimes used in definitions. **The International System (SI)** gives a well researched, but wordy, background on attempts to standardise our measurement systems. This is an engaging teacher resource and a valuable research tool for students. P. Hannan

USER LEVEL: Stage 4 Stage 5
KLA: Mathematics; Science
SYLLABUS: Mathematics 7–10; Science 7–10
SCIS SUBJECTS: Measurement
PUBLISHER: University of North Carolina, USA
REVIEW DATE: 08/07/2011 [530.8]



SCIS 1510718

Volcanoes



news.bbc.co.uk/2/hi/science/nature/4972366.stm

How volcanoes are formed and what happens during a volcanic eruption is the focus of the 10 step animation on this site. Written text and visual information support the development of science students' knowledge and understanding of plate tectonics in the Stage 5 Science Outcome 5.9.4: *Natural events*. The simple navigation and sequential progression through the animation makes the site ideal for self-paced progress on student laptops. Another feature of the site is the *Natural disasters* menu bar which offers animations on other natural events including **Hurricanes**, **Tornadoes**, **Earthquakes** and **Tsunamis**. B. Smith

USER LEVEL: Stage 5
KLA: Science
SYLLABUS: Science 7–10
SCIS SUBJECTS: Volcanoes
PUBLISHER: BBC News, UK
REVIEW DATE: 08/07/2011 [551.21]



SCIS 1513150

Animated tutorials: general biology



www.sumanasinc.com/webcontent/animations/biology.html

Showcasing a vast collection of animations, this site is a valuable resource for Biology teachers. Relevant animations include topics on evolution, **Mendel's experiments**, **The mammalian kidney**, **Mitosis** and **Meiosis**. Senior Science teachers will find the animations on the heart and blood pressure useful when teaching related outcomes in Topic 9.3: *Medical technology – bionics*. Animations provide subtitles for most clips, some are enriched with interactive questions, and all are colourful and engaging. The clarity of these animations would also make them ideal for use on an IWB. Animations, such as **Evolution in action**, may be useful for Stage 5 students whilst some other animations present material at a more advanced academic level. I. Mavin

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science 7–10;
Senior Science Stage 6
SCIS SUBJECTS: Biology
PUBLISHER: Sumanas, USA
REVIEW DATE: 08/07/2011 [570]



SCIS 1504691

Biology

biology.hippocampus.org/



From six major biology topics accessible on the main menu users may select a related lesson that incorporates graphics, text and animation. The topics presented include **Cell structure and function**, **The gene**, **Principles of heredity**, **Evolutionary biology**, **Biological diversity** and **The energies of life**. A number of subtopics within the unit form the basis of the lessons that explain the contribution of Darwin, Mendel and Hooke, the development of microscopes, DNA structure and function, genes and chromosomes. These open in a new window making them highly suitable for embedding in a notebook for use on an IWB, or for self-paced learning on student laptops. Strong support is provided for the Biology topics on *Patterns in nature* and *Blueprint of life* and the Stage 5 Science topic on Cell theory. B. Smith

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Science7–10, Biology Stage 6
SCIS SUBJECTS: Biology
PUBLISHER: Monterey Institute for Technology
and Education, USA
REVIEW DATE: 08/07/2011 [570]



SCIS 1513153

The Field Museum

www.fieldmuseum.org/



This website enables users to research and explore a wide array of scientific collections, databases, and resources. Online collections related to **Anthropology**, **Botany**, **Geology**, and **Zoology** are searchable. Realtime and downloadable science blogs are accessible and apply to resources ranging from early land plant collections to climate and conservation efforts. The **Multimedia gallery** includes a unique display of Neanderthal cavemen dioramas. The **Photo archives** comprise over 300 000 images dating back to 1893. A **California deep sea trawling expedition** is just one of the worldwide past and upcoming connected learning expeditions where scientists' progress and reports and videos can be accessed. D. Johnston

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: SciTech; Science
SYLLABUS: Science 7–10; Science & Technology
K–6
SCIS SUBJECTS: Field Museum of Natural History;
Natural history – Galleries and
museums
PUBLISHER: Field Museum, USA
REVIEW DATE: 08/07/2011 [570.74]



SCIS 1306728

TaLe www.tale.edu.au
Teaching and Learning exchange

What? Where? When? Why?

[www.bbc.co.uk/scotland/education/wwwwww/living/index
_choice.shtml](http://www.bbc.co.uk/scotland/education/wwwwww/living/index_choice.shtml)



Interactive activities and games educate students about living things on this Scottish site. On entering the site students must choose a question. Each option will lead users to an activity requiring them to build an insect, sort objects, test their knowledge of pet care or solve riddles about living things. Vibrant colour and verbal instructions combined with enjoyable and interesting tasks make this a fantastic site for students completing the Stage 1 COGs unit (C): *Growing and changing*. This is a valuable tool for use on the interactive whiteboard or as an independent or paired activity. Speakers are required for clarity of sound, as only verbal instructions are available. K. McDonell

USER LEVEL: Early Stage 1 Stage 1
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Biology – Problems, exercises, etc.;
Metamorphosis – Problems,
exercises, etc.; Growth – Problems,
exercises, etc.

PUBLISHER: BBC, Education Scotland
REVIEW DATE: 08/07/2011 [570.76]



SCIS 1510690

Cells alive!

www.cellsalive.com/index.htm



When teaching a unit of work on cells, teachers will find this website to be a wonderful resource to introduce the topic. Continuous clicking on **HowBig?** shows how a real size human hair on a pin head can be magnified up to a rhinovirus particle magnified approximately a million times, with other organisms viewed in between. This excellent animation will allow Stage 5 students to develop a deeper understanding and appreciation of magnification and cells. Biology students learning about **Mitosis** and **Meiosis** in Topic 8.5: *Evolution of Australian biota*, would also benefit greatly from studying the interactive models provided on these topics. **Immunology**, with its useful sections on phagocytosis and lymphocytes supports the Biology Topic 9.4: *The search for better health*. Also provided on this useful site are selected downloadable word **Puzzles**, jigsaw puzzles and interactive Quizzes. I. Mavin

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science7–10
SCIS SUBJECTS: Cells
PUBLISHER: Quill graphics, USA
REVIEW DATE: 08/07/2011 [571.6]



SCIS 995758

How cells divide: mitosis vs meiosis

www.pbs.org/wgbh/nova/baby/divi_flash.html



One of the fundamental cell based concepts for Biology Stage 6 students involves distinguishing between the processes of mitosis and meiosis. This website is a fine teaching resource for students when covering these concepts. **Launch interactive** presents straightforward descriptions and explains mitosis in an eight step process. The more complicated meiosis is described in 15 steps. The colourful animations comparing both processes are easy to follow and **Replay** allows for repetition, enhancing understanding

of these concepts. The information on the site may be used to extend students' understanding of cell theory. I. Mavin

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science 7–10
SCIS SUBJECTS: Mitosis; Meiosis
PUBLISHER: PBS, USA
REVIEW DATE: 08/07/2011 [571.8]



SCIS 1504686

Secrets@Sea: dive into Ace on the case: secrets@sea and see if you can solve the mystery



www.secretsatsea.org

An ocean adventure learning game can be found on this site. It projects students into the role of being an assistant investigator seeking to uncover the reason for the unusual behaviour of killer whales in the Alanamorris Strait. In the **Teacher's guide** the **Introduction** details the topics covered, which include *Marine mammals and food webs; Salmon, herring and plankton; Tides, oceans and estuaries; Mapping and Features of the ocean floor; and Currents*. These topics form the basis for **Extension activities**. The **Frequently asked questions** link dispels any confusion over the use of *Macromedia Flash* or details about how to access the *Field guide*, making this interactive game suitable for use by individual students or entire classes under teacher direction. N. Drougas

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: Science; SciTech
SYLLABUS: Science 7–10; Science & Technology K–6
SCIS SUBJECTS: Marine ecology; Ocean; Educational games; Computer games
PUBLISHER: Engaging Science, Canada
REVIEW DATE: 08/07/2011 [577.7]



SCIS 1510846

Shedd educational adventures



sea.sheddaquarium.org/sea/

Focusing specifically on reef fish, the interactive modules on this site are informative, interesting and vibrant, and provide a suitable computer activity for a study of environmental, marine or life cycle Science units. **Squish the fish** offers Early Stage 1 students a delightful animated introduction to different reef creatures as an IWB class activity. **Build-a-fish** allows Stage 2 students to create their very own virtual reef fish which they need to feed and save from predators. In **Amazing reef**, Stage 3 students can create an animated film about life on a coral reef. This amusing parody of a film set includes different reef creatures providing key facts about themselves while auditioning for roles. Requiring casting sessions, recording of animations, setting music and scriptwriting, the completed film could be presented as an assessment task. The activities on this site effectively integrate ICT skills into the achievement of outcomes in English and Science. C. Sheppard

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English; SciTech
SYLLABUS: English; Science & Technology K–6
SCIS SUBJECTS: Marine biology – Study and teaching
PUBLISHER: John G. Shedd Aquarium, USA
REVIEW DATE: 08/07/2011 [577.7]



SCIS 1514387

Natural History Museum: kids only



www.nhm.ac.uk/kids-only/

By involving students in the world of 'ologists via firsthand accounts of botanists, zoologists, palaeontologists and the like, this section of the large **Natural History Museum** site is sure to capture the imagination of junior scientists. Games such as **Build a volcano** and **Dinosaur defender** can be found in **Fun'n'games**. **Life** contains fascinating information that would enhance students' understanding and engagement in strands such as *Earth and its surroundings* and *Living things* in the Science and Technology syllabus. Encouraging students to create their own projects and investigate further supports the aim of the syllabus in developing students' confidence in science and technology, leading to an enthusiasm for further learning. This is a well structured site for students to explore at will. S. Rasaiah

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Natural History Museum (London, England); Natural history; Nature study
PUBLISHER: Natural History Museum, UK
REVIEW DATE: 08/07/2011 [578]



SCIS 1332853

Brought to life



www.sciencemuseum.org.uk/broughttolife.aspx

Investigating the history of medicine, this website will readily engage Stage 5 Science students and Stage 6 Biology students. Easily navigated, using a simple search function, topics are presented under the headings **People**, **Objects**, and **Techniques and technologies**, which includes advanced medical science. Subtopics within each area of study aid more detailed research. Colour and black and white images, animations, models, and diagrams complement the written information. Many classroom activities, multimedia games and discussion topics are available, as is the opportunity to create individual resources using the instructions provided. **My collection** allows for the creation of and access to a personalised library. The format and functions on this site make it an ideal IWB resource. A. Frost

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science 7–10
SCIS SUBJECTS: Medicine – History
PUBLISHER: Science Museum, UK
REVIEW DATE: 08/07/2011 [610.9]



SCIS 1510567

Personal health K–4



www.learningscience.org/pps1personalhealth.htm

Seven interactive learning tools on this site offer potential support for lessons on health. Each lesson is accompanied by a brief explanation of the activity, and links to the exercise and its parent site are given. Some of the lessons involve labelling of animal parts, speed games and answering quizzes. Topics covered include **Health and growth**, **Good to eat**, **Save your skin**, **Keeping healthy**, **Mouth power**, **Teeth and eating** and **Dangerous decibels**. The activities would be suitable for use with an IWB for group or whole class sessions and are accessible through the DET portal for all Stage levels. This is a useful collection of interactive

activities that could support aspects of the *PDHPE K-6 syllabus*.
R. Parnis

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: PDHPE
SYLLABUS: PDHPE K-6
SCIS SUBJECTS: Health education – Problems, exercises, etc. ; Classroom activities
PUBLISHER: Learning science.org, USA
REVIEW DATE: 08/07/2011 [613.076]



SCIS 1511157

MedMyst: medical mysteries on the web



medmyst.rice.edu/

The use of interactive games to explore infectious diseases and solve problems is sure to engage students studying units of work in the areas of microbiology and infectious diseases. The games have students working as scientists performing field and laboratory work to solve microbiology problems dealing with cholera, smallpox and malaria. The work on *Koch's postulates* is found in *Mission 1* and is particularly useful for Biology students when completing Topic 9.4: *The search for better health*. As most games take 45 minutes to complete, teacher previewing is advised. **Teacher materials**, from the sidebar of each game, contains useful files, such as **Vocabulary**, **Classroom activities** and quiz questions to reinforce learning. This resource would be ideal for use in on an IWB or on student laptops as a homework or extension activity. I. Mavin

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science 7-10
SCIS SUBJECTS: Communicable diseases; Micro-organisms; Educational games
PUBLISHER: Center for Technology in Teaching and Learning, Rice University, USA
REVIEW DATE: 08/07/2011 [616.9]



SCIS 1467841

Victor Chang Cardiac Research Institute. School project materials



www.victorchang.edu.au/public/SchoolProjectMaterials.cfm?cid=47

Featuring information on the Institute and the life and work of Australian doctor and scientist, Victor Chang, this site is a good source of information for teachers. Easily scanned plain text, subtitles and links make it easy for the user to research the famous surgeon, the heart, DNA and genetic cardiac diseases. PDFs which contain information and illustrations are available. Links to a number of science experiments, such as how to extract DNA from fruit, **Making a protein**, **Using Life Savers**, growing crystals and an investigation task for locating genetic disease in a family tree can also be found. The format of this site is ideal for developing knowledge and understanding of science for secondary students. K. McDonell

USER LEVEL: Stage 4 Stage 5 Professional
KLA: Science
SYLLABUS: Science 7-10
SCIS SUBJECTS: Chang, Victor; Victor Chang Cardiac Research Institute; Heart – Diseases; Science – Research
PUBLISHER: VCCRI, NSW
REVIEW DATE: 08/07/2011 [617.4]



SCIS 1510631

Harris coffee



www.harriscoffee.com.au/

A plunger coffee pot slowly brews as the site downloads and transitions to a drawing of three women drinking coffee. The use of drawings is a feature of the site and makes it an interesting model for students of web design. On the site, students can view information and interactive pictures of types of coffee, coffee growing, transport and distribution, **Coffee styles**, **Sustainable coffee** and the mapped history of coffee in **The Harris journey**. An interactive page turning recipe book has recipes for foods that can be served with coffee. The Hospitality Stage 6 Module: *Prepare and serve espresso coffee* requires students to develop knowledge, skills and understanding of the coffee making process and this website will assist them in achieving that competency. M. Timperley

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS; VET
SYLLABUS: Food technology 7-10; Graphics Technology 7-10; Hospitality Curriculum Framework Stage 6
SCIS SUBJECTS: Coffee
PUBLISHER: Sara Lee Australia
REVIEW DATE: 08/07/2011 [641.3]



SCIS 1467982

Best recipes



www.bestrecipes.com.au

Providing a user friendly shared recipe and information resource, the site is a good resource for Food Technology syllabuses. Recipes are sourced from members of the site, with popular recipe links for each month, a conversion calculator, weigh charts and oven temperature conversions. Signing up allows access to posting and modifying recipes, planning meals, regular e-newsletters and the ability to participate in forums. Reviews on recipes are useful for analysis and as modelling tools, as are **Articles** on foods and equipment. M. Timperley

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Food Technology 7-10; Food Technology Stage 6; Hospitality Curriculum Framework Stage 6
SCIS SUBJECTS: Cookery
PUBLISHER: Riches Communications, Australia
REVIEW DATE: 08/07/2011 [641.5]



SCIS 1475143

Everyday life



www.gcflearnfree.org/everydaylife


Offering free tutorials for teaching functional literacy skills through everyday life tasks, this site allows users to attempt daily challenges online before putting them into practice in the real world. Included in the interactive simulations are using an **ATM**, handling a **Grocery list**, the way to **Check your receipt**, baking a cake in a virtual oven, filling out forms, including a **Job application** and reading nutritional labels on food products. These tutorials are a helpful tool for students with special education needs studying life skills. Many of the tasks have spoken instructions and all of the tutorials are printable, with written instructions and graphics. Teachers will appreciate the **learning objectives** listed for each activity in **about the Everyday life project**. K. McDonell

USER LEVEL: Stage 4 Stage 5

KLA: English; PDHPE
SYLLABUS: English 7–10; PDHPE 7–10
SCIS SUBJECTS: Life skills – Problems, exercises, etc.; Problem solving – Problems, exercises, etc.;

PUBLISHER: Goodwill Community Foundation, USA

REVIEW DATE: 08/07/2011 [646.7]



SCIS 1412102

Technology: things we wear


www.bbc.co.uk/scotland/education/www/tech/

What we wear, where it comes from, why it happens and why we need clothing are addressed on this Scottish website. The stages of the design and manufacturing process are presented in animated screens accompanied by large clear descriptions. **Why** relates to the specific safety clothing of fire fighters. Selecting items of the fireman's uniform leads to a written, spoken and animated depiction of the use of specific pieces of equipment. **Teacher's directions** explains all of the activities for students on an convenient site map. This website is a worthwhile teacher reference and may support student's understanding of concepts in the Science and Technology content strand, *Products and services*. D. Johnston

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Clothing and dress – Study and teaching; Fabrics – Study and teaching; Technology – Study and teaching; Design – Study and teaching; Computer games

PUBLISHER: BBC, UK

REVIEW DATE: 08/07/2011 [687]



SCIS 1513581

Color scheme designer


colorshemesdesigner.com/

The application on this site is based on colour theory and colour combinations. Various colour arrangements can be constructed with a corresponding sample showing contrasting shades of those colours. By clicking around the colour wheel and adjusting the preset settings, different combinations can be revealed. These include **mono**, **complement**, **triad** and **analogic**. The aim of this site is to construct aesthetic colour schemes for web pages. **Light page example** and **Dark page example** provide a preview for how these colour combinations could be used in design. Factual information is provided on colour blindness. Although it is unlikely students will utilise the intended application of this site fully, the basic colour theory content it presents could be of use when looking at the influence of colour in art and design. N. French

USER LEVEL: Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K–6; Design & Technology 7–10; Visual Arts 7–10
SCIS SUBJECTS: Colour in art; Websites – Design and construction;

PUBLISHER: Peter Stanicek, Czech Republic

REVIEW DATE: 08/07/2011 [701]



SCIS 1510546

National Museum of Wildlife Art

<http://wildlifeart.org>




This American museum showcases nature, wildlife and the American West. **Art & library** takes users to **Online exhibitions**. Information on showcased artists and examples of their works are provided. **Artist biographies** detail artists who are not currently on display but are part of the museum's collection of work. It would be a good site to consider when undertaking a unit of work on wildlife illustration or completing work based around the theme of animals. N. French

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA
SYLLABUS: Creative Arts K–6; Visual Arts 7–10
SCIS SUBJECTS: National Museum of Wildlife Art (U.S.); Animals in art – Exhibitions; Natural history in art – Exhibitions

PUBLISHER: National Museum of Wildlife Art, USA

REVIEW DATE: 08/07/2011 [704.9]



SCIS 1465990

Art project

www.googleartproject.com/




Linking many notable and popular art galleries and museums from around the world, this site allows the viewer to explore hundreds of famous artworks and gallery collections online. Navigation choices are between **Explore the museum** and **View artwork**. The surfaces of selected artworks can be scrutinised in high resolution by zooming in using a sliding bar, the scrolling button on the mouse, or selecting the plus or minus signs on the left of the screen. Expanding the panels reveals information about the artwork, details of other works by the artist and links to related *Youtube* videos. Additional exploration of galleries is available through the interactive **Navigate floor plan** and **Visitor guide**. Students will enjoy viewing the videos provided and expanding their own collections using **Create an artwork collection**. N. French

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA
SYLLABUS: Creative Arts K–6; Visual Arts 7–10
SCIS SUBJECTS: Art – Galleries and museums; Art – Collections

PUBLISHER: Google, USA

REVIEW DATE: 08/07/2011 [708]



SCIS 1510512

Science Museum arts projects

www.sciencemuseum.org.uk/smap.aspx



Art and science are combined on this site to create new opportunities for encountering contemporary art. Showcasing temporary and permanent artworks, selected artists work with a range of electronic and scientific technologies, primarily focusing on video installations. **Art on display** features the current ground floor exhibition at the Science Museum in the United Kingdom. *Youtube* videos provide short clips of the installations and allow the viewer to gain a visual experience of the artwork. A curatorial statement provides insight into the artist's intentions. **Past projects** allows previous exhibitions to be revisited and explored. Teaches may find useful learning material in **Educators**. N. French

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: CA
SYLLABUS: Visual Arts 7–10; Visual Arts Stage 6
SCIS SUBJECTS: Science in art; Technology in art; Art, Modern – 21st century
PUBLISHER: Science Museum, UK
REVIEW DATE: 08/07/2011 [708.2]



SCIS 1510519

TOON books: easy to read comics

www.toon-books.com/index2.php

Primarily an online site selling sequential art or comic format books for early readers, this site has a good deal more to present to teachers. **How to read comics with kids** offers some helpful strategies to foster the thrill of reading in young children. Titles in the collection are presented in a table of graded reading levels. **Toon in the classroom** provides an array of useful resources including free online Toon books in English, French, Spanish, Russian, and Chinese; lesson plans; a cartoon maker; and many more activities. Online books can be used on an IWB to introduce students to some of the features of sequential art narratives that... *make use of a multi-modal language that blends words, pictures, facial expressions, panel-to-panel progression, color, sound effects and more to engage readers in a compelling narrative.* These simple narratives would also be useful in Language studies. An enjoyable introduction to reading and visual literacy, this site has plenty to offer. C. Sly

USER LEVEL: Early Stage 1 Stage 1 Professional
KLA: English; Languages
SYLLABUS: English K–6; Languages K–10
SCIS SUBJECTS: Comics; Reading materials; E-books
PUBLISHER: TOON Books, USA
REVIEW DATE: 08/07/2011 [741.5]



SCIS 1506268

Google SketchUp

lrr.dlr.det.nsw.edu.au/Web/t4u_sketchup/

ABSTRACT

This resource is a guide to using *Google SketchUp* in the classroom. It allows teachers and students to create, modify and share 3D models with some inspiring results. **Getting started tutorials** link to self paced lessons from Google. Step-by-step lessons encourage students to create a 3D exhibition space, create virtual artworks and place them in the exhibition space, and virtually **Walk through** the exhibition space. **Tips for teachers** offers a list of links to ideas on how they might use this digital tool in the teaching and learning process.

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; TAS
SYLLABUS: Graphics Technology 7–10; Visual Arts 7–10; Visual Arts Stage 6
SCIS SUBJECTS: Computer-aided design; Computer graphics
PUBLISHER: NSW Centre for Learning Innovation
REVIEW DATE: 08/07/2011 [741.6]



SCIS 1478913

D*Hub: your online design resource

www.dhub.org/

The site is designed to bring the world's best designs out of the basement and make them easy to access via the internet. Relying

on contributions from the design community, it contains news, interviews and design ideas, with links to fashion and dress design, craft, furniture and interior design, graphic design and digital media, product and industrial, engineering, architecture and landscape design. Each section contains information on people, periods, materials and places. M. Timperley

USER LEVEL: Stage 6 Professional
KLA: CA; TAS
SYLLABUS: Design & Technology 7–10; Technology (Mandatory) 7–8; Textiles & Design Stage 6; Visual Design 7–10; Visual Design CEC Stage 6 Design
SCIS SUBJECTS: Design
PUBLISHER: Powerhouse Museum, Australia
REVIEW DATE: 08/07/2011 [745.4]



SCIS 1467962

The art resource

artunframed.com/

Primarily, this is a commercial site that allows users to have photographs or reproductions of famous artworks turned into an oil painting. This aspect of the site might be relevant for those considering commissioning the production of an artwork. Many images created by renowned American and European artists are included on the site. Searching for specific artists is easy and achievable from the homepage. The downfall for this site is that it only provides citation information on the artist and does not provide any historical information. Speedy searching for a range of popular artworks is easily achievable, using this resource. N. French

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA
SYLLABUS: Creative Arts K–6; Visual Arts 7–10
SCIS SUBJECTS: Painting, American – Catalogues; Painting, European – Catalogues
PUBLISHER: ArtUnframed, USA, 2010
REVIEW DATE: 08/07/2011 [751.5029]



SCIS 1516559

Basic techniques for drawing storyboards: an introduction to drawing storyboards

storyboard.cfms.uct.ac.za/

This is an informative online aid for introducing the techniques for drawing storyboards and explaining the value of using them in the planning stages of a visual or audiovisual project. **Cinematography** provides examples of shots from different ranges and angles. These can help students to understand and appreciate techniques used by filmmakers and composers of graphic fiction, and present them with tools they may use in their own compositions. **Editing** explains transitions and projection from different points of view. **Scribbler** is a fascinating interactive tool for creating storyboard sequences online, and viewing them using the forward and backward arrows or playing them as an animation. Students composing stories or artwork will discover some useful information and ideas on this site. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: CA; English
SYLLABUS: Creative Arts K–6; English K–6; English 7–10; Visual Arts 7–10
SCIS SUBJECTS: Script writing; Drawing; Films –

PUBLISHER:
REVIEW DATE:



Production and direction
Marion Walton, South Africa
08/07/2011 [791.43]

SCIS 1509670

The grammar of television and film



www.aber.ac.uk/media/Documents/short/gramtvt.html

A useful online ready reference to the codes and conventions of audiovisual media, this resource explains and illustrates many techniques. It outlines camera work in relation to distance, angle and movement, and demonstrates how these present as shots. A glossary of important terms is provided with concise explanations for each descriptor. Different editing techniques and their significance are listed. Visual representations of movement in time are outlined. Consideration is given to such elements as the use of sound, lighting, graphics and narrative style. Much of the terminology required by students when unpacking audiovisual texts is readily available on this page, making it a resource worth bookmarking for reference as required. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
Professional
KLA: English
SYLLABUS: English K–6; English 7–10; English Stage 6
SCIS SUBJECTS: Film making – Terminology; Television – Production and direction;
PUBLISHER: Aberystwyth University, UK
REVIEW DATE: 08/07/2011 [791.43]



SCIS 1509661

The lost thing



www.thelostthing.com/

Capturing the spirit of Shaun Tan's original picture book, this website has been created to promote the animated film version of *The lost thing*. It has links to brief information about **The book**, the film **Trailer**, and a **Gallery** of some of Tan's artwork. Details **About** the film team and the many **Awards** the film has received are included. A beautifully presented site, it is a captivating starting point for anyone studying the book or film version of this title. This is a very well produced resource and is appropriate for use in the connected classroom. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K–6; English 7–10
SCIS SUBJECTS: Tan, Shaun; *Lost thing* (Film); Films, Australian – History and criticism
PUBLISHER: Passion Pictures, Vic
REVIEW DATE: 08/07/2011 [791.43]



SCIS 1509475

Bedecked, bedazzled & bejeweled: costume ornamentation at New York City Ballet



www.nycballet.com/researchers/archive/bedecked.html

The site opens with a beautiful photograph of an intricate construction and a written explanation of the importance of design development and end use applications of costumes. At the bottom of the page, students can launch the online exhibit and marvel at

the embellished costume designs. The exhibit contains close-up images of costumes with brief descriptions that will inspire students and enhance costume development and manufacturing units. M. Timperley

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Textiles Technology 7–10; Textiles & Design Stage 6
SCIS SUBJECTS: Ballet; Costumes – Exhibitions
PUBLISHER: New York City Ballet
REVIEW DATE: 08/07/2011 [792.8]



SCIS 1467968

Brainteasers & puzzles



puzzling.caret.cam.ac.uk/

The entertaining and exciting problem solving games on this site have some educational and recreational value, and may complement a range of outcomes across key learning areas. Middle Years and senior students will appreciate the colourful graphics that are teamed with clearly written instructions for each game. Intuitive, logical, cognitive, and role-play games are available. A choice of two age ranges allows players to select an appropriate level of difficulty. This site provides possibilities for extension activities and could be an engaging class activity on the IWB to reinforce some concepts, for example in Science. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: Science; SciTech
SYLLABUS: Science 7–10; Science & Technology K–6
SCIS SUBJECTS: Educational games
PUBLISHER: CARET, UK
REVIEW DATE: 08/07/2011 [793.73]



SCIS 1510579

Persuasive writing: laptop wrap



lrr.dlr.det.nsw.edu.au/Web/persuasive_writing

ABSTRACT

The purpose and method of persuasive writing is explained on this site. Guidelines suggest the use of appropriate factual material, effective persuasive devices, and the use of an authoritative tone. Links provide details on **Writing an exposition** and **Writing a discussion** for students using persuasive writing in these text types. Procedural stages guide students to use **Appropriate facts** to develop an effective argument, to use **Persuasive devices** to convince the reader, and to use **Cohesive devices** effectively to link ideas. This laptop friendly learning object provides support and advice for teachers in **Teaching notes**.

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6: *ESL*
SCIS SUBJECTS: Rhetoric; Writing (Authorship)
PUBLISHER: NSW Centre for Learning Innovation
REVIEW DATE: 08/07/2011 [808]



SCIS 1478616

Create a tale



www.scholastic.com/dogslife/createtale.htm

Part of the Scholastic website, this interactive story writing tool provides settings, characters, objects and speech bubbles which

can be assembled, enlarged, rotated, made smaller and flipped to create an attractive four page printable narrative. As the writer progresses, prompts are given such as *omniscient author* or *first person narrator* and starting sentences are offered. The interactive narrative maker is tied to *A dog's life: the autobiography of a stray* by author, Ann Martin. **Explore** takes the reader to **Meet the author**, which provides an author biography and **Creating a dog's life**, which shows the process of writing a book from ideas to publication. Easy to navigate and interesting to explore, this site provides an engaging introduction to an author and may be helpful for students learning how to create digital stories. M. Davis

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K–6
SCIS SUBJECTS: Fiction – Problems, exercises, etc.; English language – Composition and exercises

PUBLISHER: Scholastic, USA
REVIEW DATE: 08/07/2011 [808.3076]



SCIS 1510574

Visual humour: laptop wrap



irr.dlr.det.nsw.edu.au/Web/visual_humour/

ABSTRACT

Focusing on how humour is created in images, films and advertisements, this digital resource is a CLI learning object about visual literacy. It has activities and links to support materials. Laptop friendly, the lesson ideas consider various aspects of humour, including what makes people laugh, humorous dialogue and stories, parody, exaggeration, absurd behaviour, odd characters and bizarre situations.

USER LEVEL: Stage 4 Stage 5
KLA: CA; English
SYLLABUS: Drama 7–10; English 7–10
SCIS SUBJECTS: Wit and humour; Visual literacy
PUBLISHER: NSW Centre for Learning Innovation
REVIEW DATE: 08/07/2011 [808.7]



SCIS 1478608

Popular culture



www.mirroroftheworld.com.au/imagination/pop_culture/index.php

A section of the State Library of Victoria's showcase website, this link to popular culture features online exhibits of **Comics**, **Graphic novels**, and **Pulp fiction**. The sections on comics and pulp fiction offer a brief overview of their historical context and include cover images of iconic works in this vein. **Graphic novels** allows access to extracts from four contemporary graphic novels: *The arrival* by Shaun Tan, *Maus II* by Art Spiegelman, *David Boring* by Daniel Clowes, and *Jimmy Corrigan: The smartest kid on Earth* by Chris Ware. Sample pages are available for each of these highly acclaimed graphic novels and a user can pan or zoom the online excerpts. These provide a wonderful focus for teaching and learning related to the particular composers or graphic novel format in general. As an introduction to graphic texts, as stimulation for creative writing, or for close analysis of the different styles of these composers, this is an engaging resource. C. Sly

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6
SCIS SUBJECTS: Graphic novels – History and criticism; Literature and society;

Popular culture – History; Comics – History and criticism
PUBLISHER: State Library of Victoria
REVIEW DATE: 08/07/2011 [809]

PUBLISHER:
REVIEW DATE:



SCIS 1509680

The arrival



www.thearrival.com.au/

Produced by *Hachette Australia* to promote Shaun Tan's book, this site contains some resources that are useful for educators. The presentation of the website, with its vintage style background and video artwork, captures the atmosphere of Tan's book and incorporates a magnifying frame for closer scrutiny of the pictures. It includes seven brief video clips in which Tan speaks about his journey as an artist in developing and creating *The arrival*. It offers brief biographical information about the composer and details about his books. While this is a publisher's promotional site, its style and contents offer an engaging springboard for teaching and learning related to this title or to the process of creativity undertaken by the composer. C. Sly

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

SCIS SUBJECTS: Tan, Shaun. *Arrival*; Graphic novels – History and criticism; Wordless stories – History and criticism; Australian fiction – History and criticism;

PUBLISHER: Hachette, NSW
REVIEW DATE: 08/07/2011 [823]



SCIS 1509628

The arrival: illustrations by Shaun Tan; live score by Ben Walsh and The orchestra of the underground



play.sydneypoperahouse.com/index.php/graphic/shaun-tan-the-arrival.html

A highlight from the Sydney Opera House inaugural graphic festival in 2010, this site features a video clip of a multimedia presentation of Shaun Tan's graphic narrative, *The arrival*. A large screen visual display of Tan's mesmerising sketches is supported by an evocative live performance by Ben Walsh and *The orchestra of the underground*. A truly amazing audiovisual experience, it captures the touching atmosphere of Tan's wordless picture book. The clip can be used to support teaching and learning on the specific book, Shaun Tan as a composer, digital storytelling, or multimodal art forms. It is a beautifully presented audiovisual resource that is readily available for use in the connected classroom. C. Sly

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

SCIS SUBJECTS: Immigration and emigration – Fiction; Wordless stories; Graphic novels

PUBLISHER: Sydney Opera House
REVIEW DATE: 08/07/2011 [823]



SCIS 1509642

Interview with Shaun Tan

www2.scholastic.com/browse/collection.jsp?id=153



An interview with author Shaun Tan about his wordless picture book, *The arrival* is featured on this site. The interview is divided into 16 short segments, which include an introduction of the book, comments on his inspiration, the use of symbolism, and the creative process. It is fascinating to hear the composer speaking about his work and this informative resource has been produced for classroom use with an IWB. It is a valuable means of engaging students with the author and his unique narrative style. A list of questions posed in each brief episode of the interview enables teachers to be selective and present those that are most applicable to supporting their lesson content. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA; English
SYLLABUS: Creative Arts K–6; English K–6; English 7–10; Visual Arts 7–10
SCIS SUBJECTS: Tan, Shaun. Arrival; Graphic novels – History and criticism; Wordless stories – History and criticism; Australian fiction – History and criticism
PUBLISHER: Scholastic, USA
REVIEW DATE: 08/07/2011 [823]



SCIS 1509495

The lost thing, Shaun Tan

www.mirroroftheworld.com.au/imagination/begins/the_lost_thing.php



A section of the State Library of Victoria's historically significant books, this site showcases *The lost thing* by Shaun Tan. Brief information about the book, including Tan's acknowledgement of the intertextual links to artworks by Jeffrey Smart, Edward Hopper and John Brack, offers an inspiring overview of this delightful publication. Clicking **Turn the page** gives access to an interactive display of a selection of pages from *The lost thing*. A zoom lens provides close-up viewing of the finer details on each page. Teachers will find this resource very valuable for classroom use with an IWB when exploring this text or picture books in general. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K–6; English 7–10
SCIS SUBJECTS: Tan, Shaun. Lost thing; Children's literature, Australian
PUBLISHER: State Library of Victoria
REVIEW DATE: 08/07/2011 [823]



SCIS 1509489

WorldMapFinder

www.worldmapfinder.com/



Maps of all kinds are easily searchable and downloadable from this free site that is more of a search engine for maps than a content provider. As a result, not all searches are immediately successful and the user may need to click a few samples to find the map that meets their needs. Maps range from small scale maps of the world to more detailed large scale maps of particular areas. A large range of maps is available, including fairly standard political and physical maps, blank outline maps, thematic and interactive maps. Different maps of continents and countries are readily available. Users need to check the accuracy of maps that are linked to external sites.

Geography teachers will find this site easy to navigate and a valuable source of free mapping resources. J. White

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Geography 7–10; Geography Stage 6
SCIS SUBJECTS: World maps
PUBLISHER: WorldMapFinder, USA
REVIEW DATE: 08/07/2011 [912]



SCIS 1510534

Professional reading

Resources are listed in Dewey order.

Ziptales

www.ziptales.com/



A colourful, animated, interactive website, this aims to encourage children to read. The extensive online library provides stories, poems, videos, comics, puzzles, jokes, and projects. Voiceovers assist with the reading tasks. Interactive comprehension exercises at the end of each story are scored to provide instant feedback on understanding. This is a commercial online learning program. Paid subscription is offered at various levels for schools and home users. Promotional videos are available through **Home use** or **School use**. Primary teachers could view the site to see if the resources on offer are appropriate for their students' needs. C. Sly

USER LEVEL: Community Professional
KLA: English
SYLLABUS: English K–6
SCIS SUBJECTS: Short stories; Children as authors
PUBLISHER: Ziptales, Australia
REVIEW DATE: 08/07/2011



SCIS 1121127

FLANNERY, Tim

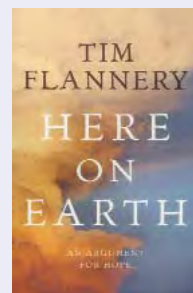
Here on Earth: an argument for hope

Text publishing, Vic, 2010

ISBN 9781921656668

[304]

Flannery's range of disciplines in *Here on Earth*, including evolution, anthropology, palaeontology, biogeography, geology, genetics and global geopolitics, demonstrate the scope of his thesis. More simply, the work is described as a *biography of our planet and our species*. Its aim is to provide a planetary history in order to put the activities of prehistoric and modern human activities into context. Flannery's central argument is that humans are transforming the planet at a rate unprecedented in history and that these changes will inevitably have major consequences for how we live. Environmental debate needs to recognise that Earth systems are dynamic, and dramatic change has been a defining feature. Teachers of Geography and Science will find this a stimulating presentation of ideas and a powerful contribution to contemporary environmental debate. J. White



USER LEVEL: Professional
KLA: HSIE; Science
SYLLABUS: Geography 7–10; Geography Stage 6;
Science 7–10; Senior Science Stage 6
Paper \$34.95 SCIS 1485631

Framework for 21st century learning



www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=119

The helpful framework presents interconnected components for a range of recognised 21C literacies, including information skills. The connections are represented graphically, and then unpacked in detail to support the development of students' knowledge and understanding of core subjects and 21C interdisciplinary themes such as, Civic literacy and Environmental literacy. 21C **Learning and innovation skills** are presented to prepare students for the complex life and work environments. **Information, media and technology skills** provides outcomes for functional and critical thinking skills that students need to operate efficiently in an information rich and technology infused environment. Within this section, **Information literacy** addresses skills needed to access, evaluate, use and manage information, **Media literacy** includes analysing and creating media products, and **ICT literacy** addresses the effective application of technology. The final 21C skills category is **Life and career skills**, which outlines the complex skills necessary to compete in the global information age. Each section can be printed, along with brief and full PDF versions of the **P21 framework definitions document**. This resource has significant synergies with 21C learning needs including the *General capabilities* in the Australian Curriculum. C. Keane

USER LEVEL: Professional
SCIS SUBJECTS: Teaching; Education – Aims and objectives; Learning, Psychology; Literacy – Study and teaching
PUBLISHER: Partnership for 21st Century Skills, US
REVIEW DATE: 08/07/2011 [370.11]



SCIS 1520196

Developing a networked school community: a guide to realising the vision

/ edited by Mal Lee & Glenn Finger. ACER, Vic, 2010
ISBN 9780864319814 [371.33]

An inspiring, challenging and very readable work, this explores the contexts and issues of the unfolding digital environment for schools. Conceptually, it defines and reflects an urgent need for schools to become healthy, networked communities, meaningfully overcoming the digital divide between home and school. Strategies, school stories, case studies and possibilities are offered. The book suits a range of readers, from those beginning to probe such issues, to those more adept and experienced leaders, in meeting the challenges of digital, networked education environments. There is a variety of helpful, summative tables and figures, clearly illustrating focal issues. Each chapter ends with a set of guiding questions and key messages. A handy tool, this commendable book can equally read cover to cover, dipped into and used for professional learning sessions. C. Foley



USER LEVEL: Professional
Paper \$69.95 SCIS 1455587

Howcast

www.howcast.com/



A video sharing site similar to *YouTube*, this is a library of valuable how-to information. These videos can be used to discover how to do many things from a range of categories including **Arts & media**, **Crafts & hobbies**, **First aid & safety**, **Performing arts**, and **Technology**. Selections from the website could be useful for secondary subjects where students are being instructed on how to perform a particular task by teachers using an IWB. Membership of *Howcast* allows users to save videos to a favourites list for later reference. Comments on videos are encouraged. Given that the **Terms of service** recommends adult use of the site, it would be important for teachers to preview resources before using them for student instruction. A. Parnis

USER LEVEL: Community Professional
SCIS SUBJECTS: Video recordings in education; Video recordings – Indexes; Free material
PUBLISHER: Howcast Media, USA
REVIEW DATE: 08/07/2011 [371.33]



SCIS 1499376

Kent ICT

www.kenttrustweb.org.uk/kentict/kentict_home.cfm



Offering literally thousands of resources, games, purportedly safe website links and lesson ideas, this site could engage users for hours. Supporting teachers integrating ICT across all key learning areas, the coloured tabs across the top of the home page are a useful starting point, while the blue sidebar menu provides further options. **ICT leaders** opens with a handy linked alphabetical index list, including **Animations**, webquests, assessment tools and policies. If searching for Stage level resources and activities, **ICT themes** is the best starting point as it is divided into five sections, can be searched by year level, and includes links to adaptable, age appropriate resources. **Subjects** matches subject areas with further links to teacher resources, IWB resources and an array of interesting websites. C. Sheppard

USER LEVEL: Professional
SCIS SUBJECTS: Teaching – Aids and devices; Educational technology; Information technology
PUBLISHER: Kent ICT, UK
REVIEW DATE: 08/07/2011 [371.33]



SCIS 1514388

Kent ICT themes

www.kenttrustweb.org.uk/kentict/kentict_theme_home.cfm



Embedding ICT into all teaching and learning across a packed curriculum can sometimes be challenging. The thematic format on this site addresses the issues of how, when and why ICT should be integrated into lesson plans to optimise student learning outcomes. Five **ICT themes** are presented as an integrated wheel surrounding a highly engaging student assessment rubric. Within each spoke of the wheel are links to appropriate Web 2.0 tools which may inspire students to consider new ways for **Communication**, **Control & sensing**, **Modelling and simulation**, **Handling data** and **Research and awareness**. Aligned with the Kent Local Authority year levels, the information on this site lines up well with expectations in the NSW ICT competencies for K–6 students. Downloadable **I can posters** reinforce the end goals for students at each level of attainment. S. Rasiaiah

USER LEVEL: Professional
SCIS SUBJECTS: Teaching – Aids and devices; Educational technology; Information technology
PUBLISHER: Kent ICT, UK
REVIEW DATE: 08/07/2011 [371.33]



SCIS 1513161

WatchKnow: videos for students to learn from



www.watchknow.org/

A very useful and comprehensive site, this has been developed by a community foundation. It contains thousands of free short videos, and other media, relating to many topics taught at school. Each video is rated and sorted into a large directory, making videos on a specific topic simple to find. The search function is easy to use, allowing for keywords on any topic to be entered. Results of related videos are displayed. Other features of the website include links to new additions, **Most viewed** videos, and **Highest rated** videos. Each topic is listed on the left of the page, allowing teachers to search for videos related to specific areas of interest. The site has a section for members, which is free to join, and allows frequent users to sort videos and keep track of their own video libraries. This site has broad application to teaching and learning. A. Parnis

USER LEVEL: Professional
SCIS SUBJECTS: Video recordings in education; Video recording – Indexes; Free material
PUBLISHER: Community Foundation of Northwest Mississippi, USA
REVIEW DATE: 08/07/2011 [371.33]



SCIS 1499250

LOREMAN, Tim & DEPPELER, Joanne & HARVEY, David

Inclusive education: supporting diversity in the classroom

Allen & Unwin, NSW, 2010

ISBN 9781741759860

[371.9]

Three authors have produced a scholarly and readable text about the role of inclusion in the education process. Each section presents information on which decisions about inclusion and differentiated education can be discussed. The publication offers discussion questions, case studies and references for further reading. It could stimulate energetic, informed conversations within schools. The book outlines how to develop and manage individualised learning plans, organise a classroom to allow inclusivity, work in collaboration with others, and create inclusive management plans. There is information about types of assessment and developing appropriate instruction. It suggests ways to make schools into more welcoming, engaging centres of learning. Research cited is current. There is a clear understanding of the role of teachers and schools in providing education for a wide range of students and abilities. This text represents a welcome addition to the conversation about the nature of schools in the 21st century. S. Pollard



USER LEVEL: Professional
SCIS SUBJECTS: Paper \$49.99

SCIS 1482440


The Book Depository

www.bookdepository.co.uk/



A website for purchasing books, this online business has a large range of educationally suitable books and it posts freely to Australia, usually within two weeks. The extensive and current range can be searched by keyword, title, author, and ISBN. The comprehensive category list is useful for browsing, and the homepage cites new releases and recommendations. Clicking on a book title leads to a short or **Full description**, and links indicating the available formats. Reviews from readers are encouraged and are posted online. An engrossing site for book lovers, this is well worth a browse. C. Sly

USER LEVEL: Community Professional
SCIS SUBJECTS: Booksellers and bookselling
PUBLISHER: Book Depository, UK
REVIEW DATE: 08/07/2011 [381]



SCIS 1478541


Scholastic.com. teacher online activities: flashlight readers



www.teacher.scholastic.com/activities/flashlightreaders/T_landingPage.asp

A list of featured books including *Holes*, *Charlotte's web* and *Inkheart* is presented with associated activities and author profiles on this section of the large Scholastic site. **Teachers' guide** leads to an explanation of *Flashlight readers* as an interactive literacy experience, linking readers across all stages of proficiency to quality literature. Reading and writing skills are supported through activities such as treasure hunts, quizzes, puzzles and word games alongside videos and audio extracts from the books. Additional suggestions for an **Interactive whiteboard** can be found in **Teaching resources**. Teachers may find snippets of this site very useful in the context of a wide reading program. S. Sasaiha

USER LEVEL: Community Professional
KLA: English
SYLLABUS: English K–6
SCIS SUBJECTS: Reading materials
PUBLISHER: Scholastic, USA
REVIEW DATE: 08/07/2011 [428.6]



SCIS 1513165

Asia Education Foundation

www.asiaeducation.edu.au/default.asp



A collaboration between Education Services Australia and Asialink at the University of Melbourne, this site provides a huge range of resources to support an understanding of Asia in Australian schools. **For teachers** has resources for all subject groupings K–12. While the links do not follow NSW KLAs, the site is nonetheless very easy to navigate. Teachers can choose an Asian country to conduct an interdisciplinary study. Some modules have the option of enrolling in a **Professional learning package**, which can be completed online. While many resources on the site are free, others require payment in order to deliver the module. These resources can all be purchased online. Overall, the site is a great starting point for studies on Asia, and it provides a wealth of easily accessible curriculum resources. J. White

USER LEVEL: Professional
SCIS SUBJECTS: Asia; Asia – Study and teaching
PUBLISHER: Asia Education Foundation, Vic
REVIEW DATE: 08/07/2011 [950.071]



SCIS 1040032

Literacy and Numeracy resources

Resources are listed 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.

CALLOW, Jon

NOW literacies – everyday classrooms reading, viewing and creating multimodal texts



www.nlnw.nsw.edu.au/videos10/Callow/7584/vid7584.htm

ABSTRACT

Dr Jon Callow, Lecturer, English Education K–6, The University of Sydney, explores how visual and multimodal texts can inform classroom teaching. In this 12 minute videorecording, Callow discusses how teachers need to effectively integrate technology into their literacy classrooms, using a variety of pedagogically sound teaching strategies and approaches. He sees that it is both the prevalence and the sophistication of textual resources in more recent times that is significant, and that teachers should select purposeful and quality texts for any literacy learning experience. Callow visits one teacher's classroom to show how reading, writing, viewing and multimodal text-making are integrated into everyday literacy teaching. The video is available in small and full screen versions on the *National Literacy and Numeracy Week* website <www.nlnw.nsw.edu.au/events>. A Word document of the transcript is available to download.

USER LEVEL: Professional
KLA: English
SYLLABUS: English K–6
SCIS SUBJECTS: Literacy – Study and teaching; Teaching methods; Educational technology; English language – Study and teaching

PUBLISHER: Curriculum Learning and Innovation Centre, NSW

REVIEW DATE: 08/07/2011 [428.40071]



SCIS 1518355

SIMPSON, Alyson

Children's literature



www.nlnw.nsw.edu.au/videos10/Simpson/7549/vid7549.htm

ABSTRACT

In this 19 minute video, Dr Alyson Simpson, Senior lecturer, English and Literacy Education, The University of Sydney, suggests that, in order to develop literary consciousness as well as good spelling, fluency and comprehension, strategies like modelled, shared and silent reading allow time for students to engage with books for pleasure as well as learning. Simpson sees that teaching

reading is important through all grades, not just the Early Years, and, that to achieve all literacy goals, teachers need to actively lead children to read a wide range of texts and respond in different ways, including critical discussion. The video is available in small and full screen versions on the *National Literacy and Numeracy Week* website <www.nlnw.nsw.edu.au/events>. A Word document of the transcript is available to download.

USER LEVEL: Professional
KLA: English
SYLLABUS: English K–6
SCIS SUBJECTS: Reading; Literacy – Study and teaching; Books and reading; Children's literature – Study and teaching

PUBLISHER: Curriculum Learning and Innovation Centre, NSW

REVIEW DATE: 08/07/2011 [428.4071]



SCIS 1518265

Explicit teaching as an 'enabling' literacy practice



www.nlnw.nsw.edu.au/videos10/Edwards-Groves/7691/vid7691.htm

ABSTRACT

From the Faculty of Education at Charles Sturt University, Dr Christine Edwards-Groves features in this audiovisual resource. She encourages teachers to use effective literacy teaching as practice, which enables learners to participate in orchestrated arrangements in lessons. She explains that explicit teaching and other enabling practices afford learners the greatest opportunity to understand what is being taught. Emphasis is given to the interactive and reflective dimensions of classroom literacy practice. The 22 minute presentation offers practical advice for primary school teachers. The video is available in small and full screen versions on the *National Literacy and Numeracy Week* website <www.nlnw.nsw.edu.au/events10.htm>. A Word document of the transcript is available to download.

USER LEVEL: Professional
KLA: English
SYLLABUS: English K–6
SCIS SUBJECTS: Literacy – Study and teaching; Teaching methods; English language – Study and teaching

PUBLISHER: NSW Curriculum and Learning Innovation Centre

REVIEW DATE: 08/07/2011 [428.0071]



SCIS 1519754

MCINTOSH, Alistair

Effective mental computation




www.nlnw.nsw.edu.au/videos10/McIntosh/7583/vid7583.htm

ABSTRACT

Professor Alistair McIntosh, University of Tasmania, suggests that the current approach to teaching mental computation in schools can be improved. In this 10 minute video presentation, he outlines key elements of an approach to computation in the Middle Years and with computations involving two- and three-digit numbers. Commenting on examples of ineffective methods of calculation, McIntosh makes two general points. Firstly, it is more important that students can do calculations mentally than using a written method. Secondly, the proper approach to teaching and learning mental computation can be a much more mathematical approach. The aim of this approach is to produce students who are confident and competent in their ability to meet all the computa-

tion demands in everyday life. The video is available in small and full screen versions on the *National Literacy and Numeracy Week* website <www.nlnw.nsw.edu.au/events>. A *Word* document of the transcript is available to download.

USER LEVEL: Professional
KLA: Mathematics
SYLLABUS: Mathematics K–6; Mathematics 7–10
SCIS SUBJECTS: Arithmetic – Study and teaching
PUBLISHER: Curriculum Learning and Innovation Centre, NSW
REVIEW DATE: 08/07/2011 [513]
 SCIS 1518393

Science and literacy



www.nlnw.nsw.edu.au/videos10/Pearson/7830/vid7830.htm

ABSTRACT

Professor P. David Pearson from the Graduate School of Education at the University of California sees reading, writing and language not as goals but tools to teach science. In this 36 minute, three-part audiovisual presentation he suggests that teachers should try to see the natural synergies between science and literacy. Rather than encountering scientific jargon in the abstract, Pearson advocates beginning with practical experiences. He explains that science teaching can be enhanced using text to support practical experience, for example, students visiting a beach and examining the sand, rocks, etc. then reading about beaches. In this way teachers can integrate the literacy learning around appropriate vocabulary, comprehension, reading and writing. The video is available in small and full screen versions on the *National Literacy and Numeracy Week* website <www.nlnw.nsw.edu.au/events10.htm>. A *Word* document of the transcript is available to download.

USER LEVEL: Professional
KLA: Science; SciTech
SYLLABUS: Science 7–10; Science & Technology K–6
SCIS SUBJECTS: Science – Study and teaching; Literacy – Study and teaching; Teaching methods
PUBLISHER: NSW Curriculum and Learning Innovation Centre
REVIEW DATE: 08/07/2011 [507.1]
 SCIS 1519758

Mental computation for numeracy




www.nlnw.nsw.edu.au/videos10/Dole/7586/vid7586.htm

ABSTRACT

Presented by Dr Shelley Dole from the University of Queensland, this 23 minute audiovisual resource focuses on the role of mental computation in numeracy. It gives an overview of issues relating to mental computation, including a definition and approaches to mental computation in the classroom. Dr Dole outlines methods for developing students' proficiency with the basic facts of addition and multiplication, and discusses how to bring meaning to learning the basic facts while fostering students' thinking and strategic knowledge. It considers different modes of teaching mental computation and estimation to primary school students. The video is available in small and full screen versions on the *National Literacy and Numeracy Week* website <www.nlnw.nsw.edu.au/events10.htm>. A *Word* document of the transcript is available to download.

USER LEVEL: Professional

KLA: Mathematics
SYLLABUS: Mathematics K–6
SCIS SUBJECTS: Arithmetic – Study and teaching
PUBLISHER: NSW Curriculum and Learning Innovation Centre
REVIEW DATE: 08/07/2011 [513]
 SCIS 1519753

GOULD, Peter




The problem with fractions

www.nlnw.nsw.edu.au/videos10/Gould/7587/vid7587.htm

ABSTRACT

Dr Peter Gould, CEO Mathematics, NSW Curriculum Learning and Innovation Centre, reveals some insights into understanding and learning fractions in this 15 minute videorecording, accessed from the *National Literacy and Numeracy Week* website <www.nlnw.nsw.edu.au/events>. In this presentation, Gould uses clear examples to show the reasons for students' misconceptions about the size of fractions as numbers. He explains the need for students to recognise that there are two types of fractions: fractions that are parts of things and fractions that are numbers. He then outlines four significant ways in which students' understanding of fractions can be strengthened. The video is available in small and full screen versions, and a *Word* document of the transcript is available to download.

USER LEVEL: Professional
KLA: Mathematics
SYLLABUS: Mathematics K–6; Mathematics 7–10
SCIS SUBJECTS: Fractions – Study and teaching
PUBLISHER: Curriculum Learning and Innovation Centre, NSW
REVIEW DATE: 08/07/2011 [513.2]
 SCIS 1518386

Picture books

Picture books are arranged alphabetically by author.

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

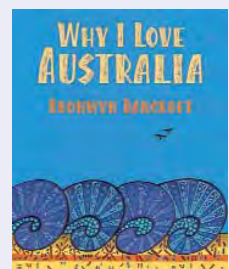
BANCROFT, Bronwyn

Why I love Australia

Little Hare, NSW, 2010
ISBN 9781921541780

[759.994]

Vibrant, bold colours, intricate lines and traditional patterns, illustrate the gamut of unique landscapes and take readers on an unforgettable visual journey around Australia. Artist Bronwyn Bancroft, a descendant of the Bundjalung people of northern New South Wales, conveys her deep appreciation of the Land through breathtaking artistic interpretations and minimal, yet melodious, written text. On each



double page spread, a small Aboriginal figure hosts visitors, welcoming them to Country with a coolamon of smoking leaves, in acknowledgement of Ancestors and Elders past and present. Many of the artworks feature vaguely humanoid figures, representing the original custodians of each region represented. Images include a plain of boab trees, billowing grasslands, a coral reef, crusted salt pans and a night scene of a jewelled cityscape. An overhead image of suburban rooftops and roads resembles a patchwork quilt. This picture book will complement class discussions on Aboriginal perspectives in a range of key learning areas. I. McLean

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: CA; English; HSIE
SYLLABUS: Creative Arts K–6; English K–6; HSIE K–6
 \$27.95 SCIS 1459702

BLAND, Nick

The very itchy bear

Scholastic, NSW, 2010
 ISBN 9781741696516

[821]

The Bear is back! A sequel to *The very cranky bear*, this new tale finds Bear being bitten by a flea. It is biting to say hello, but bear does not realise this. The amusing colour illustrations show bear's efforts to stop his itch that eventually land him in the sea, with a surprise ending when a hungry seagull spots Flea. Young children will thoroughly enjoy the rhyming text and illustrations. An enjoyable picture book, its clear, uncluttered illustrations will suit visual literacy studies in the early stages of learning. R. Parnis

USER LEVEL: Early Stage 1 Stage 1
 \$15.99 SCIS 1470609

BRIGHT, Rachel

My sister is an alien

Penguin Books Ltd, UK, 2010 (Puffin)
 ISBN 9780141502656

Extremely cute, this picture book is about Alfie who loves aliens, rockets and the moon. He also has a new baby sister, who he believes is an alien and must be returned to the moon. Young readers will enjoy his preparations conveyed through the brightly coloured illustrations. Units of study on families can be supported by this tale with its delightful conclusion. It can promote discussion on the changes baby siblings bring to a family. A close reading of the pictures will reveal items in the illustrations that reinforce gender stereotyping and these would be well worth unpacking through class discussion. R. Parnis

USER LEVEL: Early Stage 1 Stage 1
 Paper \$12.95 SCIS 1470953

BUTTERWORTH, Nick

Trixie: the witch's cat

Puffin, UK, 2010
 ISBN 9780141326801

A familiar theme in literature for young students is one of self-perception and being comfortable with outward appearances. This delightfully illustrated picture book applies these themes to Trixie, an erstwhile happy witch's cat who decides that her one white paw is a flaw and despicably ugly. Flying into dark moods whenever she thinks about this perceived defect, she decides to fix the problem using dirt, paint and magic spells. When Trixie achieves her goal,

she is not satisfied and wants to change back. The layers in this story ensure its appeal to a range of students. Humour is employed in the guise of two little creatures and their antics on each page. The messages in this book may encourage discussion about the importance of self-worth and counteract feelings of inadequacy relating to body image and identity. S. Rasiaah

USER LEVEL: Early Stage 1 Stage 1 Stage 2
 Paper \$14.95 SCIS 1478909

BYRNE, Richard

Millicent and Meer

Simon and Schuster, UK, 2011
 ISBN 9781847385789

When a big, wooden box lands suddenly in her yard, Millicent is delighted to discover it contains a cute little creature. Upon reading the sign on the side of the box, which says *Meerkat*, she is excited at the prospect of owning a cat called Meer. Although Millicent loves her new cat, she finds that he does some naughty things such as digging huge holes in the yard. When Meer meets a stray cat, who tries to teach him how to be a proper cat, he finally discovers where he really belongs. This delightful picture book contains an entertaining story and interesting information regarding the habits of meerkats. It could be used as a literacy link for a study of living things. J. Eade

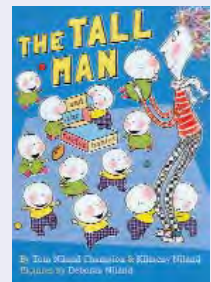
USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: SciTech
SYLLABUS: Science and Technology K–6
 \$24.99 SCIS 1496235

CHAMPION, Tom Niland, NILAND, Kilmeny & NILAND, Deborah

The tall man and the twelve babies

Allen & Unwin, NSW, 2010
 ISBN 9781742371153

A touching and whimsical tribute to his late mother, Kilmeny Niland, this humorously frenetic picture book is co-written by Tom Champion and illustrated by his award-winning aunt. A tall man is carer for his twelve babies. Inexplicably, the six boys are all named Alistair; the girls are all Charlene. Barely coping with their noisy misadventures, the situation gets worse when the tall man and six Charlenes get locked out of the house. The man attempts to use the cat flap to get back inside, but it only leaves him vulnerable to even more cheeky mischief from the Alistairs. The artwork is wonderfully textured with a variety of background patterns. This, together with counting, sound effects, and the physical comedy in the pictures brings the pages to life. I. McLean



USER LEVEL: Early Stage 1 Stage 1 Stage 2
 \$24.95 SCIS 1477905

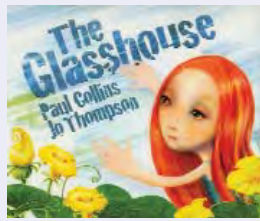
COLLINS, Paul & THOMPSON, Jo

The glasshouse

Ford St, Vic, 2010
 ISBN 9781921665158

The apparent simplicity of this tale belies its complex themes. Clara lives in an immaculate glasshouse world in which she grows perfect pumpkins. Her obsessiveness leads her to shun the imperfections of the outside world. Her lifestyle is challenged by a chance meeting with a boy from the unknown world outside.

Vivid, whimsical illustrations, verging on manga style, adorn a picture book that interrogates notions of a utopian world. The conclusion, told in pictures rather than words, leaves room for inference and discussion. An endearing story on a superficial level, it offers plenty of opportunity for deep thinking with older readers, as it questions the value of an all consuming drive for perfection. C. Sly



USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
Paper \$17.95 SCIS 1506587

COLLUM, Karen & GEDDES, Serena

Samuel's kisses

New Frontier, NSW, 2010
 ISBN 9781921042157

Imagine a miserable, rainy day at school with a Kindergarten class. Then, imagine sharing a delightful picture book with them that is bound to create an atmosphere of warmth and happiness. *Samuel's kisses* is such a book and will lighten the atmosphere in no time. Samuel brightens everyone's day when visiting the post office, the supermarket and the bank, by blowing kisses to people that look sad and grumpy. Readers will delight in the trails of kisses that swirl *under, over, through, behind, between* and *around* a variety of items associated with each location. This is an easy way to teach prepositions of position and collections of nouns in a meaningful context. Teachers may wish to use an IWB to connect to Karen Collum's website <www.karencollum.com.au>, especially to share **For kids** in which Karen describes an outing with her young son that inspired this story. C. Keane

USER LEVEL: Early Stage 1
KLA: English
SYLLABUS: English K-6
 \$24.95 SCIS 1492107

COUSINS, Lucy

I'm the best

Walker, UK, 2010
 ISBN 9781406323689

Young children can be competitive as they strive to find their place amongst others. Being the best can be a source of pride, though should not be at the expense of others. Dog tries to prove his superiority of skills over each of his animal friends. Skiting with exuberance, he is totally oblivious to the hurt he is causing them. When his friends turn the tables and each shows his prowess in certain skills, Dog becomes thoroughly disillusioned and his self-esteem shattered. Friendships are restored through Dog's apologies and the discovery of something he does have, which is truly the best! Repetitive text and Cousin's characteristic bold and colourful illustrations, accompanied by childlike, handwritten font make this picture book appealing. It could be a useful literature links resource for Early Stage 1 COGs unit (B): Me and Stage 1 COGs unit (D): *Getting Along*. S. Morton

USER LEVEL: Early Stage 1 Stage 1
KLA: PDHPE
SYLLABUS: PDHPE K-6
 \$27.95 SCIS 1456259

DAVEY, Lucy & COWLEY, Katz

The fidgety itch

Scholastic, NZ, 2010
 ISBN 9781869439675

[821]

A cumulative, rhyming story, this picture book combines creative language with animated pictures of the friends who appear in order to scratch every new fidgety itch. As each animal feels an itch coming on, another creature emerges with a nonsensical solution, until eventually the mouse completes the scratching circle and resolves the itching frenzy. The mosquito plays an important part in this rollicking tale. Following on from this book, students may be inspired to incorporate, in their own writing, expressive words such as *tweezed* and *tweaked*. Teachers may choose to use this book as an example of how presentation and innovative vocabulary can augment a simple idea when composing poetry or compiling a piece of persuasive writing. S. Rasiaiah

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
 Paper \$14.99 SCIS 1464163

DE ROO, Elena & LOVELOCK, Brian

The rain train

Walker, UK, 2010
 ISBN 9781921529146

[821]

The rhythm of a train permeates the written text of this picture book. A child's dream of a train journey is engendered by the sound of heavy rain. Simple language and minimal words lend this story to reading aloud and audience involvement. An exciting array of onomatopoeic words and phrases reinforce the extended metaphor of a *rain train*. Young children will enjoy the colour illustrations of the train journey through the rainy night, and discussion is sure to ensue relating to all the young passengers in their pyjamas. It is a useful resource for the Early Stage 1 COGs unit (A): *Our place* or any unit dealing with transport. R. Parnis

USER LEVEL: Early Stage 1 Stage 1
 \$27.95 SCIS 1474525

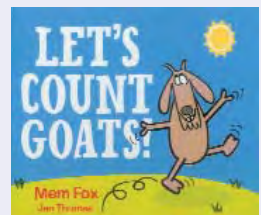
FOX, Mem & THOMAS, Jan

Let's count goats!

Penguin Group (Australia), 2010
 ISBN 9780670075058

[821]

Counting and rhyming language are the main aspects of this colourful picture book. Reminiscent of *Where is the green sheep?*, this publication sees goats in all kinds of unusual places and activities. The rhythm of the verbal text readily engages readers in a story that involves counting the goats. Useful and enjoyable for young children learning to read and count, this is a captivating book. The visual text abounds with fascinating facial expressions on the goats in their absurd predicaments. Studies and discussions on the real habits of goats could be one area of interest generated by this madcap tale. R. Parnis



USER LEVEL: Early Stage 1 Stage 1
 \$19.95 SCIS 1489170

GERMEIN, Katrina & JELLETT, Tom

My Dad thinks he's funny

Black Dog Books, Vic, 2010
ISBN 9781742031217

A heart warming, witty picture book about a father and son relationship and their humorous interchanges, this book is full of *dad jokes*. It is a light hearted book to share, although some may cringe at the brief toilet humour references. Tom Jellet's artwork is unique. He uses charcoal and crayon on various types of coloured or textured paper and includes collage. The text could be used to demonstrate the use of language and how connotation can affect the meaning of a sentence. Students can make connections with their own experience of absurd witticisms in relating to this story. J. Saxby

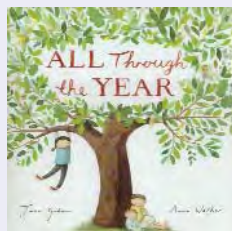
USER LEVEL: Stage 1
KLA: English
SYLLABUS: English K-6
\$24.99

SCIS 1470956

GODWIN, Jane & WALKER, Anna

All through the year

Penguin Books (Australia), 2010
ISBN 9780670073993



Explore and identify the changing Australian landscape through image and verse in this cleverly constructed picture book. One family's sheer joy of experiencing life is told through the eyes and senses of a young girl. Colourful, double page spreads narrate a story for each month of the year, rather like an abridged diary, with seasons blending seamlessly into the mix. The girl's familiar sensory memories of family celebrations, outings, holidays and daily routines will link to students' knowledge, providing opportunities for them to share similar and different experiences. Walker's illustrations are detailed and identifiable, and the subtlety of the monthly transitions is best explored with a second or third reading, especially if the first and last pages are directly compared. This uplifting tale would support a study of families, celebrations and changes across several KLAs. C. Keane

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
\$24.95

SCIS 1475171

GRINDLEY, Sally & BROWNE, Anthony

Knock knock, who's there?

Puffin, UK, 2010
ISBN 9780141331607

Tucked up in bed with an expressive teddy, the focal character in this comforting picture book bravely refuses entry to a gorilla, witch, ghost, dragon and giant. Each visitor is heralded by a familiar *Knock knock who's there?* and, with abundant visual clues, readers are encouraged to predict the next arrival at the bedroom door. The final visitor validates the expected outcome and is welcomed in for a bedtime story. Anthony Browne's full page illustrations reflect the simplicity of the text with reassuring countenances on what the child perceives as fearsome intruders. Imagined scenarios in thought bubbles are sure to raise animated discussions. This is a republished edition of a much loved picture book. S. Rasaiah

USER LEVEL: Early Stage 1
Paper \$14.95

SCIS 1467595

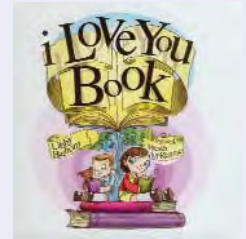
HATHORN, Libby & MCKENZIE, Heath

I love you book

IP Kidz, Qld, 2011
ISBN 9781921479892

[821]

This quirkily illustrated picture book was inspired by a visit undertaken by Libby Hathorn to a high school in Papua New Guinea. Several parents of the school's students were so thrilled to be learning to read they performed a *book drama* about the delights and empowerment of reading. Each page extols the charm of reading a book, including the *papery smell*, the *rustle-bustle* of the pages, the dreams created, the new worlds and characters met. The illustrations support the text admirably, filling the pages with colour and anime like characters, spreading joy and trepidation, calmness and whimsy, humour and comfort, while at the same time providing the safety and certainty of home. It concludes with the point that books can be revisited time and time again, sometimes with Mum or Dad and at other times in blissful solitude. Every word and vibrant picture of this book is to be savoured. S. Morton



USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
\$26.00

SCIS 1498063

JANSSON, Tove

The dangerous journey: a tale of Moomin Valley

Sort of, UK, 2010
ISBN 9780954899592

This Scandinavian fantasy picture book, written as a rhyming verse ballad, gives credence to the old adage *be careful what you wish for, it might come true*. A bored Susanna finds that not all changes make sense, nor are they satisfying, desired or exciting when she is challenged by the unknown and transported to the mythical land of trolls in Moomin Valley. However, all ends well and the reader is left wondering if it may have been a dream. While the narrative demands concentration, this English version rhymes without convoluting the narrative. The original style, muted tones, format and style of Jansson's 1977 artwork and publication is retained, giving the book a yesteryear appearance and quality. N. Chaffey

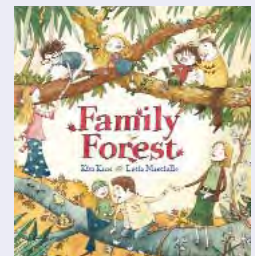
USER LEVEL: Stage 2 Stage 3
\$22.99

SCIS 1488978

KANE, Kim & MASCIULLO, Lucia

Family forest

Hardie Grant Egmont, Vic, 2010
ISBN 9781921564703



A young boy presents the various members of his family in this brightly coloured picture book. A thoughtfully constructed interaction between the written voice and the visual text operates to question and break down a number of stereotypes relating to the nature and composition of families. Members of this blended family have their idiosyncrasies, and each is described positively, with an appreciation of difference. Masciullo's illustrations delightfully capture the author's play on

words. Candidly conveyed through a young boy's quirky perceptions, this charming story is sure to elicit lively discussion about families and relationships. C. Sly

USER LEVEL: Stage 1 Stage 2
KLA: HSIE; PDHPE
SYLLABUS: HSIE K-6; PDHPE K-6
 \$24.99 SCIS 1458313

KNUDSEN, Michelle & WESSON, Andrea

Argus

Walker, UK, 2011
 ISBN 9781406331370

A busy classroom, decorated with models from previous learning experiences, sets the scene for this entertaining picture book. When Sally's class embarks on a scientific investigation, each student is given an egg. Incubators grace each desk and the excitement of the hatching phase is captured by students' comments and expressions. Only Sally is feeling bewildered and a little left out. This will come as no surprise to readers as, right from the start, the book provides opportunities for students to synthesise detailed visual and written clues to predict events. Apart from the absurdity of mistaking a dragon for a chick, the steps in the investigative process are well described, making this resource a good literature link for the Science and Technology *Living things* strand. It would also support class discussions about belonging and accepting differences. C. Keane

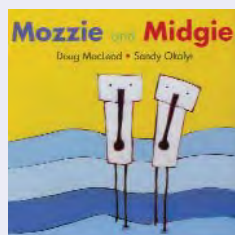
USER LEVEL: Stage 1 Stage 2
KLA: SciTech
SYLLABUS: Science & Technology K-6
 \$29.95 SCIS 1497319

MacLEOD, Doug & OKALYI, Sandy

Mozzie and Midgie

Working Title, SA, 2011
 ISBN 9781921504310

Stylistic, angular illustrations cleverly depict the colourful fauna on a Queensland tropical island in this picture book. The theme here has a familiar ring, poor self-perception and a belief that others are superior, leading to futile attempts to be different. In this story, two black and white spoonbills are saddened to learn, from a very colourful parrot, that they are not beautiful or special. In order to become spectacular, the birds set out to transform themselves, borrowing the unique characteristics of soldier crabs, flying fish, octopuses and butterflies. Their attempts are successful in Mozzie's opinion, and ridiculous, according to Midgie. The humour in these sequences is appealing and, bolstered by a happy climax. The moral of the story will not be lost on the target audience. S. Rasaiah



USER LEVEL: Early Stage 1 Stage 1
 \$24.95 CIS 1496547

MITCHELL, Sarah Kate

Starry starry night

Pier 9, NSW, 2010
 ISBN 9781741968194

An enchanting picture book, this captures the atmosphere and magic of a clear starry night. Readers are transported, along with young Jeffrey, on a quest to find a star that has fallen from the heavens. Traversing a luminescent landscape, Jeffrey discovers some amazing creatures along the way. Finding the fallen



star, he takes it home and fills it with his imaginings. A delightful, imaginative tale, it is told as much through the nightscape illustrations as through the brief mercurial written text. It is a joy to read and will readily capture and cultivate the imagination of young readers. C. Sly

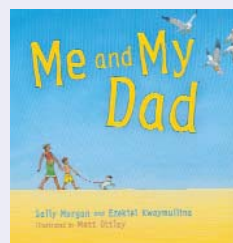
USER LEVEL: Stage 1 Stage 2
 \$29.95 SCIS 1485991

MORGAN, Sally & KWAYMULLINA, Ezekiel

Me and my dad

Little Hare, Vic, 2010
 ISBN 9781921541810

Well known Aboriginal artist and author, Sally Morgan, has written this picture book with Ezekiel Kwaymullina, using sparing, rich language. It tells of the enjoyment that a small boy and his father experience while spending time together at the beach. Dad is brave and strong, he is not afraid of slimy seaweed, giant waves and stinging jellyfish, though there is one thing he is fearful of. The story finishes with a joyful resolution. Matt Ottley's colourful illustrations make use of an interesting, exaggerated perspective. This adds to the visual charm. It is an enjoyable book to share with a class or group. The story could be used to model the use of adjectives and nouns in descriptive types of text. J. Saxby



USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
 \$24.95 SCIS 1470613

NORLING, Beth

I found a friend & my friend found me

Penguin Group (Australia), 2010
 ISBN 9780670072590

A special friend is someone who holds hands with you in lines, takes the prickles out of your bare foot, and is good at playing with either hermit crabs or sticky tape. A friend is also someone you can have a disagreement with but, when you both miss watching *Space-a-Rama* on television, will say *I'm sorry* and accept your apology. A delightful picture book for young children, it considers the development of friendship and mutual trust, and a celebration of similarities and differences. It is a useful resource for stimulating discussion, in classrooms and in the home, about these concepts. I. McLean



USER LEVEL: Early Stage 1 Stage 1
 \$24.95 SCIS 1471946

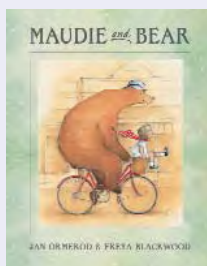
ORMEROD, Jan & BLACKWOOD, Freya

Maudie and Bear

Little Hare, Vic, 2010
 ISBN 9781921541407

Bear, in this picture book, is cast in the role of a grandparent or similar doting relative. Maudie is a precocious young girl with constant demands. Old world style illustrations position the reader

as an observer rather than participant and this allows for more objective comment on the relationship between the characters. Close reading of the visual text is important as it often subverts the written, for example when Maudie proclaims the value of exercise from her seat in the bicycle basket while Bear does all the hard work of peddling, and later pushing, the bicycle. Presented as a series of stories, this book will stimulate interesting discussion on rights and responsibilities in relationships. C. Sly



USER LEVEL: Early Stage 1 Stage 1
KLA: PDHPE
SYLLABUS: PDHPE K-6
 \$29.95 SCIS 1484073

VISSER, Helga

The bush concert

Omnibus, SA, 2011
 ISBN 9781862918863 [A821]

In this splendid lyrical resource a group of Australian birds organise a gala concert to cheer everybody up during a prolonged drought. The beautiful full page, colour illustrations depict many delightful Australian birds, all of which are represented and identified on the last page of the book. In their glorious concert, various birds are shown singing, dancing, performing acrobatics and presenting conjuring tricks. As the fireworks explode at the end of the performance it begins to rain, making this the perfect ending for their fun filled night. This wonderful poetry book will be a source of great entertainment, an informative aid to the identification of many Australian birds, and a great stimulus for discussion on the effects of drought and how best to conserve water. J. Eade

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English
SYLLABUS: English K-6
 \$26.99 SCIS 1496203

WHATLEY, Bruce & WHATLEY, Ben Smith

Zoobots

Angus & Robertson, NSW, 2010
 ISBN 9780732284824

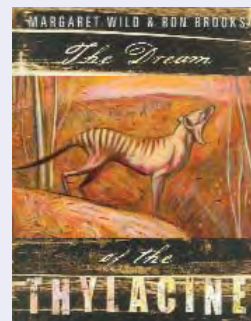
The most striking feature of this fantastic picture book is the stunning illustrations. Each image leaps from the page with vitality and colour. Accompanying the detailed visuals is a touching narrative that explores identity, friendship, compromise and acceptance. Within Junk Jungle, Zebo has two best friends. Even though Hyde and TC are excellent companions, Zebo wants another best friend who is just right. With this goal in mind, the trio embark on a heart warming quest to make a new friend. The quirky font enhances the overall feel of the tale and interplays with the illustrations. Able to be read on multiple levels, this picture book is accessible to a diverse range of reading audiences. H. Gardiner

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
 \$24.99 SCIS 1450962

WILD, Margaret & BROOKS, Ron
The dream of the thylacine

Allen & Unwin, NSW, 2011
 ISBN 9781742373836 [599]

An evocative narrative, portrayed through a skilful combination of poignant words and moving illustrations, immerse the reader in *The dream of the thylacine*. Sophisticated and stirring, the written story of a caged Tasmania Tiger is juxtaposed with Ron Brooks's touching visuals of the Thylacine dreaming of its freedom. A thought provoking precursor to a variety of studies, this picture book could support studies related to the extinction of the carnivorous marsupial. Pages in sepia tones display photographic evidence from the 1930s of the last surviving Tasmanian Tiger. Much of the story is told visually, making this book a wonderful choice for examining aspects of visual literacy. It can be enjoyed and utilised on different levels and is appropriate for a wide age range. E. Sly



USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: English; HSIE
SYLLABUS: English K-6; English 7-10; HSIE K-6
 \$29.99 SCIS 1495391

WILD, Margaret & DENTON, Terry

Leo the littlest seahorse

Penguin Books Ltd UK, 2010
 ISBN 9780670073559

The whole gamut of factual seahorse attributes is explored within the narrative of this quirky, joyful, fiction picture book. It includes the nurturing of unborn seahorse young in the pouch of the male parent, through to the uniqueness of seahorse abilities to swivel their eyes, anchor to coral with their prehensile tails, and camouflage against larger predators, such as gropers. Leo is one of many tiny seahorse babies, and the one likely to cause the most consternation to his parents, Potbelly and Polly. Reminiscent of the animated film *Finding Nemo*, little Leo's antics are well complemented by Denton's richly colourful undersea artwork. It is an enjoyable and informative tale for young students. I. McLean

USER LEVEL: Stage 1 Stage 2
 \$24.95 SCIS 1474633

See the Resource reviews database
www.schools.nsw.edu.au/resourcereviews
 for reviews of more resources.

Resource reviews db
www.schools.nsw.edu.au/resourcereviews/

Fiction for younger readers

Resources are arranged alphabetically by author.
See also e-resources.

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

BADGER, H.

Space scout [series]

Hardie Grant Egmont, Vic, 2010

For avid readers of the popular *Zac Power* series seeking to branch off into science fiction, Badger's dynamic new series combines the same style of fast paced action with stimulating visual elements, such as labelled blueprints and diagrams, and a flashy, supportive website at <www.spacescoutportal.com/>. On an extended mission to scout the universe for a new earth, astronaut Kip Kirby encounters underwater cities, gelatinous aliens, intelligent robots and a miniature alien with a big secret. Urgent messages and research data are relayed to the heroic Kirby via his essential SpaceCuff transceiver device, and these graphics break up the blocks of text. Author Hilary Badger is one of the pseudonymous authors of the *Zac Powers* series. I. McLean

USER LEVEL: Stage 2 Stage 3
Paper \$8.99 each

Reviewed titles in this series:

<i>The jelly people</i>	SCIS 1458239
<i>The robot king</i>	SCIS 1458240
<i>The shrinking race</i>	SCIS 1458238

BARTLETT, Anna

A penny in time

IP Kidz, Qld, 2011
ISBN 9781921479489

This historical fiction celebrates the 2011 centenary of Australia's first minted penny. It relates the story of an adopted Ethiopian child's visit with his Australian grandmother, while his parents work out their problems. Embedded in the tale is a series of bedtime stories based on significant events in the history of Australia, all linked by the presence of a 1911 penny. Told in chronological order, the events give a child's view, touching on researched historical backdrops including the creation of the Australian Capital Territory, World War I, government policies regarding Aboriginals in the 1920s, the Great Depression, World War II and Cyclone Tracey. The diversity of subject matter allows the text to be linked to discussions on aspects of Australian history. The book can be read in its entirety or as selected short stories. N. Chaffey

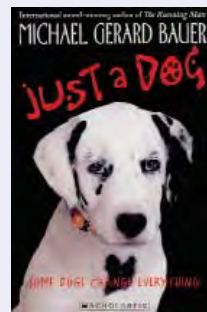
USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
Paper \$17.00 SCIS 1498149

BAUER, Michael Gerard

Just a dog

Omnibus, SA, 2010
ISBN 9781862918870

Young Corey Ingram relates a number of heart warming anecdotes about his dog. From puppy to adult dog, Mr Mosley has a significant role in the life of the Ingram family. To each member of the family he offers something different, from being supremely patient while Amelia, Corey's baby sister, draws all over him in permanent marker, to protecting Corey from being abducted at a fair ground. Cory's father finds Mr Mosley a good listener. Corey's mother believes the dog has a sixth sense. He is loyal, protective and loving. This is a very readable, sensitive, and at times a sad story of a family pet that is definitely not *just a dog*. C. Sly



USER LEVEL: Stage 2 Stage 3
Paper \$14.99 SCIS 1476701

BONGERS, Christine

Henry Hoey Hobson

Woolshed Press, NSW, 2010
ISBN 9781864719956

An exciting tale from beginning to end, this is told in the first person by young Henry Hoey Hobson. In yet another new school, Henry discovers he is the only boy in Year 7. He lacks self-confidence and is rapidly marginalised by the in-group, led by the catty Angelica. Henry often talks things over with himself and relates his inner dialogues with a wry sense of humour. Befriended by new, eccentric and vampire like neighbours, Henry's life is set to change. The absorbing story takes a number of twists and turns on its way to an unexpected climax. Including issues like tolerance, difference and diversity, loneliness, and overcoming adversity, this is a well-constructed, endearing novel that is sure to capture the interest of young readers. C. Sly

USER LEVEL: Stage 3 Stage 4
Paper \$16.95 SCIS 1464749

BRADBURY, Jason

Atomic swarm

Penguin Books Ltd UK, 2010 (Puffin) (Dot robot)
ISBN 9780141323961

Thirteen year old genius, Jackson Farley, is studying robotics on a university scholarship and maintains an online presence as an international gamer. Such useful connections serve the unlikely hero well, as he is thrust urgently into the role of a junior James Bond. A nuclear explosion appears to be the work of a mysterious billionaire villain, thought long deceased. During Jackson's investigations, he makes a shock discovery about his parentage in his mother's old diary entries. This science fiction thriller novel has plenty of suspenseful action sequences, sentient robots and a truly international flavour, due to its many exotic locales, modes of transport and flamboyant characters of various nationalities and belief systems. I. McLean

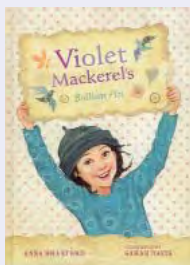
USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1453697

BRANFORD, Anna

Violet Mackerel's brilliant plot

Walker, NSW, 2010
ISBN 9781921529177

Young Violet Mackerel presents her personal theory for dealing with brilliant ideas. She sees great significance in small things and tries to solve problems by *looking outside the square*. Each week she goes with her mother and older siblings to sell handcrafted goods at a local market. When a ceramic bird on a neighbouring market stall catches her eye, Violet has to devise a plan to earn enough money to buy the little treasure. Her zany ideas lead to some interesting choices and ultimately to a satisfying result. An enjoyable, easy to read tale, this narrative delivers a number of positive messages including family support, care, kindness, and friendship. C. Sly



USER LEVEL: Stage 1 Stage 2
\$19.95 SCIS 1486763

BURCHETT, J. & VOGLER, S.

***A fantastic football story!* [series]**

Bloomsbury, UK, 2010

The Tottenham Town Tigers is a mixed team of under eleven soccer players who dream of a future playing for the Football Association Challenge Cup. The boys and girls overcome many obstacles and always strive to please their coach, Billy's dad, Mr Bright. The on and off field incidents are peppered with slapstick situations, such as snapped shorts elastic and the earning of new, affectionately-used nicknames. In several of the adventures, Billy is assisted by a *phantom goalie*, who really is a ghost. Illustrated by Guy Parker-Rees, the cartoon style drawings feature humorous labels and speech balloons. Together with the large font of the written text, the books provide excellent support for students becoming independent readers. I. McLean

USER LEVEL: Stage 2
Paper \$8.99 each

Reviewed titles in this series:

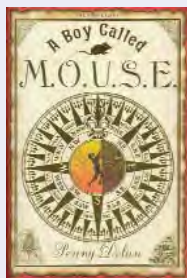
<i>The cup final</i>	SCIS 1477949
<i>Ghost goalie</i>	SCIS 1477990
<i>Save the pitch</i>	SCIS 1477995
<i>The terrible trainer</i>	SCIS 1477989
<i>Tigers on television</i>	SCIS 1477991

DOLAN, Penny

A boy called M.O.U.S.E.

Bloomsbury, UK, 2010
ISBN 9781408801383

Mouse's parents have vanished at sea and Mouse is in the care of his bitter grandfather and the evil Uncle Scrope. To preserve his inheritance to the opulent Epsilon Towers, Scrope snatches Mouse from his loving nanny and sentences him to a horrific existence at a Dickensian boarding school. Mouse escapes and embarks on a quest to find his nanny and his old life. The reader is perfectly placed to be empathetic throughout this narrative as a result of the use of thoughtful grammatical devices, such as Mouse always speaking in the first person whereas all other



characters use the third person voice. Reminiscent of the adventures of Pinocchio, this narrative uses charming, descriptive language to tell a moving tale of dastardly headmasters, puppets, theatre troupes and the need for a boy to find his roots. S. Rasiaiah

USER LEVEL: Stage 3 Stage 4
\$22.99 SCIS 1489520

DUBOSARSKY, Ursula & VANE Mitch

The deep end

Puffin, Vic, 2010 (Aussie nibbles)
ISBN 9780143305279

An interesting tale for early readers, this sees young Becky graduate from the Frog squad at swimming school to the Platypus group, which involves going into the swimming pool, at the deep end! Told in the third person, the narrative deals sensitively with the trepidation Becky feels about this new and unknown experience. The tension is palpable as the writer conveys Becky's feelings of nervousness, fear and rising panic. Through careful adult coaxing and Becky's own imagination she overcomes her terror and conquers the deep end. Black and white illustrations ably capture the emotions and support the verbal text. Easy to relate to, in connection to many of life's hurdles, this story offers positive encouragement and will undoubtedly generate some interesting shared moments in class discussion. C. Sly



USER LEVEL: Early Stage 1 Stage 1
Paper \$12.95 SCIS 1479597

FREEMAN, Pamela

Lollylegs

Walker Books, NSW, 2011
ISBN 9781921529078

This gentle tale is about a lamb that Laura's dad brings home for the school fete raffle. Laura cares for the lamb, treats it like a pet, and becomes very attached to it. She is horrified by her brother's suggestion that it may be fattened up by the winner and, once it becomes a sheep, may be eaten for dinner. Laura decides to make some money so that she can buy as many raffle tickets as possible. The story has a satisfying resolution and would be a suitable first chapter book for newly confident readers. It will particularly appeal to animal lovers or children who want ideas on how to earn pocket money. It has only three chapters and is illustrated in delightful black and white sketches with wash. This simple story could also be used to explore features of narrative text with a class. J. Saxby

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
Paper \$11.95 SCIS 1497376

GAIMAN, Neil

Odd and the frost giants

Bloomsbury, UK, 2010
ISBN 9780747598114

Based on Icelandic and Old Norse mythology, this is an adventure imbued with the hallmarks of fairytales and folklore. A lame character becomes enabled, through challenges and his goodness

of heart, to overcome adversity and save more able characters. This retelling of stories of the past resonates with successes like David against Goliath or Jack against the giant. Odd takes on the frost giants, on behalf of his community and the Norse gods, in order to end winter and re-establish the peaceful and necessary equilibrium of the seasons in his world. The story is told succinctly, yet includes enough detail to make it a satisfying tale for those who enjoy a good, fast-paced story. N. Chaffey

USER LEVEL: Stage 2 Stage 3 Stage 4
\$22.99 SCIS 1488955

GAIMAN, Neil

The ultimate Neil Gaiman audio collection

[sound recording]

Bloomsbury, UK, 2010
ISBN 9781408800034

A poem, short stories and longer stories are collected in this treasure trove of tales. The package of 13 CDs includes *The wolves in the walls*, *Crazy hair*, *The day I swapped my dad for two goldfish*, *Odd and the frost giants*, *Coraline*, and *The graveyard book*. For most titles, Gaiman's dulcet tones imbue the narratives with wonder and wry humour, taking a listener into realms of fancy and delight. The winsome tale *Coraline* is read by Dawn French, who masterfully recounts a young girl's strange adventure in another dimension. It is a joy to hear stories read aloud and this compendium includes some fine stories delivered by engaging readers. It is a wonderful resource for cultivating listening skills and for offering a relaxing experience of aural enchantment. C. Sly

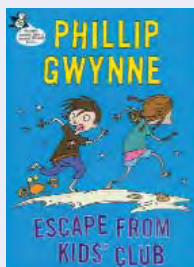
USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
\$79.99 SCIS 1492101

GWYNNE, Phillip

Escape from Kids' Club

Puffin, NSW, 2010
ISBN 9780143305620

This exciting story is set on an island resort. Max and the other children are bored with activities and reruns of *Pirates of the Caribbean*. After eight days at the Kids' Club they all plan to escape with Jesse as the organiser. They get more adventure than they expected, including perilous kayak trips, house squatting, being attacked by feral pigs and sharks, and various injuries. However, nothing prepares them for the final disaster. During the escape, they are forced to think of strategies for survival when food and shelter become scarce. This book makes for enjoyable reading and would supplement a study of human needs and wants. J. Saxby



USER LEVEL: Stage 2
Paper \$7.95 SCIS 1481254

HACKETT, Dave

Unstoppable Brainspin

Penguin Group (Australia), 2010 (Puffin) (SUCS: Seriously useless crime stoppers)
ISBN 9780143305217

Popular Australian cartoonist, Dave Hackett of <www.cartoon-dave.com/>, commences a new fiction series with this title. The seriously useless crime stoppers, or SUCS, are a band of well

meaning misfits who are usually kept busy by the antics of a rival organisation, the Perpetrators of outrageous pranks (or POOPs). Dr Loopitus Brainspin's sinister new plan, to feed the city to his pet goat, demands SUCS' attention. The accompanying sketches and cartoons are clever. A map of Sucktropolis resembles a *Snakes and ladders* game board, and each major character receives an annotated portrait as a biographical profile. Adults reading the book aloud to students will encounter plenty of jokes included just for their benefit. I. McLean

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1471400

HIGSON, Charles

Monstroso

Puffin, UK, 2010 (Pocket Money Puffins)
ISBN 9780141328454

Short, snappy chapters with minimal text allow impatient readers to deal swiftly with all the phases of narrative in this story about a computer game. Grandad is babysitting Oscar, who is besotted with computer games of the kill, smash, annihilate variety. Disobeying his father's strict instructions not to touch his work laptop, Oscar cannot resist hacking into *Project X*, thereby releasing all manner of virtual monsters that set about destroying his house. To tidy things up, and in the spirit of waking up and it has all been a dream, everything is put to rights in the conclusion of this story, with a last meagre twist. Readers who enjoy graphic sound effects and improbable scenarios may find this pocket sized novel to their liking. S. Rasaiah

USER LEVEL: Stage 2 Stage 3
Paper \$7.95 SCIS 1465360

HOBBS, Leigh

Mr. Badger and the difficult duchess

Allen & Unwin, NSW, 2011
ISBN 9781742374192

Upon hearing that a very special guest had arrived at the Boubles Grand Hotel, Mr Badger was most concerned. Checking his diary, he found no mention of the Duchess de la Dodo having booked the Royal Suite, but as the Manager of Special Guests it was his duty to look after her needs. Although the Duchess was a very demanding guest, Mr Badger saw to her every comfort. That was until the evening of the Philatelic Society dinner when the Duchess's true identity was revealed. Written in short chapters interspersed with amusing black and white sketches, this narrative would be ideal for young independent readers. J. Eade

USER LEVEL: Stage 1 Stage 2
Paper \$13.99 SCIS 1496400

JOYNER, Andrew

Boris

Puffin, Vic, 2011
ISBN 9780143305026

Boris lives a rather quiet and simple life with his parents in Hogg Bay. His home is an old bus, which took his parents to numerous exciting places around the world, and now it just sits. Boris dreams and pesters, agitating for the bus to travel once again, perhaps to Africa to see lions. One day it finally happens and the bus is on the move, although not nearly as far as Boris anticipated. Disappointment is high and Boris displays his



feelings as only a young warthog can, resulting in an awkward situation and a most satisfactory ending. The text is quite simple, with no more than five lines per page, accompanied by colourful, humorous illustrations. The book finishes with an activity describing how to make a compass, ideal for Boris's next travels. This title is appropriate for newly independent readers. S. Morton

USER LEVEL: Stage 1
KLA: English
SYLLABUS: English K-6
Paper \$9.95 SCIS 1495510

JOYNER, Andrew

Boris gets a lizard

Puffin, Vic, 2011
ISBN 9780143305033

Boris, the warthog has pets galore, but not the one he craves. His passion is for the Komodo dragon of Indonesia. Each week he gives a talk to his class about the lizard's poisonous spit and sharp teeth. He writes to the zoo inviting its Komodo dragon to Hogg Bay for a holiday, proudly announcing its arrival before receiving a reply. He arranges a big welcoming presentation. When the zoo sends a letter of regret Boris and his friends avoid embarrassment in a most inventive manner. Later, visiting the Komodo dragon at the zoo, Boris learns even more about this amazing creature, though decides to concentrate on slightly smaller lizards in future. The text is quite simple and is supported by colourful illustrations. The book concludes with an activity describing how to make a lizard puppet. This title is appropriate for newly independent readers. S. Morton

USER LEVEL: Stage 1
KLA: English
SYLLABUS: English K-6
Paper \$9.95 SCIS 1495507

KEMP, Gene

No way out

Faber and Faber, UK, 2010
ISBN 9780571244553

A fast paced novel with an ancient, supernatural twist, and a haunting quality, this story breaks with tradition by keeping the parents and their offspring together as the mysteries unfold. Alex and Adam are nonidentical twin boys with a telepathic link, which they use to their advantage. Little sister Emmy has special needs. Mum and Dad seem as patient as possible on a boisterous family road trip to visit some tedious relatives on a farm. When their car breaks down, the family is deposited in a weird, anachronistic, little town where nothing is as it seems. The boys' unique bond is tested as they grapple to find answers to the spooky events. I. McLean

USER LEVEL: Stage 3
Paper \$14.99 SCIS 1458593

MASSON, Sophie

The Phar Lap mystery (My Australian story)

Scholastic, NSW, 2010
ISBN 9781741697278

The story of Phar Lap, the racehorse, is told through the eyes of 11 year old Sally Fielding. She is the daughter of a detective who is offered the job of tracking down the culprits who tried to shoot the horse before the 1930 Melbourne Cup. Sally keeps a fact file, letters, newspaper clippings and black and white photographs. The

diary gives a fresh insight into the legend of Phar Lap and his victories, and the racing world at that time. The story will hold the attention of readers through to the tragic and dramatic ending. More information and short films can be found on the associated website at <museum.victoria.com.au/pharlap/story/index.asp>. J. Saxby

USER LEVEL: Stage 3 Stage 4
Paper \$16.99 SCIS 1482434

MILLETT, Peter

The attack of the brain-dead breakdancing zombies

Faber and Faber, UK, 2010 (Boy Zero, wannabe hero)
ISBN 9780571253234

Someone is turning hapless television audiences into breakdancing, zombie minions! In his second adventure, young Charlie Applejack still makes an unlikely costumed superhero, with intergalactic super villains calling him Zero boy instead of Hero boy. Charlie's embarrassment seems never ending when even his seemingly frail grandfather turns out to have a secret, super, alter ego: Wonder Wally! Moving at a frenetic pace, or at least faster than Grandpa's floating mobility scooter, the book is peppered with sound effects, inconvenient incidents of arachnophobia, thinly veiled caricatures, parodies of existing TV shows, and various, amusingly awkward situations. Steve May's crisply executed black and white cartoons are a suitable match for the text. I. McLean

USER LEVEL: Stage 2 Stage 3
Paper \$12.99 SCIS 1478414

MOWLL, Joshua

The great space race

Walker Books, UK, 2010
ISBN 9781406309379

A book that is innovative and detailed, this tells of the Crankshaw family. They are talented though heavily into debt. Eric decides to bid on a space rocket in order to land it on the moon and hopefully win a \$10million competition. In the process they uncover a dangerous conspiracy by the company Zircon. The story has a medley of fascinating characters including Barry, the robot monkey. Eric Crankshaw also has a band called Captain Ace and the Stargazers and he has plans to reinvent rock music for the 21st century. The book was illustrated by the author and is a high interest book for middle school students. It is filled with diagrams, photographs, comic sketches and collage. Students will be enthralled with the graphic images. Teachers will be interested in the opportunities this book provides for modelling a range of types of text. More information about the book and a trailer can be found on the associated website <www.thegreatspacerace.co.uk/>. J. Saxby

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6, English 7-10
Paper \$19.95 SCIS 1468640

ORR, Wendy

Raven's mountain

Allen & Unwin, NSW, 2010
ISBN 9781742374659

Set in Canada, this is a tale of extreme courage and endurance in which a young girl battles the fierce environment of an unfamiliar mountain. Raven is the first of her family to reach the mountain top

and she celebrates with a victory dance. However, a rock fall causes her to tumble down the mountain, leaving her bruised, sore and shaken, minus her glasses. After discovering that her sister and stepfather are trapped behind a wall of rocks, she determines to find her way down the mountain to get help. She has several encounters on her journey with a white bear and her cubs, and a raven. Although she faces many dangers Raven maintains a sense of humour. The danger and excitement in the storyline continue from chapter to chapter and the reader feels compelled to read on. This novel is a must for young readers who enjoy a good adventure story. J. Eade



USER LEVEL: Stage 2 Stage 3
Paper \$14.99 SCIS 1495411

RIPPIN, Sally

Angel Creek

Text, Vic, 2011
ISBN 9781921758058

When Jelly (short for Angelica) moves to a new house, there are only two things she likes about it: the old apricot tree in the backyard and the creek which runs behind the back fence. She misses her friends and her old neighbourhood, and finds happiness only when in the apricot tree overlooking the creek. One night Jelly and her cousins find a small angel with a broken wing in the treacherous creek. After they decide to keep the angel, problems arise. Jelly's nonna has a heart attack and the young cousins are bullied by a group of boys. This is a novel about growing up and coming to the realisation that you cannot have an expectation that everything will remain the same. J. Eade

USER LEVEL: Stage 2 Stage 3
Paper \$16.95 SCIS 1496405

STANLEY, Peter

Simpson's donkey: a wartime journey to Gallipoli and beyond

Pier 9, NSW, 2011
ISBN 9781741968118

Icons of the Gallipoli campaign, Simpson and his donkey represent the Australian spirit of mateship. This tale goes far beyond the known story to speculate about the donkey and his life before and after the frightful campaign. Supported by sensitive black and white illustrations, the book follows the donkey on an adventure that traverses the stages of WWI, when he is both a pet and a working animal. Written in the first person, from the donkey's point of view, readers are introduced to the horrors of war for people and animals, and are shown the triumph of the spirit. While the Gallipoli campaign comprises only three weeks of this tale, it is the extent of the donkey's journey that is the moving and compelling thread. It is an enthralling historical narrative for young readers. G. Cale.

USER LEVEL: Stage 2 Stage 3 Stage 4
Paper \$ SCIS 1497090

SPILLMAN, Ken

Jake's balloon blast

Fremantle Press, WA, 2011
ISBN 9781921696558

Ordinary aeroplanes are neither fast enough nor exciting enough for young Jake. How could they be when he yearns to have the wind

thrash his hair and make his lips and cheeks go wobbly? Inspired by tales of Icarus and the properties of helium filled balloons, Jake formulates a plan and prepares a list. Enlisting the aid of his enthusiastic friend, Jonah, they set off to the park with their supplies. Readers will be eager to discover whether 100 helium balloons, a large net, a belt and a stick will enable Jake to live his dream. This delightful tale of persistence will generate discussions about safety, parental concerns, and most of all, dreams. C. Keane



USER LEVEL: Stage 1
Paper \$10.95 SCIS 1494994

STRADLING, Jan

The lost treasure

Walker, NSW, 2010
ISBN 9781921529085

Pirate Hamish is the stereotypical pirate, selfish and avaricious, while Pirate Ruby is the opposite, caring and considerate. Upon the discovery of a message in a bottle, both are off in search of a small island, one to rescue the note's author, the other to relieve him of his stated treasure. Discovered on the island is a third, most untypical, forgetful pirate, with innumerable maps to help him find his belongings, one of which must surely lead to his treasure. Or does it? Designed to support the newly independent reader, the book contains three linked chapters, with short sentences, some repetition and engaging illustrations. Humour plays its role in imparting the values of friendship and support as being more of a reward than tangible treasure. S. Morton

USER LEVEL: Stage 1 Stage 2
KLA: English
SYLLABUS: English K-6
Paper \$11.95 SCIS 1475499

Fiction for older readers

Resources are arranged alphabetically by author.
See also e-resources.

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

ASHNER, James

The maze runner

Chicken House, UK, 2010
ISBN 9781906427504

With all memories wiped, apart from his first name, Thomas, is delivered via a mechanical vault into a strange community known as the Glade. This menacing, dystopian society is populated by an array of adolescent boys, who refuse to answer any of Thomas's questions. Their dialogue contains mystifying jargon that is consistently bewildering and alienating for Thomas. An enigmatic maze,

with its changing pattern and army of monstrous creatures, known as Grievors, is at the heart of the action packed story. Runners risk their lives in the maze trying to map it and discover a means of escape. Thomas is convinced that he has to become a maze runner. A grim, futuristic tale with a good deal of tense action, this will appeal to readers who have an interest in bleak, apocalyptic science fiction. C. Sly

USER LEVEL: Stage 4 Stage 5
Paper \$16.99 SCIS 1479371

BROOKS, Kevin

iBoy

Penguin Books, UK, 2010
 ISBN 9780141326108

Based on an intriguing concept, this challenging novel centres on a boy who has an iPhone embedded in his brain. A freak accident results in Tom being able to access all aspects of cyberspace, without the hardware. This suspenseful young adult novel traverses tough territory including doubtful parentage, drugs and gangs on a housing estate, violence, rape, and an encounter with a merciless man. Tom acquires deadly powers that enable him to track down the boys who raped his friend, and take revenge. At the same time he is confronted by questions of morality and is concerned about the effect of his powers on his sense of self. It is a dark story, tightly plotted and well written, with interludes of beauty on the tenement rooftops, close to the stars. The characters are believable and the reader is positioned to suspend disbelief about the premise. The sensitive issues and contextual strong language in this book earmark it for a mature readership. M. Davis

USER LEVEL: Stage 6
\$13.95 SCIS 1474590

CARY, Kate

Bloodline

Egmont, UK, 2010
 ISBN 9781405254687

An epistolary novel, in the form of journal entries by four main characters, this book is written as the sequel to Bram Stoker's *Dracula*. Gothic conventions and gruesome discoveries abound as John Shaw becomes convinced, in the trenches in 1916, that his commanding officer, Quincey Harker, is monstrous by nature. At home in England, Shaw is nursed to health by Mary Seward and they become engaged. Quincey comes to visit Shaw and falls deeply in love with Shaw's sister Lily, a paragon of virtue who is besotted with the mysterious stranger. Light on characterisation, but big on suspense, the story will delight vampire lovers. The narrative builds to a crescendo in which hidden family connections, links to Dracula's bloodline, a deadly plot, and an ill-fated relationship are discovered. Seduction, temptation and resistance all make an appearance in a story that honours Gothic conventions with gusto. A video trailer at <tiny.cc/or1aq> is an enjoyable starting point for discussing intertextuality, genre conventions, and the evolving role of the reader as co-creator. E. Chase



USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6
Paper \$16.95 SCIS 1492470

CHADDA, Sarwat

Dark goddess

Penguin Books Ltd, UK, 2010 (Puffin)
 ISBN 9780141325880

In this gripping sequel to *Devil's kiss*, 15 year old Billi SanGreat features as the only female warrior in the Knights Templar, a small band fighting a secret war against the Unholy in a contemporary London setting. This is high voltage action, with violence a necessary part of Billi's life as she slays monsters and protects society. Billi must travel to Russia to foil a plot by Baba Yaga, an ancient Earth goddess, who seeks to destroy humanity. In a race against time, Billi needs to save the life of a small psychic girl, Vasilisa, before she is consumed by the dark goddess. Duty and self-sacrifice are the twin pillars of Billi's brutal existence, but this feisty hero is witty, clever and likable. Readers can tune in to the book's themes by watching the author talk at <tiny.cc/wcvd6> or visiting his website at <www.sarwatchadda.com>. Young adults looking for action, humour, insight and suspense will enjoy this book. It explores environmental and folktale themes, features a strong female protagonist, introduces a new romantic hero, and unpacks the nature of divided loyalties and moral ambiguity. E. Chase

USER LEVEL: Stage 5
KLA: English
SYLLABUS: English 7–10
Paper \$16.95 SCIS 1476226

CROWLEY, Cath

Graffiti moon

Pan Macmillan, NSW, 2010
 ISBN 9780330425780

With a plot that takes place during the last night of Year 12, this well crafted novel unravels snippets of the past and adventures of the present through the voices of Lucy, Ed and Leo. Tipped off by her mentor, a glass blowing expert, Lucy races to catch sight of Shadow, a legendary graffiti artist whose art captures her imagination and touches her heart. Late to meet her friends, Jazz and Daisy, the threesome eventually embark on a night filled with teasing, romance, criminal intent, danger and unspoken truths. Narrated by Lucy, then by Ed, and followed by Leo's version, which is told in verse, the reader has access to each character's feelings and the reasons for their actions. Many of the complications that arise are satisfactorily, often humorously, resolved. The importance of being truthful, especially to oneself, is a strong message in this multilayered text. C. Keane



USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6
Paper \$16.99 SCIS 1471495

FORD, Michael

The poisoned house

Bloomsbury, UK, 2010
 ISBN 9781408804506

Presented as a historical document, this is a fascinating 19th century Gothic drama. Abigail Tamper works as a servant at Greave Hall where she was raised as a child. Her mother was nurse to the owner's young son. Since her mother's death, Abigail has been subjected to the unkindness of Mrs Cotton, the sister of the current

Lord. Abigail begins to suspect that Mrs Cotton is guilty of murder and sets out to try and prove it. She discovers more than she bargained for. The writer includes many small details of life in London in the 1850s, allowing the reader a sense of the hardship of life for servants. It is the mystery surrounding Abigail's mother, the Lord, and her childhood friend that keep the story interesting. The ending may be surprising for some. Readers fascinated by historical fiction, will find this book a pleasure to read. S. Pollard

USER LEVEL: Stage 4 Stage 5
Paper \$15.99 SCIS 1477532

FUNKE, Cornelia

Reckless

Chicken House, UK, 2010
ISBN 9781905294855

In this eerie tale there is a world beyond the mirror and Jacob Reckless has been traversing the gap for years. His adventures take place while his disturbed mother sleeps and his younger brother copes with nightmares. Their absent father is mourned by his sons, and when Jacob's brother, Will, stumbles into the limbo there is a fear that now he too could be lost forever. Funke writes with lyrical precision across a fierce fairytale landscape, inspired by the Grimm brothers. While the language is simple, the story is rather frightening and is more appropriate for high school readers. V. Davidson

USER LEVEL: Stage 4 Stage 5
\$29.99 SCIS 1482422

GREEN, Julia

Drawing with light

Bloomsbury, UK, 2010
ISBN 9781408802731

Poignant insights into adolescence and family relationships are presented in this story. Emily struggles to come to terms with her mother abandoning her as a baby and her stepmother becoming pregnant. Emily meets Seb soon after moving to a remote area where her father wants to rebuild an abandoned house. Seb empowers her to make her own decisions and readers will become immersed in her character and her internal emotions which are at odds with her usually reserved countenance. Lyrical imagery, beautifully delineated characters and the ultimate message of growing up are components of this outstanding narrative. The sense of hope and empowerment will resonate with readers. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
Paper \$15.99 SCIS 1458585

JAGO, Lucy

Montacute House

Bloomsbury, UK, 2010
ISBN 9781408803776

Set in 1596, this adventurous murder mystery pits honest young Cecily against an ambitious village girl in a plot to overthrow the throne. Cess has one true friend, William, but in this world both must suffer the taunts of others. She is a child born out of wedlock; he is crippled. Cess is content with her life, but cannot avoid being drawn into a defence of Montacute House, when all she holds dear is threatened. This is a world of superstition and danger, and Cess is forced to choose a hard path in order to save her friend and family. She is



an admirable hero, being brave, careful and intelligent. She thinks of others and risks herself simply because it is the right thing to do. The writer draws a vivid world. Her subtlety rewards the reader. The writing is strong and keeps the focus on the action of the plot rather than moralising. S. Pollard

USER LEVEL: Stage 4 Stage 5
Paper \$16.99 SCIS 1465223

JOHNSON, Jane

Maskmaker

Marion Lloyd, UK, 2010
ISBN 9781407106878

The uncertainty of what may occur behind a mask is ripe for exploration, and this allegorical fantasy employs such a device. A reader needs to be tenacious as it takes time to settle into a thrilling battle between good and evil, animism and witchcraft. The young adolescent imagination is well catered for with surprising settings and humour in the face of fear as the narrative reaches a breath taking climax. Magical masks, dangerous adventures and a frightening decision, told in simple writing with quirky characters, will appeal to the intended audience. V. Davidson

USER LEVEL: Stage 3 Stage 4
Paper \$17.99 SCIS 1459079

JONSBURG, Barry

Being here

Allen & Unwin, NSW, 2011
ISBN 9781742373850

Sixteen year old student, Carly, has to write a local history report. She has chosen to interview nursing home resident, Leah Cartwright. Although two generations divide them, the two characters share a story. It may not conform to her project's demands but Carly becomes engrossed in the tale that Leah shares. From her father's suicide when she was five to the oppressive domestic regime implemented by a tyrannical mother, Leah's experiences are harrowing. Despite isolation and subjugation, Leah finds comfort in a secret friend named Adam. In a cleverly crafted narrative with exquisite characterisation, the need to escape grim reality is achieved through the power of imagination. Despite tragic undertones, there is a sense of beauty, joy and hope that permeates this brilliant novel. Furthermore, it would be an ideal related text for the HSC Area of Study: *Belonging*. H. Gardiner

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6
Paper \$19.99 SCIS 1495400

KWOK, Jean

Girl in translation

Fig Tree, Vic, 2010
ISBN 9781905490622

Exploring the dichotomy of growing up barely able to afford to eat while being surrounded by the affluence of New York, this novel resonates with an immigrant's anxiety of starting over. Narrated in the first person, Ah-Kim (Kimberly) Chang moves, with her mother, from Hong Kong to New York in the 1980s. Kimberly's mother earns two cents an hour in a sweetshop while Kimberly struggles with culture shock and is awarded a place in an elite Ivy League private school. As an outsider, Kimberly hides her poverty from her classmates. Her best friend, Annette, eventually learns the

truth and guides her in the new world. Readers will engage with this powerful story of hope, survival and belonging. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
Paper \$32.95 SCIS 1467158

LANAGAN, Margo

Yellowcake

Allen & Unwin, NSW, 2011
ISBN 9781742374789

Comprising ten fanciful short stories, this captivating anthology offers vibrant yet ethereal snapshots of life. Whether it is exploring the mystical existence of *Travellers*, an ominous carousel, or nomadic carnival figures, the magnificently crafted descriptions feature in each short story. Fantastic elements and rich characterisation are also prominent. Although the narratives are tightly structured, there is a timeless quality to the individual worlds created by the writer. This whimsical text would be especially useful when teaching the intricacies of the short story form in Stages 4 and 5. Besides examining character development, each story lends itself to exploring the notion of showing rather than telling. For readers who enjoy magical realism or fantasy, this enigmatic anthology is sure to please. H. Gardiner



USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7–10
Paper \$19.99 SCIS 1495955

LEE, Tony & HART, Sam

Excalibur: the legend of King Arthur: a graphic novel

Walker, UK, 2011
ISBN 9781406321593

The timeless legend of King Arthur is brought to glorious life in this vivid, engaging graphic novel. Particularly suitable for readers needing support, the tale commences with the birth of Arthur Pendragon into a turbulent world of magic, deception and vengeance. Finding himself at the centre of tumultuous political machinations, the young Arthur is torn from his father's royal household to be raised by Merlin the Wizard. In the ensuing years, Arthur must fight for his birthright as King of Albion. Action and adventure, colourful illustrations and a concise, punchy narrative add to the text's effectiveness. Most appropriate for a unit on *Heroes* or *Myths and legends* in Stage 4, this absorbing graphic novel holds broad appeal. H. Gardiner

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7–10
Paper \$22.95 SCIS 1497360

LORD, Gabrielle

November

Scholastic, NSW, 2010 (Conspiracy 365)
ISBN 9781741693232

An acknowledged master of the crime fiction genre, this writer presents the eleventh instalment in the *Conspiracy 365* series. It

fulfils expectations with a racing narrative of the desperation experienced by Callum Ormond, a boy on the run. Sixteen year old Cal is also running out of time to solve the clues left behind by his dead father and unravel the mystery that haunts him. Alternation between the present and past are combined with gritty realism. This adventure packed episode should enthral fans of the series and set the scene for the denouement in the final episode. V. Davidson

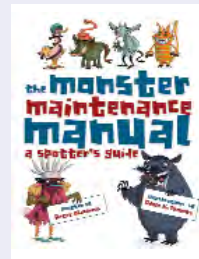
USER LEVEL: Stage 3 Stage 4 Stage 5
Paper \$14.99 SCIS 1485375

MACINNIS, Peter & THOMAS, Adele K.

The monster maintenance manual: a spotter's guide

Pier 9, NSW, 2010
ISBN 9781741968088

A field guide for those who wish to identify the monsters impacting on their lives, this pseudo-scientific directory is highly imaginative and entertaining. It explains how to identify common household monsters, how to care for monsters, and how to get rid of annoying monsters. Informative reports on each monster are supported by zany, colourful illustrations. Older readers may discover some interesting intertextual references, such as the link between the Gobblesocks monster and Samuel Taylor Coleridge's ancient mariner, Schrödinger's Cheshire cats and Lewis Carroll's Alice stories, and Cricket bats and Bram Stoker's Count Dracula. A joy to read and a wonderful source for creative writing ideas, this is an exciting and inspiring publication. C. Sly



USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K–6; English 7–10
Paper \$29.95 SCIS 1498296

MacLEOD, Doug

The life of a teenage body-snatcher

Penguin Group (Australia), 2010
ISBN 9780143203919

Set in England in 1828 and narrated by Thomas Timewell, a sixteen year old gentleman with a keen sense of moral duty, this dark comedy is imbued with historical detail, macabre events and a cast of decidedly odd characters. After attending his Grandfather's funeral, Thomas returns to the grave that night to exhume the body and donate it to the school of anatomy, thereby fulfilling his Grandfather's dying wish. Joined by a persuasive professional body-snatcher, known as Plenitude, Thomas is drawn into a bizarre partnership. Thus begins a series of near disasters and bizarre encounters with rival body-snatchers, a strange fortune teller, a sadistic teacher and his mother's seemingly genteel friends. A family mystery is unearthed in tantalising snippets and told in a matter of fact manner that belies the gruesome nature of the crimes and adds to the humour of the witty dialogue. Although distanced by its historical context, there are some sensitive issues that indicate the narrative is pitched at mature readers. MacLeod shares some background and samples of the editing process at



<www.dougmacleod.com.au/>, along with his aim to write a funny novel with some gruesome parts. He has certainly succeeded. C. Keane

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6
Paper \$17.95 SCIS 1467198

MASSON, Sophie

The understudy's revenge

Scholastic, NSW, 2011
ISBN 9781741698138

Fifteen year old Millie Osborne is working for the King's Company in London in 1860 when a mysterious stranger, Oliver Parry, auditions for a minor role in *Hamlet*. This delightful historical novel is packed with incident and authentic period detail, as Millie and her friend Seth investigate why Oliver has joined the theatre company. Millie shows herself to be a spirited and warm main character, a natural detective with a flair for speculation and an immense curiosity about life. She and Seth participate in a séance, talk with Charles Dickens, go off on wild goose chases and encounter danger before all is revealed. Without spoiling the reader's fun, it can be revealed that the answer to the mystery of Oliver Parry includes a bush ranger, a missing son, a South American connection and a spot of amnesia. Masson's gentle trailer featuring drawings from the period at <tiny.cc/n4q6h> is a useful introduction to the well crafted mystery. Its pace and rich characterisation will intrigue and entertain newcomers and avid fans of historical fiction. E. Chase

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K–6; English 7–10
Paper \$16.99 SCIS 1491758

MUNDELL, Meg

Black glass

Scribe, Vic, 2011
ISBN 9781921640933

The lure of the city proves enticing for sisters, Grace and Tally as it will allow them to escape their pitiful nomadic lifestyle. After the unexpected death of their drug dealing father, the girls follow their dream of finding fortune in the seemingly glitzy metropolis. Unfortunately, rather than sharing the experience, Grace and Tally are separated. Both must fend for themselves in a place that is far removed from their hopeful visions. Set in a future world where constant surveillance and distinct social divisions are the norm, the realistic characterisation adds to the novel's authentic nature. The use of multiple narrative voices starkly exposes every aspect of seedy city life. Drug use, strong language in context, and issues such as parental neglect and homelessness are evident within the plot. With careful consideration, this gritty, debut novel may be a worthwhile related text for the HSC Area of Study: *Belonging*. H. Gardiner

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6
Paper \$32.95 SCIS 1491703

New Australian stories – 2

/ edited by Aviva Tuffield. Scribe, Vic, 2010
ISBN 9781921640865

An intriguing collection from a broad range of Australian writers, old and new, this anthology has something for everyone. The

writing is sound, interesting, funny and inspiring. From Zane Lovitt's *Leaving the fountainhead* to Tony Birch's poignant *After Rachel*, what strikes a reader is the honesty of the writing styles. There are stories about growing up, growing old, about food, love lost and found, about travel, and life's dangers. In some cases the language is more appropriate for adult readers, but it is the kind of book that can be dipped into and carefully selected stories could be used as models of short story writing for senior students. S. Pollard

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6
Paper \$29.95 SCIS 148570

SACHER, Louis

The cardturner

Bloomsbury, UK, 2010
ISBN 9781408808504

It is extraordinary what this writer uses to make a rich and meaningful text, and this new title is no exception. The plot outline is simple. Alton, the central character, is persuaded by his parents to accompany his rich, blind uncle to bridge games and to act as his eyes. Uncle Trapp is an irascible fellow who belies conventional stereotypes about the handicapped, by being one the best bridge players in the country. Bridge is not a game that attracts a lot of attention amongst younger people. Through Alton, readers are brought to some understanding of the complexity of the game. Sacher describes the games, going into considerable detail at some points, so that as Alton learns how to play so does the reader. The narrative considers issues surrounding handicaps, family relationships and trusting our hearts. Sacher's writing lifts *The cardturner* from being a mere instruction manual to something much more. It offers an engaging read. S. Pollard

USER LEVEL: Stage 4 Stage 5
\$24.99 SCIS 1458519

SFAR, Joann

The little prince

Walker, UK, 2010
ISBN 9781406325447

Adapted from Antoine de Saint-Exupery's moving philosophical tale, this sequential art version does justice to the original story. As a graphic novel, it is beautifully rendered in sombre colours, enhancing the gentle magic of a story that involves a pilot who has landed in the Sahara Desert after his plane malfunctioned, and his meeting with a strange little boy from another planet. The relationship between the pilot and the little prince is expressed through whimsical conversations about their different lifestyles. Using a consistent layout of six panels to a page, the composer takes the reader on a fantastic journey. The tale operates on many different levels, ranging from innocent charm to profound philosophical questions about existence. Students across a range of age groups will find much to reflect on in this delightful graphic interpretation. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English K–6; English 7–10; English Stage 6
\$32.99 SCIS 1479086

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.

WOOD, Fiona

Six impossible things

Pan Macmillan Australia, 2010
ISBN 9780330426060



A madcap story about the anxieties and pitfalls of growing up, this is somewhat reminiscent of *The secret diary of Adrian Mole*. Destabilised by family issues, 14 year old, Dan Cereill begins his narrative with a list of six things to achieve, albeit he thinks they may be impossible. A wry sense of humour and a caring nature enable him to achieve a fairytale outcome. His name is an anagram of Cinderella and there are enough intertextual links to evoke the traditional tale. Warm, likable characters and a generous number of zany events make up for the story's lack of credibility. It is an enjoyable tale that will keep teenage readers turning the pages. C. Sly

USER LEVEL: Stage 4 Stage 5
Paper \$16.99 SCIS 1466215

Information, poetry and drama

Resources are in Dewey order.

BUCKLEY, Peter

The rough guide to the iPad

Rough Guides, UK, 2010 (Rough guides)
ISBN 9781848368934 [004.1675]

Ironically, IT manuals in hard copy find an eager readership. The book's resemblance to a travel guide is well suited, as it maps the many levels of this successful tablet computer. Offering explicit introductory chapters for novices, the guide extends to giving tips for using the more advanced capabilities of the iPad. It includes multimedia facilities like video, photographs and music. The later chapters on applications and accessories help to reveal the versatility of the iPad. A clearly presented resource, this is a handy pocket-book style user reference. The writer has made a number of YouTube clips that demonstrate his enthusiasm and expertise, as well as the potential of the device. These online videos are easily located with a simple search at <<http://m.youtube.com/>> for *rough guide to the iPad*. They can be clearly viewed on an iPad too! V. Davidson

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
Paper \$16.95 SCIS 1475737

COHEN, Michael E.

The iPad project book

Peachpit, USA, 2011
ISBN 9780321714756 [004.1675]

Three chapters in this handy book demonstrate useful and creative projects to tackle using an iPad. Divided into *Living in the iPad*, *Working and playing in the iPad* and *Music, books, and movies on the iPad*, each chapter provides step-by-step instructions for projects including *Party project*, *Vacation planning project* and *Music syncing project*. Numerous screen shots and labelled diagrams assist new

users to get started with their new touch screen tool or experiment with its many capabilities. Technical jargon is minimal and practical instructions for file management and syncing the iPad with other devices are clearly explained in layperson's terms. Teachers wishing to extend these newly acquired skills and integrate iPads into teaching and learning will find a wealth of information at the Victorian Government website, *iPads for learning* at <www.ipadsforeducation.vic.edu.au/>. S. Rasaiah

USER LEVEL: Stage 4 Stage 5 Stage 6 Community
Professional
Paper \$24.95 SCIS 1493496

100 most awesome things on the planet

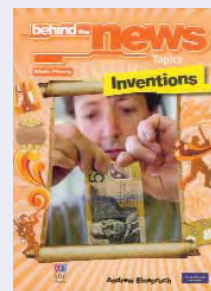
Scholastic, NSW, 2011
ISBN 9781741698046 [030.2]

Claybourne has collected 100 natural and man made wonders from around the globe and described them in this text. Events, creations and natural wonders are presented with colour photographs, concise explanations, fun facts, and *awesomeness* ratings. Entries include the march of the emperor penguins, the Amazon River, a supernova, the Paris catacombs, and the Three Gorges dam. This text is a great read for lovers of trivia and unusual wonders. The snippets of information could be a springboard for studies of natural sciences and human impact on the earth, or as an introduction to particular phenomena. R. Parnis

USER LEVEL: Stage 2 Stage 3
Paper \$10.99 SCIS 1494594

Behind the news topics. Middle primary [series]

Pearson, Vic, 2010
This series has been designed to support and enhance the popular ABC television program <www.abc.net.au/btn/>. Written in the style of the television transcripts, the language is somewhat colloquial and includes subjective comments. Each volume culminates with a research team challenge. For example, *Landmarks* brings a wealth of extra information about world heritage areas, built and natural environments, and historic buildings and sites. The pages include photographs, labelled diagrams, and eye catching text boxes that contain brain teasing questions and answers.



The concluding team challenge involves researching a landmark and its significance, and creating a written proposal to support its protection or heritage listing. Although sources and key questions are suggested, the learning experience could be enhanced by scaffolding related web searching and ICT skills, and publishing created work, for example, on the school intranet, or as a *Voicethread* or Voki. D. Johnston

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
\$27.99

Reviewed titles in this series:

Explorers SCIS 1454650
Heroes SCIS 1450219
Inventions SCIS 1450210
Landmarks SCIS 1454660

Behind the news topics Upper primary [series]

Pearson, Vic, 2010

A variety of jobs in the communication and entertainment industries are investigated in this series. Information on each medium includes the planning and development required to produce a product or presentation. Topic specific jargon is clearly explained. The layout with its use of text boxes, photographs, tables and diagrams, is visually stimulating. Details about job related tools and equipment, along with the various roles and skills required, aid students to look behind the scenes. Question and answer segments with team members provide useful information. Included for each media format or occupation is a flow chart summarising the process from beginning to end. Volumes conclude with a *Team challenge* that contains engaging group activities with step-by-step guides, incorporating information literacy skills. These can provide opportunities for students to achieve a variety of English outcomes. In addition, the series supports understandings in the Stage 2 COGs unit (E): *Products, services and systems*. The title offers a supplement to the ABC television program <www.abc.net.au/btn/>. S. Morton



USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE; SciTech
SYLLABUS: English K-6; HSIE K-6; Science & Technology K-6
\$29.95 each

Reviewed titles in this series:

Advertising	SCIS 1458762
Internet	SCIS 1458764
Magazines	SCIS 1460310
Radio	SCIS 1460307
Recording Studio	SCIS 1460305
Television	SCIS 1458763
Theatre	SCIS 1458765
Video Games	SCIS 1460304

SAIWAI, Tetsu

The 14th Dalai Lama: a manga biography

Penguin Group (USA) Inc, 2010

ISBN 9780143118152 [294.3]

An unusual method of presenting the remarkable life of Tenzin Gyatso, this manga biography offers an accessible means to understanding the role of the spiritual leader of the Tibetan people. As the 14th Dalai Lama, Tenzin Gyatso has dedicated his life to the people of Tibet. Difficult times have seen the annexation and oppression of Tibet by the Chinese Communist government, and the Dalai Lama has been forced into exile in India. For the past 50 years he has maintained a doctrine of nonviolence and has worked towards a peaceful means to restore Tibet's autonomy and the rights of Tibetan people. Decades of complex politics and imperialism are conveyed succinctly in this book. The manga artwork readily communicates the tenuous nature of conflict, loss, and emotional distress counter balanced by a belief in humanity, an appreciation of difference, and hope. This edition is a useful starting point for learning about the Tibetan situation and the role of its spiritual leader. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7-10; HSIE K-6; Studies of Religion Stage 6
Paper \$19.95 SCIS 1492758

Social impacts of digital media

/ edited by Justin Healey. Spinney Press, NSW, 2011 (Issues in society)

ISBN 9781921507359 [302.23]

Many teachers will be familiar with this informative series. Volume 324 comprises a collection of current articles exploring digital media trends, social media and online safety presented in a new, colourful format. Among the most useful sections is one from the Office of the Privacy Commissioner that gives a set of steps for increasing the privacy and security of a mobile phone. It is complemented by a helpful checklist of basic steps to be safe online taken from the very worthwhile website <www.staysmartonline.gov.au>. Another interesting article explores the influence of the internet on relationships. In this context there is useful information about cyberbullying. Teachers will find the worksheets for brainstorming, research activities and discussions useful. An online interactive PDF e-book version of this title can be purchased via the Spinney Press website. A. Soutter

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: PDHPE; HSIE ; TAS
SYLLABUS: Information & Software Technology (Elective course) 7-10; PDHPE K-6, PDHPE 7-10; Society & Culture Stage 6; Technology (Mandatory) 7-8
Paper \$24.00 SCIS 1496302

TURNEY, Jon

The rough guide to the future

Rough Guides, UK, 2010 (Rough guides)

ISBN 9781858287812 [303.49]

Humans often spend a good deal of time reflecting on past achievements and considering the future. This interesting book explores various aspects of potential future scenarios and the associated human impact. Whilst many of the chapters have little direct curriculum relevance, they would be very interesting to students who enjoy pondering the future. The chapter, *Energy and the climate crunch*, evaluates current and future energy use. Many of the graphs and images provided would make excellent class stimulus materials, as they clearly examine past usage and future projections. *Future health* explores stem cells as miracle cures, robot surgery, and nanomedicines as future directions in medical science. Much of the material is complex and more appropriate for confident readers with strong interest in future lifestyles and the role of technology. I. Mavin

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7-10
Paper \$29.95 SCIS 1491189

Generation F [videorecording]

VEA, Vic, 2010

ISBN none [305.42]
(27 min.)

A most informative videorecording, this resource focuses on the role of women in today's workforce. *Generation F* refers to the female sector, which makes up more than 45% of the workforce. The resource outlines the role of the Equal Opportunities for Women in the Workforce Agency (EOWA) and considers the implementation of a range of new work based strategies to capitalise on the value women bring to the workforce. A clear, concise presentation, the videorecording incorporates the experiences of people in different occupations. Bullet point summaries

are used to encapsulate and revise the salient points that arise in each segment. Positive and engaging, the resource advocates a collaborative, rather than combative, approach to business, and recommends workable strategies including part time work, job sharing, provision of quality child care, and good relationships between employers and employees. Delivered in a gently persuasive manner, this DVD resource provides strong messages for young adults about to enter the workforce. C. Sly

USER LEVEL: Stage 5 Stage 6
KLA: HSIE; PDHPE
SYLLABUS: Business Studies Stage 6; Commerce 7–10; PDHPE 7–10
 \$125.00 SCIS 1468680

MORIARTY, Ros

Listening to Country: a journey to the heart of what it means to belong

Allen & Unwin, NSW, 2010
 ISBN 9781741753806 [305.89]

Ros Moriarty's powerful personal story assists a reader to understand one family's intertwined journey across two cultures. It exhibits a positive realisation that what makes people happy is fundamentally the same across cultures and ages. The story allows an insight into traditional life in the Northern Territory, and the complex issues faced there. A strong message throughout, given by the Aboriginal women, is that education is a necessary tool for the next generation in order to stay strong, and survive in a western world while valuing traditional ways. It indicates that Western perspectives and strategies may not always be the best for all. Useful for the HSC English Area of Study: *Belonging*, this book is insightful, provocative and compelling reading. J. Adnum

USER LEVEL: Stage 6 Professional
KLA: English; HSIE
SYLLABUS: English Stage 6; Society & Culture Stage 6
 Paper \$32.99 SCIS 1462239

LERGESSNER, James G

Chief Bungaree: king of the Broken Bay Tribe

J.G. Lergessner, Qld, 2008
 ISBN 9780980474909 [305.89915]

This resource details contact between European settlers and Aboriginal people in New South Wales. The author presents a biographical study of Chief Bungaree. He has adopted a unique style of presenting his information, by constructing the *voice* of Bungaree's son to tell his father's story. Covering more than just Bungaree's relationship with the first governors, it articulates the changing nature of both Aboriginal and European settlement including exploration, daily life, and changing rules and laws. It is useful both as a teacher reference and for students interested in more than generalised information on race relations at the beginning of the colony. J. Adnum

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6; History Stages 7–10
 Paper \$22.00 SCIS1482950

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.

KENNEDY, Melissa

Government in Australia: how our democracy works

New Holland, NSW, 2010
 ISBN 9781921580109 [321.8]

Aimed at young readers, this book outlines Australia's system of government on Federal, State, and Local levels. It includes a brief history of Australia's democratic development, the role of the judiciary, political parties and the election systems. Unfortunately, apart from elections and voting, there is very little mention of the role of citizens in Australia's democracy which is a major focus of teaching and learning about civics and citizenship in HSIE syllabuses. The book offers a cursory overview of Government in Australia and could be a useful starting point for teaching and learning in this area. It is important to be aware of oversimplification, omissions and errors that detract from the sound referential value of this resource. D. Giorgi

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Commerce 7–10; Geography 7–10; History 7–10; HSIE K–6
 Paper \$19.95 SCIS 1494576

GELBER, Katharine

Speech matters: getting free speech right

UQP, Qld, 2011
 ISBN 9780702238734 [323.443]

The most fundamental of human rights, free speech, is explored in this insightful text. Examining the notion in the context of contemporary Australian politics and culture, the writer challenges the principles of freedom of speech in the light of how they are exercised by governments and multinational corporations. Reference is made to well known events such as the 2007 APEC Economic Leaders Meeting in Sydney. Legislation, including anti-terrorism laws, is put under the microscope. Throughout each comprehensive chapter, readers discover how free speech can be manipulated and censored. While the writing style is aimed at an older audience, this offers compelling reading for those wanting to understand the inherent complexities of a seemingly simple concept. H. Gardiner

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English; HSIE
SYLLABUS: English 7–10; English Stage 6; Society & Culture Stage 6
 Paper \$34.95 SCIS 1495498

Boat people: personal stories from the Vietnamese exodus 1975–1996

/ edited by Carina Hoang. Carina Hoang Communications, WA, 2010
 ISBN 9780646542911 [325]

Hoang has skilfully arranged disturbing and powerful reminiscences of over forty people in a lavishly produced book evoking a full range of memories and emotions. It graphically depicts overcrowded and harrowing conditions for people fleeing Vietnam in small boats. Students whose families and friends were part of the exodus may need support. A tribute to the bravery and spirit of those who died, Hoang has included stories



of resilience, optimism and success told by Vietnamese people now living in Australia and the USA. Beautiful artwork, some primary source materials, and confronting photographs are included, making the book very moving and authentic. There are some distressing accounts of rape and murder by pirates within these memoirs. Hoang's own story of surviving on Kuku Island as a teenager, while so many around her died is just one vivid snapshot in a tightly woven, varied memoir. Through individual voices, *Boat people* powerfully condenses the experiences of 1.5 million refugees over two decades, giving homage to those who are gone, and celebrating those who have survived. It is a timely work in the context of current public discussion about refugees, with appeal to those interested in social justice. E. Chase

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: History 7–10; Modern History Stage 6
 Paper \$45.00 SCIS 149772

Extreme! [series]

A & C Black, UK, 2009

These high interest titles have been skilfully designed to appeal to 21st century students. An eye catching image, key chapter title and a taster of subheadings appear on the front cover of each book to tempt the reader to look inside. Each page has an attractive muted watermark, upon which photographs, labelled diagrams and text boxes have been superimposed, giving a fresh entertaining appeal. Each title has an abundance of interesting facts and new technology. In *Spies*, for example, many aspects of the intelligence business are explained, including the use of new intelligence technologies such as thermal imaging, voice changers and voice recognition systems. Glossary explanations for such things as cipher, microdot and imposter are placed as footers on pages, giving students opportunity for gradual explanation as they encounter each unfamiliar word. The less common information could provide key topics for information reports and public speaking. D. Johnston

USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE
SYLLABUS: English K–6; HSIE K–6
 \$27.99

Reviewed titles in this series:

Martial arts masters	SCIS 1444882
Pirate	SCIS 1448034
Spies	SCIS 1444876
Survivors	SCIS 1444887

BUCHAN, David

The rough guide to the energy crisis

Rough Guides, UK, 2010 (Rough guides)
 ISBN 9781848364127 [333.79]

Recent spikes in energy costs, discussion on placing a price on carbon, and the use of nuclear power plants make this book most useful when trying to develop a deeper understanding of current issues associated with energy. Science students studying energy resources will find the section on different types of energy, such as oil, gas, coal, wind, solar, water, hydrogen, biofuels and nuclear power, very informative. Each source is explored using simple language and graphics, and will give most students a deeper understanding of the various energy types, including associated environmental and ethical issues. Many of the tables and graphs would make useful stimulus material for class discussion, debate, or in an examination setting. The book is a qualitative teaching and learning resource. I. Mavin

USER LEVEL: Stage 4 Stage 5

KLA: Science
SYLLABUS: Science 7–10
 Paper \$26.95 SCIS 1490170

BELOFSY, Nathan

The book of strange and curious legal oddities

Perigee, USA, 2010
 ISBN 9780399535956 [340.02]

A litigation lawyer has compiled a selection of bizarre and thought provoking laws, which can be used as a glimpse into past times and cultures. Providing historic reasons why some laws came into being, and the plight of ordinary people coping with trivial, or life and death legal matters, this study may be welcomed as background reading in the Legal Studies Preliminary course when considering *the development of law as a reflection of society*. Humorous, petty laws such as prohibiting the building of sand castles on the beach are examined alongside laws of religious persecution and injustice towards women. This book may assist students to understand law reform and changing social values, for example, attitudes towards witchcraft. As students are required to locate material from a variety of sources, this collection could be a useful reference. S. Rasaiah

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Legal Studies Stage 6; Society & Culture Stage 6
 Paper \$16.95 SCIS 1493489

Hot topics [series]

Legal Information Access Centre, NSW, 2010

Covering a range of contemporary topics, this well written series is a valuable resource for Commerce and Legal Studies students. Key topics and case studies provide legal information in a way that will attract and maintain student attention. Black and white photographs, graphs and timelines support the written information. For example, *Discrimination* includes Australian discrimination law and legislation in terms of employment, education and the provision of goods and services. Sub-topics are defined by large headings, and short paragraphs explain the significant issues. Footnotes and further information provide sources for further investigation. Research on Australian legal issues can be well supported by titles in this series. A number of titles, including updated editions, are available online at the State Library of NSW <www.legalanswers.sl.nsw.gov.au/hot_topics/>. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Commerce 7–10; Legal Studies Stage 6
 Paper \$22.00 each

Reviewed titles in this series:

Animal law	SCIS 1490179
Discrimination	SCIS 1495185
Young people and crime	SCIS 1480426

BRASCH, Nicolas

The science behind [series]

Macmillan Library, Vic, 2010

Fascinating, timely and frequently asked questions about animal survival, plant survival, natural disasters, foods consumed by humans, and aspects of time, weather and the solar system are all covered in this stimulating series of books. Unusual or subject-

specific terms are explained under *Word watch* in sidebars throughout. Supporting internet references are indicated by a *Web watch* icon. Concise information is generously illustrated with coloured photographs, diagrams and maps. The series would support a number of Stage 3 units taught in HSIE and Science and Technology. An additional title, *The science behind theme parks, playgrounds and toys*, has been shortlisted for the 2011 Eve Pownall Award by the Australian Children's Book Council. I. McLean



USER LEVEL: Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
 \$35.95 each

Reviewed titles in this series:

The science behind animal and plant survival SCIS 1454125
The science behind natural disasters SCIS 1454131
The science behind the foods we eat SCIS 1454126
The science behind time, tides and revolution SCIS 1454132

MACINTOSH, Cameron

People we need [series]

Pearson, Vic, 2010

Written in the first person by community workers, each title in this Australian series clearly explains the role of the workers and provides examples of their work routines. Explicit detail unfolds throughout, accompanied by colour photographs that display the community worker involved with people, and their vocation. These small format information books include double page detailed and labelled diagrams. For example, *Ambulance paramedic* shows an ambulance with a cross section exposé of the internal and medical features, such as heart monitor and infant resuscitation unit. Students will relate to the scenario of a call out to attend to a skateboard accident. The progress of the incident is followed visually. Each page has about two or three sentences, with highlighted keywords explained in the glossary. This series will support a HSIE K-6 investigation of community workers, as well as providing discussion starters on people we know and attitudes to gender roles and authority. D. Johnston



USER LEVEL: Stage 1 Stage 2
KLA: HSIE
SYLLABUS: HSIE K-6
 \$29.95 each

Reviewed titles in this series:

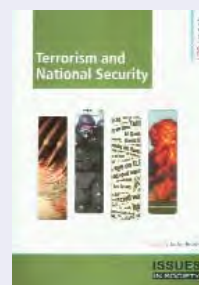
Ambulance paramedic SCIS 1458769
Dentist SCIS 1458767
Firefighter SCIS 1458773
Postie SCIS 1458772

Terrorism and national security

/ edited by Justin Healey. Spinney, NSW, 2011 (Issues in Society)
 ISBN 9781921507328 [364.1]

Sourced from a wide variety of print and online articles including newspapers, websites, government reports, research papers, essays

and information sheets, this is a richly informative attempt to present a broad range of material on a very complex topic. Comprising a historical and current overview of national security and counter terrorism; an investigation of anti-terrorism laws; and an examination of Australia's defence and security interest, this case study approach allows for a deep and multifaceted examination of the issues. It is an excellent source book for Stage 6 Legal Studies, and a valuable reference book for school and tertiary libraries. In addition, the *Exploring issues* section of the book provides a range of useful worksheets with activities relating to the articles provided. *Fast facts* offers a brief chronological overview, and a glossary and list of websites for further information provide additional support. D. Giorgi

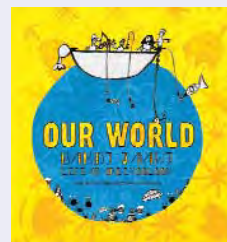


USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Legal Studies Stage 6
 Paper \$24.00 SCIS 1496316

Our world: Bardi Jaawi: life at Ardiyooloon

/ One Arm Point Remote Community School. Magabala, WA, 2010
 ISBN 9781921248238
 [371.03]

A collaborative community project, this wonderful book offers readers a window into the culture and lifestyle of the Bardi Jaawi people of the Ardiyooloon community. They live on the northern tip of the Dampier Peninsula in Western Australia. Sharing their world through historical recounts, stories, artworks and photographs, this highly visual publication is the product of a team effort. Acknowledging the Elders, who have kept their culture alive, the book clearly demonstrates the Bardi Jaawi community's connections to Land and Country. Told from a young person's perspective, activities from making spears for fishing to recipes and cooking; descriptions of the environment; traditional tales; dance and art; customs and language, are included in this inspiring, vibrant representation of a contemporary community of Aboriginal people. Students across a range of ages will find this an engaging and informative resource. C. Sly



USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; HSIE K-6
 \$29.95 SCIS 1484264

Headlines [series]

A & C Black, UK, 2010

A creative and thoughtful series of books, these texts are rich with activities that allow for deep thinking and quality teaching. Subtitled *Tackling controversial issues in the classroom*, each volume, augmented by a CD-ROM, explores one of four topics: *Poverty; Violence; Prejudice; and War and conflict*. Activities include discussion and debate, story boards, agreement spectrums, questionnaire design, consequence charts, case studies, literacy, role play and problem solving, and are designed to explore the issues and build broad conceptual understanding of key ideas. They tackle complex issues such as inequality, debt, the role of the media, conflict, power, refugees, landmines, terrorism, peace, racism, homophobia,

discrimination, immigration and Fair Trade. While references and examples relate to the United Kingdom, the resources have broader application. The volume on poverty is particularly useful for Stage 4 Geography. An engaging series, these would make a very useful reference set for HSIE teachers. D. Giorgi

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Commerce 7–10; Geography 7–10; History 7–10
 Paper \$59.99 each

Reviewed titles in this series:

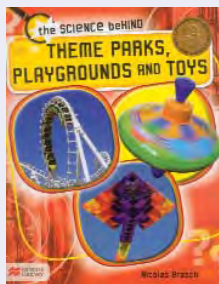
Poverty SCIS 1491308
Prejudice SCIS 1491508
Violence SCIS 1491306
War and conflict SCIS 1491243

BRASCH, Nicolas

The science behind theme parks, playgrounds and toys

MacMillan Library, Vic, 2010 (The science behind)
 ISBN 9781420268942 [530]

Just one in a series of six titles, this resource is an excellent model for students learning to investigate scientifically. It asks 13 *why* and *how* questions, such as, *How do roller-coasters work?* and then follows a systematic procedure which demonstrates the process of examining phenomena to acquire new knowledge. Explanations of how things work focus on matter and energy. Terms like motion, force, gravity and momentum are explained in context and with *Word watch* boxes on each double page spread. Subheadings, short paragraphs, colourful photographs and labelled diagrams, and simple experiments are featured for each topic. Teachers need to check suggested websites for suitability. For instance, the suggested interactive website on bumper cars is worthy of further investigation, while a few of the other noted websites are quite ordinary. The resource will satisfy students who are curious about their world and assist them to become scientifically literate. C. Keane



USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
 \$31.99 SCIS 1452381

JENKINS, Martin & WHITE, Vicky

Can we save the tiger?

Walker, UK, 2011
 ISBN 9781406319095
 [591.68]

While asking some searching questions regarding the implications of ever increasing human activity and populations, this book combines the visual format and verse of a picture book with nonfiction content in its consideration of threats to the Earth's biodiversity. Key points regarding rare, endangered and extinct species are featured. The impact of chemical use, introduced species, disease, and collateral damage to



Earth's biodiversity, resulting from the increasing need for food and space, are sensitively approached from different perspectives. The book highlights the complexity, urgency and small successes in animal conservation. As the content covers all continents, and asks readers to consider their contribution to the situation, it is useful as a discussion starter across a range of areas of K–10 curriculum. N. Chaffey

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Geography 7–10; HSIE K–6
 \$29.95 SCIS 1497343

The big ideas that changed the world

DK, UK, 2010
 ISBN 9781405356831 [609]

Stimulating photographs and graphics have been combined to produce an intriguing book that will instantly attract the attention of most students. The language level is appropriate for most readers and the content covers a diverse range of interesting ideas and inventions. It is a great starting point for Science students, especially the chapters devoted to topics such as *DNA, Watson and Crick, X-ray, Microwave* and *Radio*. The book would be a valuable resource for Stage 3 students with an interest in how science and history have linked to produce the ideas and inventions in use today. Topics provide limited information and students would need to undertake further research to develop a deeper understanding of the subjects presented. I. Mavin

USER LEVEL: Stage 3 Stage 4
KLA: Science; SciTech
SYLLABUS: Science 7–10; Science & Technology K–6
 \$39.95 SCIS 1479299

WINSTON, Robert

What makes me me?

Dorling Kindersley, UK, 2010
 ISBN 9781405358033 [612]

Each of five comprehensive chapters considers an aspect of human beings. The chapter, *What am I made of?* explores and describes the working of the human body. *What makes me unique?* covers genetics, child development and growth. *How does my brain work?* investigates memory, learning and intelligence. Dreams, emotions, body language and phobias are explained in *What kind of person am I?* The chapters conclude with a *Test yourself* quiz section. FAQ (frequently asked questions) sidebars are scattered throughout. The author is a familiar face to UK television audiences, appearing in number of popular science programs, and a contributor to a science blog at <www.guardian.co.uk/science/robertwinston/>. This book can support a number of units taught in Science and Technology, such as *The human body* for Stage 2, and various aspects of the PDHPE course. I. McLean

USER LEVEL: Stage 2 Stage 3
KLA: PDHPE; SciTech
SYLLABUS: PDHPE K–6; Science & Technology K–6
 Paper \$19.95 SCIS 1472188

WINSTON, Robert

What goes on in my head?

Dorling Kindersley, UK, 2010
 ISBN 9781405353731 [612.8]

The human brain is explored in this comprehensive book. Chapters cover how the brain controls the body, the nervous system and perception, thinking and personality, feelings and emotions, and how to train the brain to work more efficiently. FAQ (frequently asked questions) sidebars are scattered throughout. Vibrant use of colour, caption bubbles, photographs and diagrams complement the written text and make the information accessible to several learning styles. The book would support the Stage 2 unit, *The human body*, in Science and Technology. The author, Dr Winston is a professor, raconteur, member of the House of Lords, and a familiar host of several television science programs. I. McLean

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
 \$29.95 SCIS 1477748

GRAHAM, Ian

Mighty machines

Scholastic, NSW, 2009

ISBN 9781741695984

[629.0402]

Imagination and creativity can run wild in this collection of weird and wonderful machines. Anyone who dreams of inventing a unique contraption to impress the world will be intrigued by the examples in this publication. Filled with fascinating facts, readers will delight in the opportunity to dip into this book and learn snippets of trivia about their favourite form of transport, from bicycles to space shuttles. The written text, well supported by photographs and illustrations, is presented in boxes with subtopics clearly indicated. Ripley's *believe it or not* excerpts are scattered throughout, in text boxes that require a reader to rotate the page in order to read the curious twists. R. Higginbottom

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
 \$14.99 SCIS 1454628

Ready, steady, grow!: quick and easy gardening projects

Dorling Kindersley Australasia, Vic, 2010

ISBN 9781740337717

[635]

Those who support the movement back to basics and getting in touch with nature will be delighted by this book that provides an excellent introduction for young children. It outlines simple gardening projects with a step-by-step photographed guide in a colourful and informative manner. Growing vegetables, fruit or flowers are covered along with the basic needs of plants and suggestions for display and use. This is a valuable resource for children to learn about propagation, seasonal planting, collecting and storing seeds. Ideas are included for creating thematic gardens such as a *fairy ring* or a *wild west cacti garden*. It is an inspiring resource that will cultivate a love of gardening. R. Higginbottom

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
 \$29.95 SCIS 1472937

MURPHY, Mary

Beginner's guide to earthworm farming: simple ideas for a sustainable world

Penguin Group (South Africa), 2010

ISBN 9780143026761

[639]

Worm farming continues to grow in popularity as an environment friendly activity. Agricultural Technology teachers will find the information presented in chapter 10 useful to support the teaching of theory and practical ideas in lessons involving worms, composting and worm farms. Science students will find valuable information on ecosystems and recycling, and the scattering of labelled diagrams and graphs ably assist the written text. Details on the impacts of climate change and earthworms would make interesting stimulus material for studies involving climate change. The text is succinct, yet rich enough for most students to develop a deeper understanding of the ongoing importance that earthworms play in our fragile environment. I. Mavin

USER LEVEL: Stage 4 Stage 5
KLA: Science; TAS
SYLLABUS: Agricultural Technology 7-10; Science 7-10
 Paper \$19.95 SCIS 1495759

Children's book of music

Dorling Kindersley, UK, 2010

ISBN 9781405356855

[780]

Full of interesting facts, colourful pictures and CD audio samples, this engaging book cleverly introduces music of different cultures, periods, genres, styles, composers and instruments. It would be entertaining reading for those wanting an introduction to the history of music, from early tribal music through to electronic music. It is an inspirational resource that would propel students towards more in-depth studies. Information is presented in a variety of forms including text boxes, flow charts, time lines, photographs and diagrams using a variety of fonts and font sizes. Australian music and many other topic areas of the *Music 7-10 syllabus* could be supported by this resource. A visually appealing book, it is enhanced by the hour of musical examples on the CD included. C. Holmes

USER LEVEL: Stage 4 Stage 5
KLA: CA
SYLLABUS: Music 7-10
 \$29.95 SCIS 1475149

The rough guide to classical music

/ edited by J. Staines. Rough Guides, UK, 2010 (Rough guides)

ISBN 9781848364769

[780.3]

A range of genres and styles are covered in this book, including composers of jazz, film music, and song. Over 200 composers, from the 11th to the 20th century, are considered in brief factual biographies. Reviews of recommended recordings and a discussion of what is seen to be the most important works of individual musicians are presented. Throughout the book there are feature boxes covering diverse topics such as the Gregorian chant, Postmodernism, and electronic music. The glossary of technical terms follows the reader friendly style of the rest of the text. While it does not offer a deep analysis of musical pieces, its concise overview of material makes this a valuable initial reference for students studying Stage 6 Music. C. Holmes

USER LEVEL: Stage 6
KLA: CA
SYLLABUS: Music 1 Stage 6; Music 2 Stage 6
 Paper \$39.95 SCIS 1472221

Marion Rouvas' 10 essential lessons for easy singing [DVD]

Voiceology Australia, 2009 (80 min.)

ISBN none

[782.04]

Marion Rouvas is the director and founder of Voiceology Australia, with 25 years experience in training voices. This DVD outlines what Marion believes to be a fast and effective approach to mastering voice production. Diaphragmatic breathing and head voice techniques are two areas addressed in this simple training video. While the DVD is rather bland in its presentation, the techniques being taught and the clarity of the demonstrations are good for a singer just beginning, or wishing to improve vocal technique. Classroom teachers not confident in teaching vocal work could find this useful for the training of students in voice production. Students studying Music with voice as their instrument would benefit from the vocal exercises contained in the DVD. C. Holmes

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 7–10; Music 1 Stage 6
 \$99.00 SCIS 1470570

Verbatim: staging memory & community

/ edited by Paul Brown. Currency, NSW, 2010
 ISBN 9780868198798 [792.02]

Verbatim theatre is a style of theatre that derives its content from interviews, accounts and transcripts from people about issues or events significant in their lives. This publication considers the nature and historical development of this theatrical form. It notes the process involved in the evolution of authentic experiences to dramatic presentations. Focusing on plays including *The Laramie project*, *Aftershocks*, *Minefields and miniskirts*, *Parramatta girls*, and *Run rabbit run*, the book indicates ways to approach and analyse the unique theatrical form. It outlines practical activities to approach playmaking in the Verbatim style and includes such aspects as *Memory, truth and authenticity*, community involvement, theatricality, and ethics and authorship. A very useful text for theory and practice in this dramatic genre, it will be of interest to teachers and students of Stage 6 Drama. E. Sly



USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Drama Stage 6
 Paper \$32.95 SCIS 1494284

HAYES, Andrea

Language toolkit [series]

Cambridge First, UK, 2010

The series uses a broad range of textual materials within units of work centring on types of text. Each book incorporates sixteen units which explore reading, grammar, vocabulary, spelling, punctuation and writing. There is a clear focus on elements of the Australian Curriculum, using text study to introduce skills and knowledge required in each year group. The units through the four textbooks provide a progressive introduction to the skills and knowledge required for higher learning. Models offered are varied and intriguing, from graphic novels to emails, and recipes to film reviews, with a fine balance between fiction and nonfiction texts. The colour layout and visual indicators at each section make the books easy to follow and use. Designed as student workbooks, there is space for responses and tasks for extension work. Production values are high and appealing, making this series worthwhile for secondary schools. S. Pollard

USER LEVEL: Stage 4 Stage 5

KLA: English
SYLLABUS: English 7–10
 Paper \$ 22.95 each

Reviewed titles in this series:

Language toolkit. 1 SCIS 1491332
Language toolkit. 2 SCIS 1491331
Language toolkit. 3 SCIS 1491902
Language toolkit. 4 SCIS 1491904

WALLIS, Mick & SHEPHERD, Simon

Studying plays

Bloomsbury Academic, UK, 2010
 ISBN 9780340985144 [809.2]

Answering questions on the nature and structure of the play, this exhaustive handbook provides a solid framework for thinking about all aspects of drama. It never loses sight of the play as performance, although it is focused on studying plays as scripts and writing about them. Chapters are devoted to ways of analysing characters, dialogue, plot, the use of the actor's body, stage space, cultural context and critical approaches. Examples are drawn from familiar plays such as *Death of a salesman*, *King Lear*, *Waiting for Godot* and *Macbeth*. Exercises are general and can be applied to any plays being studied. A thorough index, glossary and bibliography make the book a useful reference for drama teaching and learning. Stage 6 students will find plenty to enrich their play reading and performance studies. M. Davis

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Drama Stage 6; English Stage 6
 Paper \$39.99 SCIS 1491721

GOGOL, Nikolai

The diary of a madman

/ adapted by David Holman. Currency, NSW, 2010
 ISBN 9780868198712 [822]

Nikolai Gogol's short story of a 19th century Russian public servant is adapted for stage in this finely scripted version of the tale. Aksenii Poprishchin is a ninth grade clerk, living a poor and insignificant existence in St Petersburg. His extended diary entries, delivered theatrically as monologues, reveal his growing delusions and gradual descent into madness. Capturing the tragi-comedy of Gogol's original work, the play offers a succinct record of the socio-historical context, the vast inefficient bureaucracy, and the crumbling Tsarist regime in Russia. This publication of the Belvoir Theatre's adaptation provides notes by Australian director Neil Armfield on his cast and crew including the acclaimed actor, Geoffrey Rush. As a literary study or performance piece, this tightly woven script is well worth considering. C. Sly

USER LEVEL: Stage 5 Stage 6
KLA: CA; English
SYLLABUS: Drama 7–10; Drama Stage 6; English Stage 6
 Paper \$18.95 SCIS 1494321

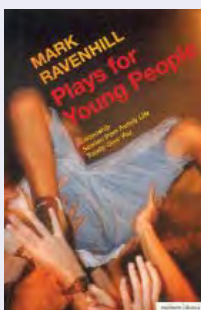
RAVENHILL, Mark

Plays for young people

Methuen Drama, UK, 2010
 ISBN 9781408128619 [822]

A collection of three plays for young adults, these focus on themes that will interest teenagers. *Citizenship* considers a boy's search for

identity and *Scenes from family life* analyses relationships in a futuristic setting. Celebrity obsession and its impact on young people is a focus in *Totally over you*. The dialogue is dominated by a rapid exchange of words by most characters, and captures the rhythm and tone of the age group represented. While the plays may suit some drama performance situations, there are sensitive issues that arise within the context of the scenarios. Reference to drugs, use of drugs and alcohol, strong language, and sexual reference is a significant part of the interaction. Such scripts would need to be used with discretion in an appropriate context and may have limited application in the school setting. E. Sly



USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Drama 7–10; Drama Stage 6
 Paper \$35.00 SCIS 1489008

DWYER, Paul

The Bougainville photoplay project

Currency Press, NSW, 2010
 ISBN 9780868198910 [A822]

Version 1.0 is an Australian performance group dedicated to improvising plays that are personal and highly political. Their performance pieces mutate in each setting and bring complex political issues to the surface. This play supports social justice issues. It highlights Australia's role and the thousands of deaths in Bougainville, as the people fought for independence during a decade of resistance. Dr Paul Dwyer plays himself in a witty and challenging dissection of his own role as a postcolonial man visiting Bougainville. He shows the audience confronting slides of the extraordinary orthopaedic surgery which his father, Allan Dwyer, performed in Bougainville over a number of visits. He also describes life changing reconciliation meetings that have taken place between victims and murderers. Senior students wishing to explore aspects related to *Belonging* will gain much more from this script if they visit <www.versiononepointzero.com/> to understand the political and artistic vision of Version 1.0. The trailer at <tiny.cc/fa742> provides a good introduction, and extracts from Paul Dwyer's performance at <vimeo.com/8298186> allow students to visualise Dwyer's artful mingling of anecdotes, reportage, slides, film, photographs and artefacts in this powerful play which implicates and involves Australian audiences. E. Chase

USER LEVEL: Stage 6 Professional
KLA: CA; English
SYLLABUS: Drama Stage 6; English Stage 6
 Paper \$18.95 SCIS 1494306

MURPHY, Tommy

Gwen in purgatory

Currency, NSW, 2010
 ISBN 9780868198941 [A822]

Featuring a feisty 90 year old woman, this play presents Gwen preparing for a game of tennis which never eventuates. The drama explores family dynamics, which are a mixture of self-interest and concern. The dilemmas of ageing may not hold much interest for adolescents, but the dialogue is lively and sparse, and the predicaments across three generations are realistic. In counterpoint is a

priest from Nigeria, whose family, always off-stage, has to travel a difficult distance to make a phone call to him in Australia. Photographs from a performance offer insight into the characters and story, as does the imaginative cover art. The playwright's note reveals his personal story behind the play and explains its development from first draft. The introduction presents biographical information on the playwright and an account of his process of playmaking. This script could provide a model for shaping a strong dramatic piece out of the familiar. M. Davis



USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Drama Stage 6
 Paper \$21.95 SCIS 1494329

VALENTINE, Alana

Shafana & Aunt Sarrinah: soft revolution

Currency Press, NSW, 2010
 ISBN 9780868198828 [A822]

In an era where sensationalised debates about religious difference dominate the public domain, this timely play addresses a young Muslim woman's decision to wear the hijab. Shafana is an Afghani migrant, who is contemplating wearing the hijab as a symbol of her religious faithfulness. Her aunt, Sarrinah, is also a devout Muslim, yet she perceives the hijab as a symbol of the repressive world she has fled. The older woman is concerned about social and cultural backlash that may afflict her niece if she is to wear the headscarf. The complexities of Shafana's decision are explored in a considered, thought provoking manner in this captivating drama. The duologue sheds insight into an issue that can be so often misconstrued. Additionally, the inclusion of Dari language authenticates the well rounded characterisation. Ideal as additional material for the HSC Area of Study: *Belonging*, this excellent play is judicious and enthralling. H. Gardiner

USER LEVEL: Stage 5 Stage 6
KLA: CA; English
SYLLABUS: Drama Stage 5; English 7–10; English Stage 6
 Paper \$21.95 SCIS 1494291

WINTON, Tim

Land's edge: a coastal memoir

Hamish Hamilton, Vic, 2010
 ISBN 9781926428284 [A823]

Winton's memoir covers similar territory to many of his novels, including the power and lure of the coast and ocean, and its contrast with sleepy suburbia. His writing is evocative of endless childhood summer holidays spent at the beach where there is little else to do besides explore the immediate environment. He credits this time with inspiring his love of the sea and his love of literature, when the weather meant his explorations were forced indoors. Winton has a powerfully casual way of describing terrifying incidents such as monster waves capsizing their boat, or the ever-present sharks coming too close to ignore. A slim, well paced volume that will



attract readers new to his work and gratify his long-established fans. J. White

USER LEVEL: Stage 4 Stage 5 Professional
KLA: English
SYLLABUS: English 7–10
\$29.95 SCIS 1493500

MALTIN, Tim & ASTON, Eloise

101 things you thought you knew about the Titanic – but didn't!

Kent Town, SA, 2010
ISBN 9781862549234 [910.9163]

For readers intrigued by shipwrecks in general, and the *Titanic* in particular, this book will be of great interest. Listing common myths that surround the disaster, it delves into official records and eyewitness accounts, including some from official transcripts, trying to piece together the truth. It is a definitive exploration of the events before, during and after the *Titanic's* sinking. The investigative material may influence readers to research further and draw their own conclusions. It is verbally dense, but reading excerpts to upper primary and lower secondary students could pique their interest. It is fascinating adult reading for those who like to discover the story behind the story. J. Adnum

USER LEVEL: Stage 3 Stage 4 Community Professional
KLA: HSIE
SYLLABUS: HSIE K–6; History 7–10
Paper \$24.95 SCIS 1476182

ROSS, Stewart

Into the unknown: how great explorers found their way by land, sea and air

Walker, UK, 2011
ISBN 9781406304794 [910.92]

Foldout pages abound in this collection of voyages of great discovery in history. From the ancient Greek explorer Pytheas, who went to the Arctic, to Armstrong, Collins and Aldrin, who landed on the moon, this text explains their journeys and the transport they used. Detailed colour illustrations by Stephen Biesty show cross sections of the ships, airships, and rockets. A comprehensive recount of each explorer and the journeys undertaken is accompanied by a map, details of equipment used and methods employed to guide them on their expeditions. This nicely presented book would be a useful resource for those interested in the history of exploration or for studying the Stage 3 COGs unit (C): *Interconnecting growth and change*. R. Parnis

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; SciTech
SYLLABUS: HSIE K–6; Science & Technology K–6
\$19.99 SCIS 1498183

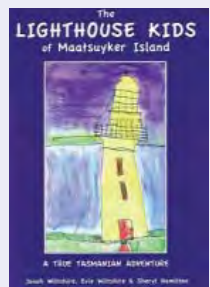
WILTSHIRE, Jonah, WILTSHIRE, Evie & HAMILTON, Sheryl

The lighthouse kids of Maatsuyker Island: a true Tasmanian adventure

Forty Degrees South, Tas, 2010
ISBN 9780980797152 [919.46]

The thrill of living in a lighthouse, on a deserted windswept island, is the subject of this delightful book. Written by children for children, it showcases the observations of Jonah and his little sister Evie. Situated remotely off southern Tasmania, the Maatsuyker

Island lighthouse is still in use to warn shipping of dangerous rocks in the area. During the four months their family stays on the island, Jonah and Evie learn a great deal about its history, the workings of the lighthouse, the flora and fauna of the island, and the sea creatures that inhabit the nearby ocean. Personal observations, factual evidence, photographs, and drawings are collected in this memento of their stay. Enjoyable and informative, this report not only provides an insight into the children's unusual experience, but also presents a wonderful model for students when compiling their own reports on excursions, holidays, or adventures. C. Sly



USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
Paper \$14.50 SCIS 1507421

HOWARD, Martin

Alexander the Great: the story of the invincible king

A & C Black, UK, 2010 (Lives in action)
ISBN 9781408126516 [938]

Part of the *Lives in action* series, this publication is a narrative of the life and times of Alexander the Great. The book delivers personal aspects of Alexander's life along with his well known accomplishments. Chronologically following the course of his life, it details his learning, significant events, his friendships, and conquests. Inspired by the military skills of his father, Philip II of Macedon, and the teachings of Greek philosopher, Aristotle, Alexander was responsible for the spread of Greek culture throughout the Middle East and into Asia. Included is a black and white map that outlines his journeys through Asia, Europe and Africa. Students who are interested in ancient history will find this resource intriguing. R. Parnis

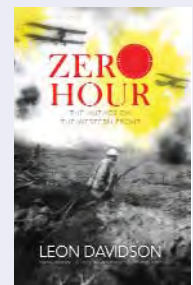
USER LEVEL: Stage 3
Paper \$18.99 SCIS 1489642

DAVIDSON, Leon

Zero hour: the Anzacs on the western front

Text, Vic, 2010
ISBN 9781921656071 [940.4]

Focusing on Australians and New Zealanders who fought on the Western Front in WWI, this book indicates the size and tragedy of the campaign that lasted for nearly three years. Primary source information, including maps, document extracts and photographs, is interspersed with the writer's chronological account of significant battles. In 1916 the Anzacs joined their allies in the trenches in France and Belgium. Recounting the horror of war and appalling conditions encountered in battles on the Western Front, this book highlights the courage and tenacity exhibited by young men from Australia and New Zealand. Clearly and concisely written, the resource offers a very accessible introduction to a prominent region during the Great War. C. Sly



USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7–10; Modern History Stage 6
Paper \$19.95 SCIS 1449295

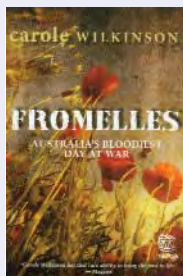
WILKINSON, Carole

Fromelles: Australia's bloodiest day at war

Black Dog, Vic, 2011
ISBN 9781742031767

[940.4]

Wilkinson has written a very readable and accessible account of the battle of Fromelles and its aftermath. Fictional letters from combatants provide very personal viewpoints of the war, and these are interspersed throughout the book. Further insights are provided by the quotations, pictures, photographs, posters and comparative tables. The reader learns about the tactics, personnel, weaponry, battle progress and the consequences of this ill-fated charge. A currency is highlighted with the inclusion of Lambis Englezos' work on the Pheasant Wood project, and the discovery of war graves. The websites listed provide a sound basis for further research into WWI. This book would provide a useful introduction to the study of WWI, particularly the Australian contribution on the Western Front. It may also be a catalyst for student research into family history. B. Hull



USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: History Years 7–10
Paper \$18.99 SCIS 1497189

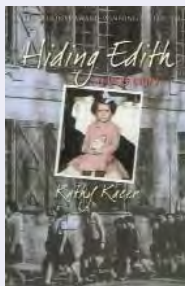
KACER, Kathy

Hiding Edith: a true story

Allen & Unwin, NSW, 2011
ISBN 9781742375498

[940.531]

The true story of Edith Schwalb, one of many Jewish children forced to move from place to place, conceal her identity and hide her faith in order to escape the Nazis during WWII, is inspirational. After fleeing Vienna and Belgium, the family arrives in southern France where her father is arrested and her mother realises that she must protect her children. Edith and her younger brother are sent to a house in Moissac where Jewish children are looked after and protected. They are welcomed and cared for by the people who run the house, and by the entire town who carefully protect their secret. In this beautifully crafted novel, when all appears bleak, the fact that the whole township risks their lives to keep others safe is truly heartening. Actual photos of Edith's family, friends and the house at Moissac contribute to the overall reality of this story which would provide a thought provoking stimulus for discussion about refugees. J. Eade



USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English; HSIE
SYLLABUS: English K–6; English 7–10; HSIE K–6; History 7–10
Paper \$15.99 SCIS 1495410

SHIMANO, Chie & KONNO, Kiyoshi

Che Guevara: a manga biography

Penguin Group (USA) Inc, 2010
ISBN 9780143118169

[972.91]

The life and activities of Argentinian born revolutionary, Che Guevara, are recounted in this fast moving manga style publication.

Born in 1928, Ernesto (Che) Guevara grew up and trained as a doctor before following his idealistic urges to free the oppressed peoples of South America and other areas of the world. He fought alongside Fidel Castro in Cuba in the 1960s. After years of guerrilla warfare and political intrigue, Guevara was captured and executed in Bolivia in 1967. Guevara became known as a freedom fighter and has gained iconic status in some circles. This book offers a brief account of his egalitarian philosophy and complex political struggles. It is easy to read and is enhanced by the manga style black and white illustrations. Interestingly, this edition, composed by Japanese a writer and illustrator, presented in English, and published in the United States, indicates a wide recognition of Guevara as a significant historical figure. C. Sly

USER LEVEL: Stage 4 Stage 5
KLA: English; HSIE
SYLLABUS: English 7–10; History 7–10
Paper \$19.95 SCIS 1492756

FRENCH, Jackie

Booms, busts and bushfires, 1973-

Scholastic, NSW, 2011 (Fair dinkum histories)
ISBN 9781741697865

[994.05]

Another book in the *Fair dinkum histories* series, this covers events from 1973 to 2010. Incidents in Australian history are concisely explained in French's straight forward style. It cuts through complex politics and poses thoughtful reflections on historical events. Attitudes, social changes, fads and important news events are included. This text provides a useful synopsis of the times. It would be valuable for younger students of Australian history or as a starting point for high school studies. It would also be appropriate background knowledge for the Stage 3 COG units (B): *Identity* and (G): *Traditions and heritage*. R. Parnis

USER LEVEL: Stage 3
Paper \$15.99 SCIS 1496192

Who reviews?

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Lizzie Chase, PSP Consultant, Western Sydney
Victor Davidson, Birrong GHS
Meg Davis, teacher
Nuala Drougas, The Hills Sports HS
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