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contents
Volume 31, Number 3, August 2012

In this issue
future directions
the heart of learning
exploring Sendak
zoo experience
Aboriginal education K–12

from the editor

Welcome to our second online issue of *Scan*, the third issue for the year. Thank you for your positive comments about the layout, interactivity and ease of sharing articles and reviews.

Collaboration and student centred learning feature in the articles. I am sure you will find inspiration for implementation in your classrooms.

Please contact me if you have an article to share with *Scan* readers, and remember, I'm always happy to receive short pieces for *Share this*.

As always, I look forward to your feedback.

Cath Keane
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currents

@your school library 21C

Have you visited your school library recently, virtually or in person? What impressed you most? What did you think could be better? What teaching partnerships do you have with your teacher librarian to enhance student learning? Consider the vision portrayed in this comment from a principal (Figure 1):

Figure 1 A principal comment in *School libraries 21C,* Hay & Todd, 2010, p.5

There is much current discussion about the important contribution of school libraries to learning and teaching. While there is a significant body of professional literature and research confirming this, much of it reported and summarised in *Scan*, schools are keen to see their own local evidence, and have local discussions about how their own school library and teacher librarian can best support their school's learning priorities.

Support for local discussions and evidence

Resourcing curriculum through planned collaborations is core for teacher librarians engaging with their school communities in the contemporary learning environment. These partnerships may be teacher-teacher, teacher-student, and scaffolding student-student collaborations in keeping with a Quality Teaching approach.

Schools can support and build their key learning and teaching partnership with their teacher librarian in a number of ways. Emerging professional learning communities, such as those reported in this and recent issues of *Scan*, can be an exciting strategy. The capacity building tool on pages 22 and 23 of *School libraries building capacity for student learning in 21C* (Hay & Foley, 2009) provides a practical scaffold for local discussions and professional learning. This framework provides 10 elements, such as Human resources, Facilities, Collections, Collaborations, Service delivery, Management systems and Continuous improvement and flexibility. Practical examples are provided for each to reflect a 21C vision and support strategic reflection and planning.

Future learning

Any consideration of 21st century skills and the potential demands of future work skills, gives clear implications for the kind of support and skills development that are essential for today's learners. The emerging Australian Curriculum captures aspects of these in the General capabilities and Cross-curriculum priorities, being embedded in the curriculum by the Board of Studies NSW. Teacher librarian partners in schools actively map to such important curriculum elements, using an information skills framework to enhance student learning. *The Learning in a changing world* series (reviewed *Scan* 31.2, p.69) also provides some stimulating reading (Figure 2).

Examples of collaborative programming, and possibilities for reporting on learning achievements, are available in the information skills K–6 and 7–10 matrixes.

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Each sample matrix for a particular learning context provides ideas for mapping and linking information skills with curriculum outcomes and integrated ICTs. Each accompanying proforma offers examples of teaching and learning sequences and how relevant resources could be used. These can be downloaded and adapted by teacher librarians working with teachers.

The Raps and book raps provide additional engaging opportunities for collaboration. Judy O'Connell offers an interesting overview of pathfinders (Figure 3); your teacher librarian can provide them for the needs of your classes. NSW government schools can access the *Links4Learninging* (Figure 4), including freely available ebooks, from their library in the DEC portal, and check with their teacher librarians for related teaching and learning support.

Exploring *Scan's* **online edition**

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with multimedia and social content, including embedded videos, future image galleries and Twitter feeds

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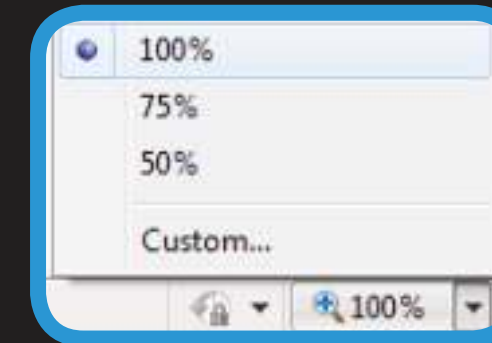
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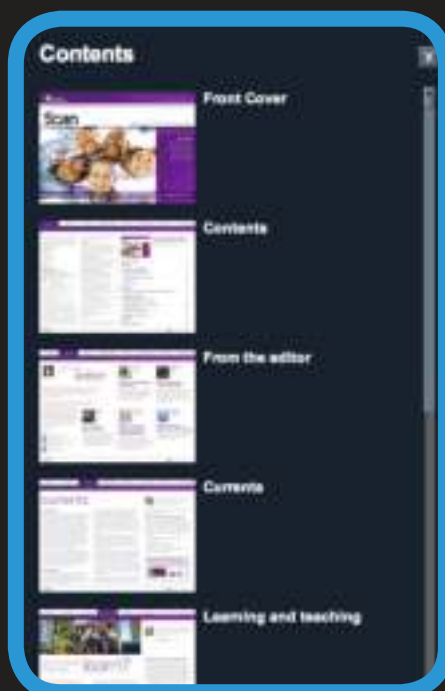
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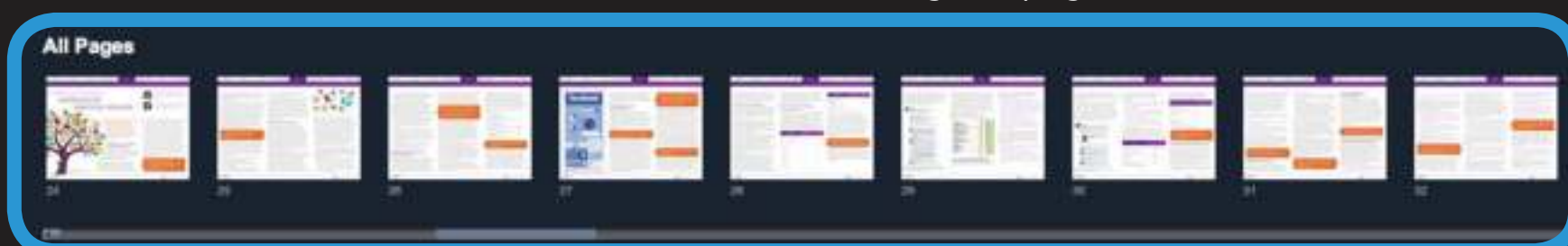
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Max and his boat Lomo-Cam

Catherine Thomson, Senior Curriculum Officer English K–12, pays tribute to the legacy of Maurice Sendak in this professional article. Catherine explores Sendak's quirky creativity and obsessions, aspects such as intertextuality, and offers starting points and resources to consider.

A third generation of children are reading *Where the wild things are*. As a text it is timeless, always timely and incredibly poignant. Is this a story about taming your inner beast? Or is it an autobiographical wish from a man who did not have the courage of Max, (Sendak, M, 2004) (Figure 1) but was expected to be a decent child ... to shut up and be a quiet kid (NPR, 2011).

Where the rich texts are:
Sendak's influence

Live your life, live your life, live your life. This is the advice given by Maurice Sendak, in the final months of his life, to radio host Terry Gross during a rambling interview titled, *Maurice Sendak: on life, death and children's lit* (NPR, 2011). Obsessed with death in life, then infatuated with life, when faced with dying, Maurice Sendak has left a legacy for the ages.

Sendak the pioneer

Sendak is a pioneer in the world of children's literature, though he famously claims that he does not to write for children, but that he just writes (Colbert, 2012) (Figure 2.)

Where the wild things are was a ground-breaking text when first published in 1963. Many librarians initially refused to put the book on their shelves. Teachers and parents thought the wild things would irreparably scare the children in their care. Critics hypothesised about Max's direct questioning of authority and the lack of punishment he received upon his return. But like many great art forms, time eradicates the hypersensitivities of society and *Where the wild things are* has become a mainstay of the children's literature cannon.

Figure 1 *Bill Moyers interviews Maurice Sendak* for NOW on PBS (2004)

Figure 2 *The Colbert Report/Grim Colberty Tales with Maurice Sendak Pt 1*

Figure 3 *Outside over there* – audio book. Story and illustrations by Maurice Sendak (LaLuna Films, 2010)

For most readers *Where the wild things are* is the text that springs to mind on the mention of the Sendak name. The images from *Where the wild things are* have become iconic. They themselves represent the world of children's literature. Yet many do not realise that Sendak illustrated over 100 books. The illustrations are quite varied in nature, but there are themes that seem to run through many of them. Personified animals and creatures are often used alongside humans. His characters frequently use flight as a vehicle, as in *Outside over there* (Figure 3) and also in his latest book *Bumble-Ardy*, which was originally created for Sesame Street (Figure 4).

Figure 4 *Bumby Ardy*, a Number 9 film created by Maurice Sendak and Jim Henson in 1970 for Sesame Street

Intertextual references
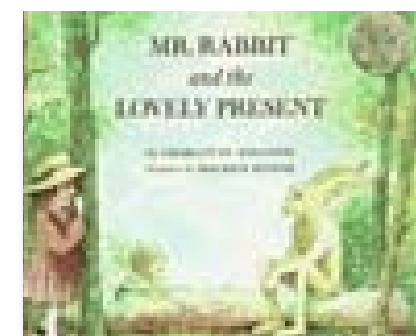
Figure 5 *Mr. Rabbit and the lovely present*. Author: Charlotte Zolotow. Illustrator: Maurice Sendak. Publisher: Harper Trophy *(Browse inside Mr. Rabbit and the lovely present)*

Sendak's illustrations in *Mr Rabbit and the lovely present* (Figure 5) by Charlotte Zolotow play with intertextual references to Alice in Wonderland and the white rabbit. The girl is familiar in a way that instantly makes the reader recall their impressions of Alice and, of course, she follows the white rabbit through the woods.

Other intertextual iconic characters include the bakers in *The night kitchen* (Figure 6). Although they are a great deal plumper, these baking triplets, with their short, black moustaches and eagerness to bake a boy in the oven, have a subtle connection with Hitler, and illustrate the childhood impact of Sendak's Polish Jewish immigrant parents, who were burdened with feelings of guilt from avoiding the holocaust in a new country. This and other Sendak creations are so rich. When reading or viewing any of his texts, the reader cannot help but make links to cultural and literary references.
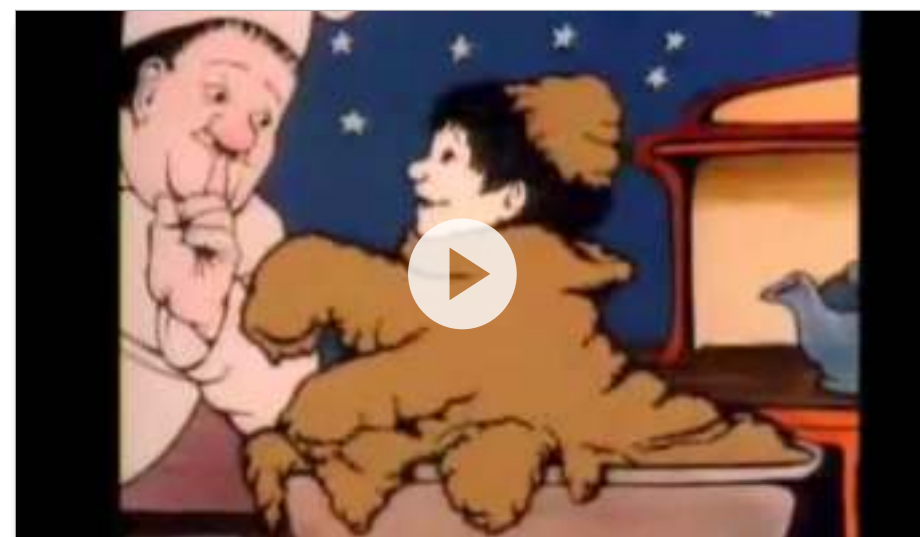
Figure 6 *In the night kitchen*

His work has also gone on to influence others. Sendak's own images are used in popular culture as intertextual references. The Muppets character Sweetums, created in 1971, makes the viewer vividly recall the wild things from the famous text.

Another famous Muppets clip (Figure 8) with Kermit the Frog laying in a hospital bed with a forest growing around him, is a wonderful example of how meaning can be added to a text, layer by layer.

Figure 7 *Sweetums*

Figure 8 *Kermit the Frog – Lime in the coconut*

A reading of *John Brown, Rose and the midnight cat* by Jenny Wagner and Ron Brooks (Figure 9) could refer the reader to similarities in the illustration styles of Sendak and Brooks. The thin, cross-hatched lines that create the texture, shape and shadow of John Brown and Rose, quickly identify with the reader as comparable to the images in *Where the wild things are*. Perhaps Brooks
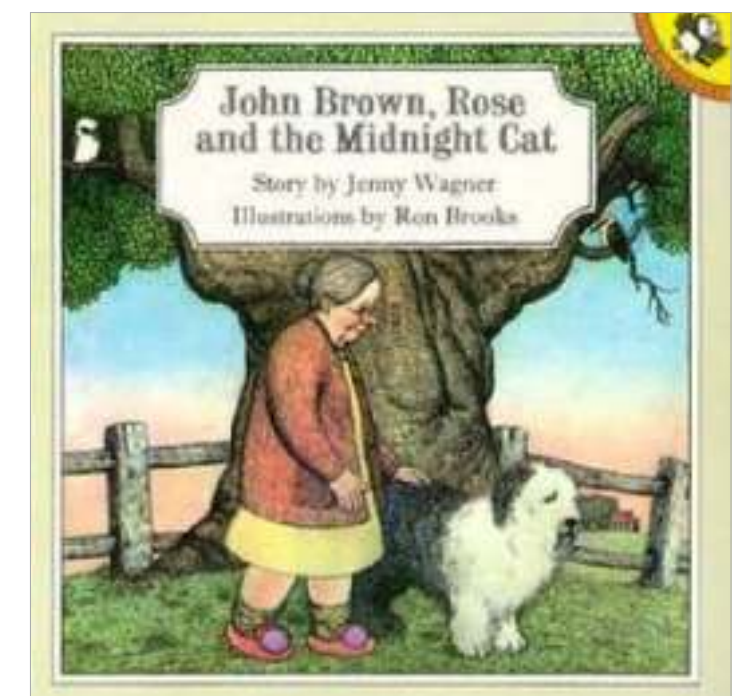
Figure 9 *John Brown, Rose and the midnight cat*. Author: Jenny Wagner. Illustrator: Ron brooks. Publisher: Penguin Books Australia

styled the book with such a similar technique as a tribute, or perhaps it was an unconscious and unidentified conduit.
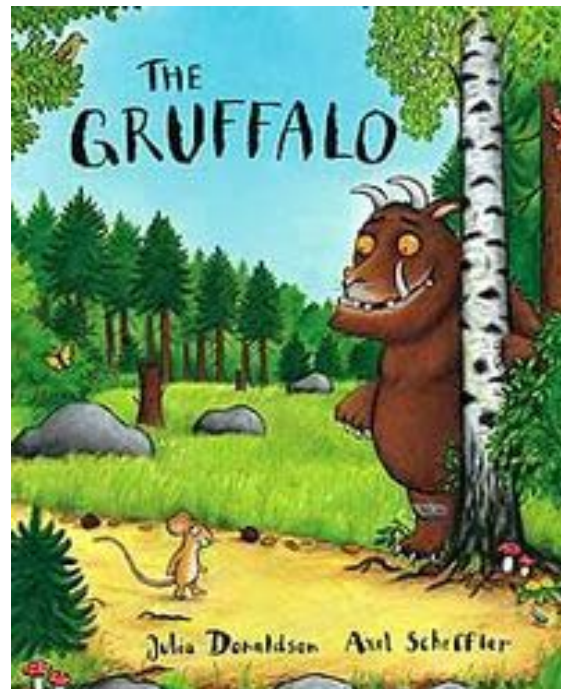
Figure 10 *The gruffalo*. Author: Julia Donaldson. Illustrator: Axel Scheffler. Publisher: Macmillan Children's Books, London, UK. (*Look inside The gruffalo*)

Julia Donaldson and Axel Sheffler's *The gruffalo* (Figure 10) is often referred to as the Sendak for the early years. This may not give enough importance to either text, but it does bring to light the similarities between the texts. The gruffalo is comparable to the wild things in stature, and trimmings, and the text in the two books is remarkably similar.

> *… they roared their terrible roars and gnashed their terrible teeth and rolled their terrible eyes and showed their terrible claws. (*Where the wild things are*)*

> *He has terrible tusks, and terrible claws, And terrible teeth in his terrible jaws. (*The gruffalo*)*

Both the gruffalo and the wild things are remarkably shy, unwise and inherently in need of companionship. The reader feels emotions on behalf of the beasts, which goes to contradict the whole suggestion of monsters being dangerous.

The gruffalo is framed on the cover by a tree as is the wild thing. The trees have a long bare trunk with foliage at the top, to give the impression that to creatures are giant in stature. There are obvious similarities seen in a close study of The gruffalo
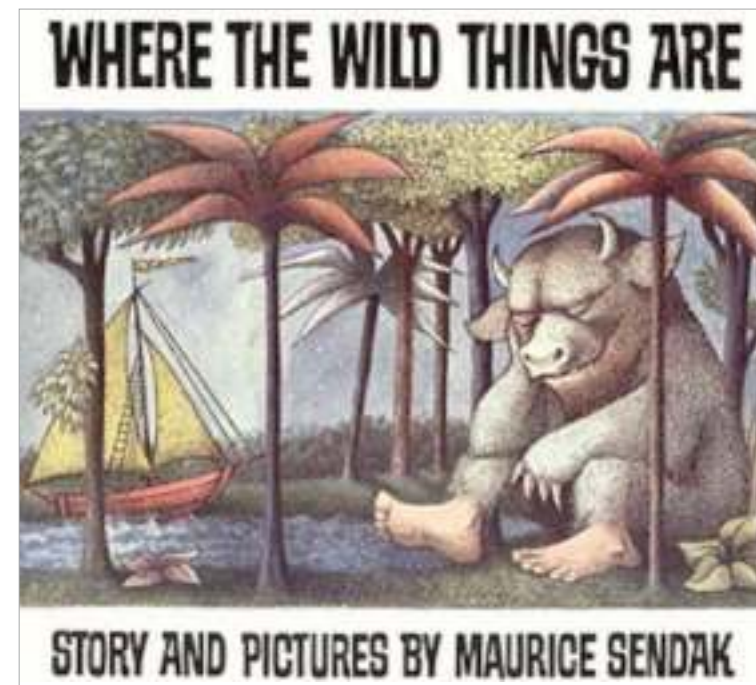
Figure 11 *Where the wild things are*. Author and illustrator: Maurice Sendak. Publisher: HarperCollins, London, UK. (*Look inside Where the wild things are*)

in comparison to *Where the wild things are* (Figure 11). (The gruffalo appears on page 2 of *Where the wild things are*, as a picture on the wall. Is this intentional?) Possibly all monster like creatures in children's literature pay homage to the Sendak creations in some way. *Where the wild things are* undeniably gave authors the freedom to use such creatures in their work.

> **Both the gruffalo and the wild things are remarkably shy, unwise and inherently in need of companionship.**

Sendak's legacy

The Rosenbach Museum in Philadelphia is the major repository for Maurice Sendak's work. Their website contains videos of Sendak and a timeline of his major works, achievements and life events. Of particular interest is the short video of Sendak speaking about his childhood and his love of movies and storytelling (Figure 12).

Figure 12 *Maurice Sendak on his childhood and love of movies*

It seems he was always fascinated with the art of storytelling. As he was not a robust child, he had more time than most to think up stories and tell them to his friends. His unique way of watching and reflecting upon the world is how he came upon his inspiration for the wild things. The wild things are based upon the images he remembered from childhood of his relatives who had recently immigrated to the United States. They were in poor health with yellow teeth and wild hair. To a child they appeared frightening but, upon closer encounter, they were loving and warm. The same can be said of his *wild things*. At first glimpse they appear scary and fierce but, upon a closer inspection, their round and soft shapes and the angle of their glance make it obvious that Max really has nothing to fear.

Inspiring students

Everyone has his or her own experience with *Where the wild things are*.
Here are some teacher recollections.

I used Where the wild things are *as the stimulus for a drama activity with my Year 2 class. They set up freeze frames of images from the story then each character had a turn to come alive and talk about how they were feeling, what they were thinking and what they might do next. Their responses were so imaginative and really demonstrated their understanding of the story, which I think is because it's such a rich text with so much scope for creativity.*

Rachel, Bondi Beach Public School

Students at Cecil Hills High School are given Where the wild things are *as an example of a subversive picture book. Students are asked to focus on the relationship between the written narrative and the impact of the graphics. Ultimately students are asked to choose where they would rather be: in a world defined by words and structures and where good things are found to eat; or where the wild things are.*

Stephen, Cecil Hills High School

I teach boys and the text Where the wild things are *is one of my favourites because it doesn't matter if I am teaching children in Kindergarten or in secondary school. The story engages everyone and I think this is because they can identify with Max and his vivid imagination. I always use this text when teaching young writers how to use familiar settings in their orientation because all children have a bedroom regardless of where they live or who they live with. There are no limitations!*

Catherine, Trinity Grammar School

I have used the illustrations from Where the wild things are *often, sometimes in combination with short excerpts of text as well, for creative writing inspiration with Year 9 classes. Sendak's images were most successful in releasing the inner voices of boys, especially in these writing tasks, and sparking their creative spirits. I heartily agree with the idea that Maurice Sendak was able to touch the imagination of all children, especially in accessing the notion of taming the wild beasts within one's mind. All classes that have used these images have produced most original and authentic pieces. Maurice Sendak's characters have touch points for all readers, no matter what age.*

Kathleen, Muirfield High School

Figure 13 *Really Rosie, the movie part 1*

Beyond the books

As an artist and composer, Sendak did it all. He created an animation, *Really Rosie* (Figure 13) based on his books, with music by Carol King.

He partnered with Tony Kushner to produce a children's opera, *Brundibar*. He worked with Spike Jonze to bring *Where the wild things are* to film in 2009 (Figure 14), and he wrote and illustrated a body of work greater than most artists could ever hope.

Maurice Sendak loved reading and listening to music. Herman Melville, along with Emily Dickinson, are writers that he adored. Mozart was a composer he admired.

Maurice Sendak created rich texts; narratives that generate much discussion and difference of opinion. Texts such as these are magnificent examples of how literature can engage students K–12, encouraging abounding conversations and self-expression.

Figure 14 Where the wild things are official trailer

Exploring Sendak's books

The following questions (Figure 15) may be useful for students Stages 1 to 3, to explore visual texts, particularly for a study of Maurice Sendak's picture books.

What mood, atmosphere or feelings are created by the illustrations?

How does the illustrator's use of colour make the mood or feelings stronger?

Where and when is the story set?

What visual or verbal clues are used to indicate the place and time of the action?

What do we learn from the pictures that we do not find in the written text of the story?

Are the characters realistic or imaginary?

What themes or issues are raised in the book?

Did you enjoy the book? Why? or Why not?

Figure 15 Questions for exploring visual texts. *Happy silly cute monsters scene* ©iStockphoto.com/TotallyJamie

Maurice Sendak learning and teaching resources

Activities in the *Join a reading adventure!* rap (Figure 16), and other *Raps and book raps* could be used or adapted to support a study of Maurice Sendak's works and to support students' creative responses, such as writing digital stories or reviews.

Figure 16 *Join a reading adventure!* a rap supporting National Year of Reading 2012

A selection of online learning and teaching resources for Stages 1 to 3 are found in Table 1.

Maurice Sendak: a selection of online learning and teaching resources

Stage(s)	Online resources	Content
Stage 1 Stage 2	*An entire unit of work based on Where the wild things are*	Highlights of this site include a Teacher guide related to the film; a sample book review and cloze activity; planning sheet for a letter of apology; blurb sample and writing activity; and several craft activities.
Stage 2 Stage 3	Book report alternative: examining story elements using story map comic strips	Using *Where the wild things are* as a focus text, this site has a printable story elements planning sheet and ideas on using an online comic creator with students to plan and create their own stories.
Stage 1 Stage 2	Coloring pages for wild things	Seven printable colouring in pages of characters from *Where the wild things are*.
Stage 1 Stage 2 Stage 3	Lesson plans for Where the wild things are, by Maurice Sendak	Suggestions that teachers can use in the classroom, and links to other resources.
Stage 1	Literacy ideas for wild things	Printable literacy activity sheets for *Where the wild things are*.
Stage 1 Stage 2 Stage 3	*Where the wild things are*	A review of the book is followed by discussion questions and activities.
Stage 1 Stage 2 Stage 3	*Webquest: Where the wild things are*	Some exciting, challenging and creative tasks for students.
Stage 1 Stage 2	*Where the wild things are activities: games, lesson plans and movie news*	Presents biographical notes and a range of lesson notes and activities relating to *Where the wild things are*. These include: crossword puzzle maker; art lesson ideas; and interactive comprehension questions.
Stages 1–5	*Join a reading adventure! and other Raps and book raps*	Activities in these raps could be used or adapted to support a study of Maurice Sendak's works, and to support students' creative responses, such as writing digital stories or reviews.

Table 1 Maurice Sendak: a selection of online learning and teaching resources

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Something
magical
with
Libby Hathorn

Libby Hathorn is an award-winning author and poet of more than fifty books for children and young people. She was awarded a Centenary Medal in 2003 and is a National Year of Reading 2012 Ambassador.

🐦 **Libby Hathorn**

Joachim Cohen, teacher librarian at J.J. Cahill Memorial High School, has a passion for integrating technology in teaching and learning.

🐦 **Joachim Cohen**

Joachim and Libby embrace the video conference revolution and share their report on the success of the *Libby Hathorn poetry masterclasses*: a connected classroom experience that involved students and teachers from eight Departmental high schools across NSW.

Introduction to the project

Joachim: During Term 1 this year, students from eight schools across New South Wales connected to form the *Libby Hathorn poetry masterclass*. Parkes High School, Springwood High School, Queanbeyan High School, Moruya High School, Engadine High School, Boggabilla Central School, Woolooware High School and J.J. Cahill Memorial High School collectively shaped a potent team of young poets. The students are developing a passion for writing, and they were led and inspired by acclaimed author and [National Year of Reading 2012](#) Ambassador, Libby Hathorn. Libby's Hathorn technique, her amazing talents as a writer and educator, and her many experiences made this series a success.

Libby: As a writer, I believe that I'm influenced by poetry every day of my life; as a poet I labour over the intricacies of finding voice in the best possible way *in my craft and sullen art*, no matter how long it takes. But as a *reader,* poetry has been and is a major influence for me; stimulating and restorative or just plain entertaining, and quite often the source of inspiration. This is true for many of my novels, from *Thunderwith* (now some 21 years in print and a Hallmark movie, *The echo of thunder,* Figure 1), to picture books like my

latest, *A boy like me: a story about peace*, with the wonderfully wrought illustrations by Bruce Whatley. The text is in the form of a prose poem and it may not be surprising that it was inspired by responding to a poem by master poet, W.B. Yeats.

Figure 1 In *Libby Hathorn's welcome video,* she talks about her books, digital media and her website
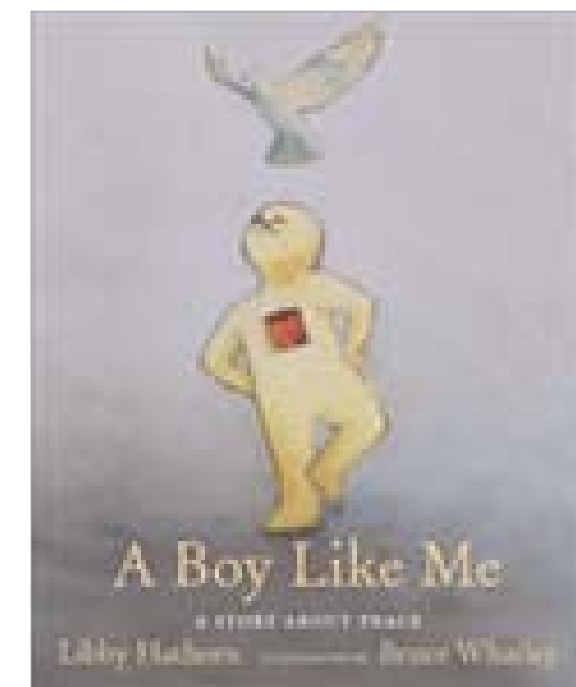
Figure 2 *Browse inside A boy like me: a story about peace*

Voices of the great poets actually resound in my head. In childhood, a lot of bush poetry was read aloud and/or memorised *by channels of coolness the echoes are calling* kind of thing. And then from my adolescent passion for the likes of Dylan Thomas, John Keats and the Romantics, Wilfred Owen and the War Poets,

Walt Whitman, Emily Dickinson and our own David Campbell to mention a few, to the discovery later of the likes of Lorca and Pablo Neruda, Wallace Stevens and Judith Wright, all of whom are still re-read as friends.

I find it is Australian poetry I am focusing my energies on, with a technique of poetry making I have been perfecting over many years of teaching from primary to university level. I am a believer in the marriage of the arts. My own works move from poetry to song, to story, even to opera. For example, my picture book to opera *Grandma's shoes* (performed by Australian Opera and Theatre of Image). In my workshops, I try to marry language to music, to art and, if possible, to movement, so that students react both viscerally and intellectually. The younger the kids, the faster they dance or conduct!

My writing workshop series lately has focused on my collection *The ABC book of Australian poetry* (ABC Books/Harper Collins, 2010) (Figure 3). In this book, the grouping of Australian poems, both old and new, follows the trajectory of a river as it flows to the sea:

- beginnings
- mountains, forest and plains
- my country
- through the city, day and night
- to the sea
- horizon and beyond.

So I call this series of masterclasses, *The river of life*. I am developing this in a different way with the Powerhouse Discovery Centre as a poetry trail in the museum.
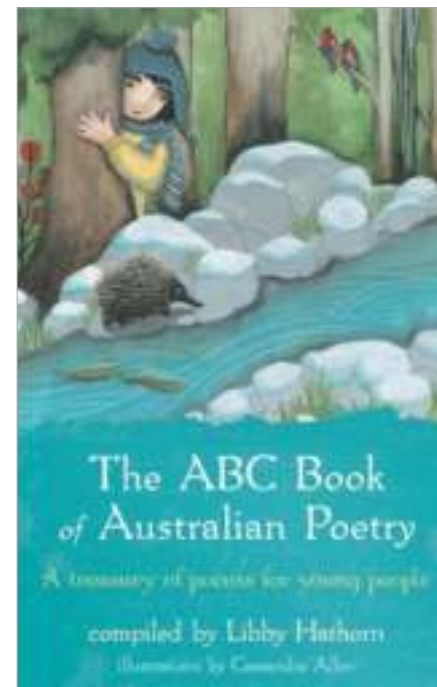
Figure 3 *Browse inside The ABC book of Australian poetry*

What is the Hathorn technique?

Libby: With the *Hathorn technique,* the approach to each workshop, from primary students to university students, is first and foremost enjoyment of poetry. Using the Australian collection, the thrill of words and images conjuring up our country and its landscape and people, plus the emotion of our stories being sung in poetry is emphasised. That said, important elements of poetry making I have called the *Poet's toolkit* are enumerated, and experimenting with the tools of trade of the poet, encouraged. Hearing the poem read out loud is vital, and I try to find some related music and art to help set the scene.

A treasure house of vocabulary, which I have called *The word wallet,* uses words relating to the chosen poem. This is always offered to writers – so, should it be the plains or the sea, words in the wallet would be appropriate. Another treasure house of vocabulary comes from the students themselves, on the spot. When writing their poems they are encouraged to dip into their word wallet to enrich their own writing.

The *Poet's toolkit* allows for aspects of poetry to be pointed out in a natural way with specific naming, such as alliteration, assonance, rhyme, rhythm, metaphor exemplified by the poem which acts as a model for their own writing. While the shapes of the poem on the page and line length are always commented upon, the emotion of the poem, through the poet's voice, is paramount.

How did it all come about?

Libby: I have taken many poetry workshops with students and teachers as far away as Kathmandu using this technique, but to do it online and with up to a hundred students at one time was a first for me this year. When Gavin Patterson (Network 8 School Education Director) offered the opportunity to do a series of workshops across the state through Connected Classrooms Program, and introduced me to technological guru Joachim Cohen, I jumped at the chance of adapting my technique to the wired classroom. In this way it was possible to reach eight lots of students from geographically scattered schools. We had an initial online meeting with teachers, Joachim handling the technical and organisational side, while I outlined the method and expectations for the poetry masterclasses for students and teachers.

Joachim: A chance meeting between Libby and Gavin Patterson sparked an exciting and invigorating project to build the skills of young poets across NSW. It started with a comment by Libby that she was frustrated by the small number of students and schools she could reach in one school visit; she wanted to spread the joy of writing and poetry. Libby, Gavin and I formed a team that planned and enabled Libby's vision through video conferencing.

> *... the emotion of the poem, through the poet's voice, is paramount.*

What was different from regular video conferences?

Libby: I realised it was important to make sure that what students view is not just a talking head, so we interspersed my talk with photos of rivers and plains and waterfalls and sunsets — according to what the chosen poem described. Carefully selected music for each part of the river, such as *The Moldau* by Smetana (Figure 4), was sourced so students could respond. Asking 14 year olds to conduct classical music was a bit of a risk, but all eight groups took part in good humour. Musically and visually inspired, the word wallet was then ready to be built.

Figure 4 *Smetana: my fatherland – The Moldau (Part 1)*

After my reading of the poem, and the students viewing the written poem on the screen along with appropriate photographs or artwork, I asked specific schools to share their brainstorming for river words. These

were read aloud as they posted their lists to a billboard created in Linoit. During the writing period which followed, I checked from our list that each school had a voice, and then suggested that poems be put on our specially created blog so that I could respond personally. As the *teacher*, I was ably assisted by Joachim, who also did all the follow up with the schools involved.

Joachim: One aspect we all agreed on was that, although meritorious, the regular video conference format of presentations and predetermined questions is too similar to plugging in a DVD. There is minimal opportunity for interaction and engagement for our 21st century students; they needed to play an active part in the conference. After all, *communication* is the key feature of the video conference medium. Chaos you might be thinking? We had a remedy for that!

Careful planning by Libby ensured the inclusion of frequent mini tasks that kept students on track and provided discussion and sharing points. This was facilitated through the use of a few key technologies (Figure 5):
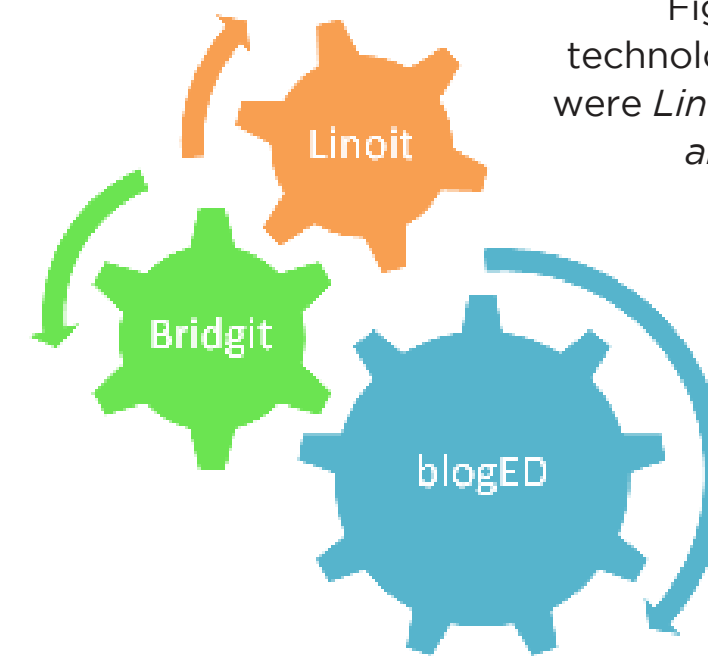
Figure 5 Key technologies used were *Linoit, Bridgit and blogED*

1. Linoit – This cool online billboard (Figure 6) connected all our schools during the conference, enabling everyone to post comments and writing samples, and to build the collective word wallet. This tool facilitated effective communication and discussions, and served as a forum to solve our technical issues without disrupting the ebb and flow of the conference.

Figure 6 The word wallet billboard created in Linoit

2. Bridgit – This screen sharing software is nothing new, and enabled Libby to share provocative images, videos and poems with screens in all locations, providing inspiration and engagement (Figure 7).

Figure 7 Bridgit technology is used to share images for the *virtual launch of A boy like me: a story about peace* with students from Tasmania to Toowoomba

3. Cross schools blog – This NSW Departmental *blogED* tool enabled students, teachers and Libby to connect between conferences. Students saw the connectedness of their work in the real world, gaining a real audience and real time feedback (Figure 8).
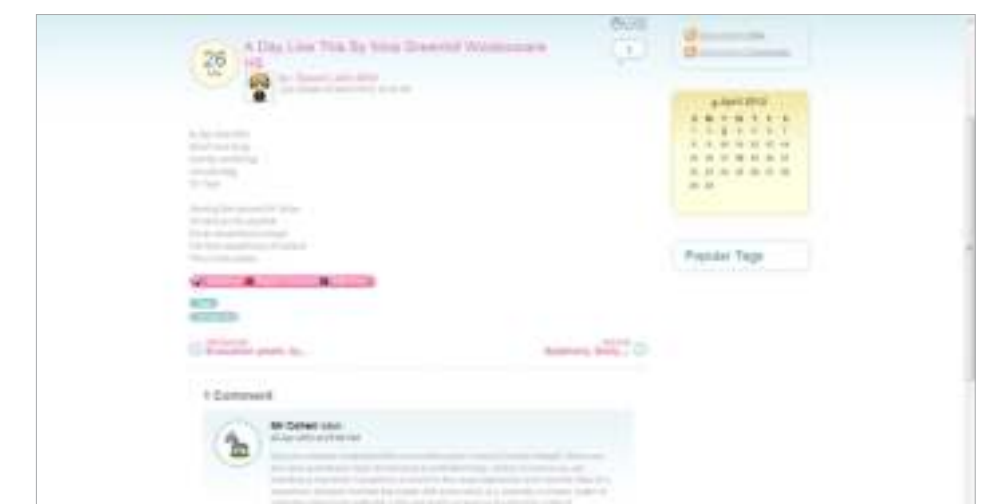
Figure 8 *The Cross schools blog* facilitated connectedness and real time feedback

Joachim: One of the most important aspects was the decision to run the masterclass as a series of conferences, rather than a one off event. This enabled Libby to form

a relationship with the students and build their skills. It was not a view, digest and forget approach. This involved a huge commitment from the coordinating teachers at each of the schools who did a tremendous job, inspiring students and giving them the opportunity to complete the tasks.

The communication and contribution of these teachers was critical. We sought feedback and ironed out any issues well in advance. We began the whole journey with a quick 30 minute information session with teachers. Having them on board was paramount as they will now continue to spread the message and be ambassadors for writing, poetry and workshop style video conferences.

The final string to our bow was the aim of compiling a final product, an e-anthology of student contributed

Figure 9 Students connect through images, music, questioning and writing

works. While this is still a work in progress, it is another way of providing connectedness for students.

How did students respond?

Joachim: It was so exciting to see students engaged in creativity, expression and writing. One key part of the Hathorn method is the building of vocabulary through the creation of a *word wallet* or vocabulary list. Students would listen to music, be inspired by pictures and develop lists of key emotive words to assist their writing. The most exciting aspect was the way these lists could be shared by students using *Linoit.* Their contributions were outstanding, and competition (read engagement) between schools and students was infectious (Figure 9).

This transferred to their writing, with girls and boys (yes boys and poetry) keen to post, read and share their writing, and anticipating a warm comment from Libby plus some valuable feedback. Linoit made it possible for Libby to make instant contact with students who had posted some work.

And the best was yet to come. Between conferences, Libby set students a series of tasks, with their work posted to our *Cross schools blog.* Students could read others' work, and were once again keen to share their own with a state wide audience. Students were online and posting after nine o'clock at night. We were really getting in touch with a group of passionate writers of the future. It did not stop there, with students receiving feedback and inspiration from Libby as she hopped on regularly to the blog to contribute and inspire.

> *Teachers liked the models of the poems viewed and heard, and commented in particular on the use of the word wallets shared across the state, really enriching student writing and thinking.*

Teachers' responses

Libby: On balance, and from teacher feedback, the masterclass series adapted well to the screen. I realised the importance of changing visual stimulation, and of outlining and setting tasks before the session, as well as giving time for teachers to interact with their group within each session. Teachers liked the models of the poems viewed and heard, and commented in particular on the use of the word wallets shared across the

state, really enriching student writing and thinking. I am now replicating writing masterclasses for the screen in this way.

And as I am in the process of writing a book for teachers and parents *(Poetry heaven)* this online experience for me as a writer and poet was invaluable.

Lessons we learned

Joachim: As is often the case with technology, there were a few glitches. During video conferencing, it is so easy to forget that mute button. Remind participants about Video conferencing etiquette.

From my perspective, the biggest lesson is that students need to be given more responsibility. Initially, we planned to request teachers to coordinate the technology. However, seeing students use their DER laptops and iPads during the sessions, and watching them post and control the *Linoit* page, means we will plan for more involvement from them across all aspects next time.

What's next?

Joachim: Video conferencing and Brigit are fabulous resources that we have in our schools. They deserve greater use. Libby has shown it is not an easy process to prepare or

conduct a conference, though with careful planning and appropriate liaisons with participating schools, something magical can be created. It must be said we had an amazing team of inspirational teacher coordinators at each of the schools who spent hours organising the event, helping their students and giving up their own time to make this a reality. I know they believe it was worth it!

A huge thankyou to all the coordinating teachers for their amazing efforts, support and feedback:

Malcolm Beazley – Queanbeyan High School

Patsy-Anne Hill – Parkes High School

Steven Holz – Engadine High School

Lucie O'Shea – Moruya High School

Meredith Kiss – Boggabilla Central School

Renee Holz – Woolooware High School

Kristy Bezzant – J.J. Cahill Memorial High School

Jan Mason – Springwood High School

Looking forward to our next exciting adventure!!

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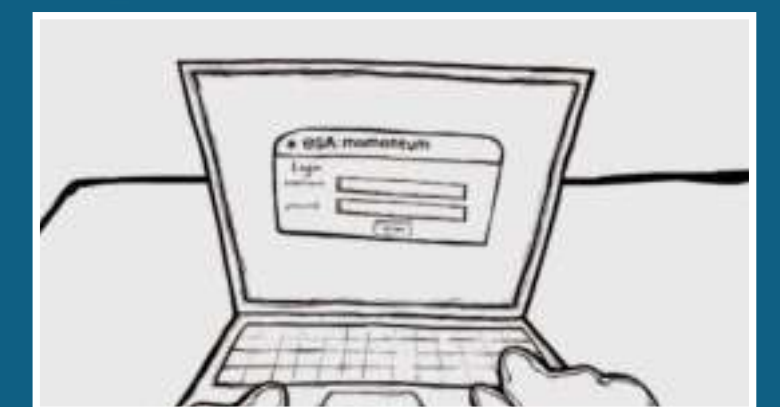
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For the Wild

Endanger Ranger –
Western Walkabout

Kristy Robberts, Learning Engagement Officer at Taronga Western Plains Zoo, discusses the Zoo's new Endanger Ranger Western Walkabout program, and the parallels that can be drawn between Aboriginal custodianship and sustainability. The program is approved by NSW AECG Inc. Kristy is pictured with Norman, one of the popular zoo residents.

Taronga Zoo

In 2011, the NSW Government delivered funding which will provide 3 300 Year 8 students from Western and South-Western Sydney with the opportunity to travel by CountryLink train to Dubbo to experience rural NSW.

A unique opportunity was identified to develop a rich educational experience, highlighting the connection between the animals at Taronga Western Plains Zoo (the Zoo), the timeless Wiradjuri culture of the Western Region, and the connection between conservation and Aboriginal custodianship. Within the Wiradjuri nation there are many clans. The clan from Dubbo is known as Thubbah-Gah, which means *red earth.* Thubbah-Gah people consider that culture, ecology, stewardship, rights, person and place are all deeply connected and this is at the very core of what we want each of the students to experience whilst participating in this program.

Consultation with Aboriginal community

The program was developed in consultation with the Aboriginal Education Officers at Taronga and Taronga Western Plains Zoo in addition to the local community. Initial conversations took place with the Aboriginal Education Consultant for the Western Region, before presenting the education program at the NSW Aboriginal Education Consultancy Group Inc., where approval was given to deliver the content.

Going walkabout

This journey reflects a *walkabout* of sorts for the participating students, through undertaking a program centred on the development of life skills, including leadership, group work, and sustainable practice.

In Aboriginal culture, going *walkabout* refers to the time where individuals are provided with an opportunity to travel and, through their travels, develop a spiritual connection to all living things (Tourism Australia, 2009).

Through participating in the Endanger Ranger Western Walkabout program, students have the opportunity to connect with Country and wildlife

and to go on their own personal journey. Through participating in authentic tasks, students discover elements of culture and draw parallels between the role of Indigenous cultures in environmental custodianship and that of modern day rangers in conservation projects. Students learn to act safely and to demonstrate, through their actions, attitude and behaviour, a respect for themselves, respect for others and an ultimate respect for the environment.

New meaning to I-learning

At first glance you might anticipate that by I-learning I am referring to iPods, iPads or similar technology! Whilst we certainly employ technology as tools within this program, the focus is *on the aspects of being a human that aren't inside a computer* (Louv, R, 2008, p205). The program focuses on the development of the values students learn about themselves and each other.

One student who has already visited the Zoo, commented that this was her *first time away from her parents, first trip on a train, first night camping and the first time she had seen a shooting star.* Imagine her delight when she saw a second.

> **The program focuses on respect, responsibility, cooperation, participation, care, understanding of cultural diversity and fairness.**

This program is designed to meet curriculum outcomes in a variety of subject areas, and to develop skills in personal development, leadership and environmental citizenship. It reflects the broad learning outcomes of the *K–10 Curriculum Framework,* providing educational opportunities that:

- engage and challenge all students to maximise their individual talents and capabilities for lifelong learning
- enable all students to develop positive self-concepts and their capacity to establish and maintain safe, healthy and rewarding lives
- encourage and enable all students to enjoy learning, and to be self-motivated, reflective, competent learners
- encourage students to work collaboratively with others to achieve individual and collective goals
- empower students to be productive, creative and confident in the use of technology and understand the impact of technology on society
- develop a system of personal values based on their understanding of moral, ethical and spiritual matters

Fundamental outcomes derived from this program parallel *Values in NSW public schools* (2004). Working in groups called clans, students make decisions and develop understandings of how people communicate. The program focuses on respect, responsibility, cooperation, participation, care, understanding of cultural diversity and fairness.

Richard Louv (2008) suggests that

some of the most exciting findings of a link between contact with green space and developmental outcomes come from studies examining the effects of outdoor challenge programs on children's self esteem and sense of self.

He adds that for pre-teens, in particular, it can enhance emotional well being and develop characteristics including

increased self confidence, self esteem, optimism, independence, and autonomy. Moreover when these accomplishments depend on working with others, they can foster various interpersonal abilities including enhanced cooperation, tolerance, compassion, intimacy, and friendship.

Going through the experience of night treks in the rain or extremely hot Dubbo summer days, provides a uniting factor for teachers and students alike.

Through drawing parallels between rangers and the student clans, we discussed the requirement to act safely and demonstrate respect for others and the environment. We encouraged values including ecologically sustainable practice and the confidence to determine where the students themselves can contribute to decision making processes in their own homes, schools and communities relating to environmental citizenship.

The power of play

One of the initially unidentified outcomes of the program was the benefit of giving the students free time for play. As a result of the first few classes setting out on their missions, passing

the playground and asking if they could play, we decided to integrate it into the program more formally. This, along with the free time riding bikes around the Zoo on the second day, was highlighted by many students as one of their favourite activities. Louv (2008) highlights the power of play as an opportunity to develop survival skills including instinctual confidence, an ability to exercise caution, observation skills and resilience.

> *Literacy, in its many forms, weaves its way through the various elements of this program.*

Quality Teaching and Learning

The Endanger Ranger Western Walkabout program is a Zoo-based education program that focuses on improved learning outcomes for students through incorporating all three dimensions of pedagogy:

- intellectual quality
- quality learning environment
- significance.

This cross-curricular program integrates knowledge from Aboriginal Studies, English, Geography, PDHPE and Science syllabuses. Literacy, in its many forms, weaves its way through the various elements of this program. Students interpret symbols on the Wiradjuri invitation candle prior to coming to the Zoo to decipher messages, and then use symbols to create their message sticks.

Aboriginal symbols feature prominently through the program. Students are exposed to various modes of communication including written texts, presentations and film pieces. They are required to comprehend these, and then rearrange and synthesise them in order to create their own films, in which key conservation messages are communicated.

The unique learning environment at the Zoo provides high levels of engagement for the students. They have the opportunity to learn outside; through the touch, smells, sounds and sights of the Zoo. As students approach the sheep exhibit in the dark, they comment on the smell of what is coming up, far before reaching the destination.

Across the mountains

The journey for the students begins before they board the train. Students are asked to form Ranger Patrol Teams (which parallel Aboriginal clans). These clans will form the students' *families* for the duration of the program. Within the clan, all group members are to be considered equals and, much like Aboriginal clans, are linked to a totem animal with a Wiradjuri name.

The students are also asked to bring with them a candle, carved with symbols. A passport is a document that certifies the identity, nationality and intention to travel of its holder. Indigenous cultures,

Eg, Wilä Possum (brush-tailed)

> *The unique learning environment at the Zoo provides high levels of engagement for the students.*

much like modern society, have certain rules regarding crossing boundaries and borders. In fact, in Australia, Aboriginal people often used message sticks. A message stick is engraved with lines, dots and symbols relating to the person or their journey.

As the students from Sydney are visiting Dubbo, they need to come with the appropriate permission. We asked each student to make themselves passports explaining who they are, how they belong and their intention in coming. The students can use a combination of symbols from different cultures (including modern culture) or ones they have made up themselves. The meaning of the symbols can be personal and they may or may not choose to share this meaning while at the Zoo. Throughout the program Cultural knowledge, Connectedness and Inclusivity are the common threads that run through all of the activities, specifically relating to local Aboriginal culture.

Figure 1 Hand stencils record each person's presence

Making your mark

While at the Zoo, the clans develop a Code of Conduct and each clan is responsible for their own governance when undertaking activities. They commit to this code and the program by making their mark. Through discussing examples of where people make their mark on a place (for example, the pyramids, colosseum, graffiti, tags and social media), students develop an understanding of what motivates this.

In Aboriginal culture, the primary role of making a stencil of one's hand is to record a person's presence at a particular site (Figure 1).

To demonstrate each individual's commitment to the program, each student uses specific clan colours to add their hand print to a clan flag (Figure 2), alongside their totem animal tracks. Marking the presence of the groups together at this place and time, the flags are then hung together.

Figure 2 Students with their clan flag

The students then make themselves a clan necklace or wrist band in their clan colours (Figure 3). The wearing of these further demonstrates acceptance of the responsibility of becoming a ranger and custodian for the environment. Wearing necklaces and jewellery has been used by traditional cultures for reasons including identifying themselves, families, customs and even feelings.

Figure 3 Students assist clan members to make jewellery in the clan's colours

Necklaces have been used to represent connectedness to Land and People. Jewellery has been made out of a variety of materials including bone, clay, shell, metals, berries, seeds and feathers. Most materials are organic and have been collected from the local area. In many cultures, families, clans or tribes showed

> *... students develop field observation techniques, navigational skills, and undertake practical tasks.*

connectedness by using the same string or hair to make their necklaces. To signify this, each team will cut their strands from the same ball of wool.

These clans form the social support structure for the students throughout their visit. Teachers have commented on the benefits the clan structure has had on developing student/teacher relationships, as they are all members of the clan and are considered equal in decision making processes (Figure 4).

Figure 4 Students making their mark

Missions

Using the concept of becoming a Ranger, students develop field observation techniques, navigational skills (Figure 5), and undertake practical tasks. They share findings and knowledge as well as an understanding of the work of rangers around the world for wildlife conservation.

Figure 5 Students checking the map to develop their navigational skills

Following the initiation ceremony, clans are given their briefing and patrol resources:

- mission notes
- binoculars
- field guides
- iPads (Figure 6)
- bloggie cameras.

Figure 6 Students using iPads on their mission

Students undertake walking patrols in the afternoon and use observational and navigational skills through undertaking bird and scat surveys. They look for signs indicating the presence of animals (tracks, scats, nests, sightings and sounds). Aboriginal people use similar skills, and are extremely good at tracking animals. Students will also need to locate cultural artefacts while undertaking their patrols (Figure 7).

Throughout the undertaking of these missions, students' self-regulation is required to meet all of the clan's objectives.

Figure 7 A meeting place

Upon arrival at each mission or task, clans are encouraged to make short films that can later contribute to their documentary, using the interpretive signage at the exhibit, fact sheets or watching associated video clips. This requires higher order thinking skills as the students utilise available information and resources to create their film segments.

Students are provided three missions to complete within the defined timeframes (Figure 8). Throughout the undertaking of these missions, students' self-regulation is required to meet all of the clan's objectives. Student direction is promoted throughout this program as students manage their time, activities and behaviours to complete missions and, on the second day, they are provided with free time to choose the activities in which they will participate.

Figure 8 Students ready to start their mission

Western Walkabout – eastern talkabout

Many Indigenous cultures are built on oral traditions. Oral traditions including dance, art, music and narrative help people gain a better understanding about the past, the present and the

future. Throughout their visit, students participate in a variety of activities relating to Aboriginal culture and conservation projects. In addition to creative arts, students collect data, images and video footage on a variety of species. We encourage students to share their experience with the remainder of their school community and/or with a partner primary school. Throughout the various tours and workshops lead by experienced Zoo staff, students are engaged in conversations relating to conservation and culture. These opportunities for substantive communication are in addition to the student/teacher generated conversations while on their missions.

Students can use the resources and experiences collected travelling to Taronga Western Plains Zoo to develop short films (1-2mins). The films should highlight what students have achieved from their journey and will hopefully provide a proposal for cultural, leadership or environmental activities that each school would like a partner primary school to take on. These projects may include:

- replicating an activity the students participated in at the Zoo
- undertaking a water or energy unit
- building a vegetable garden or compost heap
- building a lizard lounge
- undertaking *Birds in backyards* surveys
- switching the school to recycled toilet paper.

Students engage with a variety of ICT applications when undertaking research to support the

> *ICTs are used to gather and select information, and present their findings in a variety of formats to suit specific audiences.*

development of these films. ICTs are used to gather and select information, and present their findings in a variety of formats to suit specific audiences. Students will use:

- word processing applications to develop and present research work
- multimedia applications to present research findings
- graphics to enhance presentation of data and manipulate images
- electronic communication including the internet and email as methods of finding information
- spreadsheets to compile a range of statistical data.

The Zoo's aim through this program is to empower students to become advocates for the environment, if only in their own lives and families. We hope to see more students from other areas undertaking our Endanger Ranger Western Walkabout into the future.

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School libraries
as pedagogical centres

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Ross Todd

One Common Goal: Student Learning, is an extensive research study, which examined data from 30% of the schools in New Jersey, USA, in Phase 1, and further examined the dynamics of a selected sample of effective school libraries in Phase 2.

> *Our information centre is as good as the teaching that goes on there.*
>
> Principal

Overview

This paper reflects briefly on the contemporary Australian context, and reports on selected findings from the comprehensive New Jersey School Library research study, *One Common Goal: Student Learning,* undertaken by the Center for International Scholarship in School Libraries (CISSL) at Rutgers University in two phases from 2009 to 2011. The findings of this study give insights into the dynamics of effective and sustainable school libraries, particularly through the eyes of school leaders and classroom teachers.

For the purpose of this paper, it should be noted that the literature review related to the *One Common Goal: Student Learning study,* is included in the NJASL Phase 1 report (Todd, Gordon & Lu, 2010). The detailed NJASL Phase 2 report (Todd, Gordon & Lu, 2011) is also available.

School libraries in Australia

The Australian Government's *Building the Education Revolution* (DEEWR, 2009), the *Parliamentary inquiry into School Libraries* (2010),

Abstract character shattered into pieces
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and *School libraries 21C* (Figure 1), the report of a School Library Futures Project (Hay & Todd, 2010) have provided ongoing opportunities for the Australian school library and educational community to engage in discussions about the future and directions of school libraries.

Figure 1 *School libraries 21C*

These discussions are taking place in a changing educational context and a constantly re-shifting digital information environment, one characterised by the transformation of information provision through digital devices, and the increasing trend of mobile technology as the dominant platform for accessing and delivering information content. At the same time, fundamental questions are also being asked about the educational preparedness of young people to live and work in a digital device-oriented, networked global society.

The Australian National Curriculum Framework asserts that:

Education must not only respond to these remarkable changes but also, as far as possible, anticipate the conditions in which young Australians will need to function as individuals, citizens and workers when they complete their schooling.

(ACARA, 2012, p.6)

A dominant construct in the anticipated conditions is the increased demand for digital citizenship education, as well as concerns about intellectual and ethical engagement in digital environments (Badge, Saunders & Cann, 2012).

A useful framework emerging in this Australian context is Hay's iCentre concept. According to Hay (2010, p.9), an iCentre involves:

- a qualified team of information, technology and learning experts who support 21st century learners

- pedagogical fusion: bringing information, technology, people, and pedagogy together to support student learning, where pedagogy is central to all decision-making, policy and practice

- the provision of inquiry learning and immersive learning experiences so that students learn content, skills and values within the curriculum

- the design of curricula that moves students beyond information literacy to that of transliteracy, developing students as independent, informed digital citizens

- supporting teachers to take risks as learning and technology innovators

- the provision of customised *i* support for the school community

- the provision of information leadership in terms of policy development, cross-curricula instruction, and technology integration

- an orientation to evidence based practice, action research and data-driven policy.

These core dimensions underpin pedagogical policy and practice, strategic and operational functionality, decision making, and continuous improvement. Hay argues that an iCenter focuses on information, inquiry, innovation, immersion and instructional excellence, one that braves

the convergence of facilities, technologies, people and resources, to develop an iCentre which becomes the central facility within the school where information, technology, learning and teaching needs are supported by qualified information and learning technology specialists.

Hay (2010, p.8)

A learning commons

Loertscher, Koechlin, Zwaan and Rosenfeld (2012) bring together a similar set of core elements that characterise the *learning commons*. These include:

- the information and technology portal and connector dimensions that bring together information services, community and learning

- the reading culture dimension which integrates reading, writing, speaking, and listening

- the knowledge building dimension which connects the disciplines

- the experimental learning dimension which focuses on school improvement and professional development, learning experimentation and innovation, and action research.

They posit that knowledge building is a central focus of the learning commons program, one that utilises the power of information and technology, the physical space of the library and effective

collaborative instruction (Loertscher, Koechlin, Zwaan & Rosenfeld, 2012). As with Hay, they see that collaborative technologies, quality instructional design, and expert teams converge to provide meaningful learning experiences through integrated instruction.

> *The works of Hay and Loertscher et al provide vision and frameworks for the ongoing transformation of school libraries.*

The works of Hay and Loertscher et al provide vision and frameworks for the ongoing transformation of school libraries. Findings of the New Jersey School Library study reported in this paper show that effective and sustainable school libraries demonstrate a range of these dimensions as the foundation for their ongoing learning centrality, sustainability, and transformation. Central to this is a pedagogical function, centring on inquiry, innovation, immersion and instructional excellence, positioning them as playing a leading role in optimising a learning environment in a complex technology driven information landscape.

Research aims and methods

The New Jersey School Library study, *One Common Goal: Student Learning,* was undertaken by researchers in the Center for International Scholarship in School Libraries (CISSL) at Rutgers University in two phases from 2009 to 2011 (Todd, Gordon & Lu, 2010; Todd, Gordon & Lu, 2011).

Phase 1 of the study sought to provide a comprehensive picture of the status of school libraries in New Jersey, including staffing, infrastructure, information technology, instructional collaborations, instruction, collections and budgets. In this phase, data were collected from 765 participants, predominantly certified school librarians in public schools, representing 30% of the school libraries in New Jersey.

Building on Phase 1, Phase 2 sought to examine the dynamics of a selected sample of effective school libraries to determine the key inputs (both library and school-wide inputs) that enable these effective school libraries to thrive, contribute richly to the learning agendas of the schools, and to continually develop and improve.

Twelve schools were selected to participate. These schools were identified in Phase 1 of the research as engaging in multiple instructional collaborations with classroom teachers, and exemplified a range of quality indicators. Data were collected through focus groups in each school – a total of 97 participants of which 49% were classroom teachers; 29% were school or district administrative leaders such as principals and curriculum coordinators, and 22% were school librarians. The focus groups provided insights into:

> *... key inputs ... enable these effective school libraries to ... continually develop and improve.*

- students learning through school libraries
- faculty attitudes and values towards school libraries
- faculty use of school libraries – enablers and inhibitors
- school principal and administrator attitudes, values and support towards school libraries
- perspectives of the future of school libraries (Todd, Gordon & Lu, 2011).

Findings

Collectively, the findings from Phase 1 showed that New Jersey school libraries and school librarians contribute in diverse ways to the intellectual life of a school, and to the development of students who can function in a complex and increasingly digital information environment (Figure 1). The findings identified six key learning outcomes:

- resource-based capabilities: seeking, accessing and evaluating information sources in a variety of formats, including print-based and digital literacies, social and cultural artefacts, and technological tools
- thinking-based capabilities: substantive engagement with information through higher order thinking, and critical analysis that generate original ideas
- knowledge-based capabilities: creation, construction and sharing of the products of knowledge that demonstrate deep knowledge and understanding
- reading-to-learn capabilities: comprehension, interpretation, communication, and dissemination of text in multiple formats to enable the development of meaning and understanding
- learning management capabilities: preparation,

planning and successfully undertaking a curriculum-based inquiry unit

- personal and interpersonal capabilities: Learning how to learn as independent learner and collaborative learners. (Todd, Gordon & Lu, 2011, pp.30–31).

Phase 1 of the study also found that the instructional role of school librarians was a predominant characterisation of school libraries in New Jersey. The large numbers of collaborations developing information literacy capabilities, as well as large numbers of cooperations and coordinations, show a strong level of engagement in teaching and learning. It found that, on average, school librarians contributed 27 cooperations, 15 coordinations and 5 instructional collaborations with classroom teachers during the school year 2008–2009 (Todd, Gordon & Lu, 2010, pp.104–105). The high levels of instructional collaborations were seen to be attributed to a number of factors:

- 84.5% of the sample were New Jersey state certified school librarians
- on average, 52.5% of school libraries had some level of support staff working in the school library
- high levels of interaction with classroom teachers at grade level meetings, team level meetings and department level meetings
- strong level of provision of professional development by the school librarians to the school community
- strong level of provision of information literacy instruction undertaken through collaborative partnerships with classroom teachers (Todd, Gordon & Lu, 2010, pp.24–42).

Figure 1 Dr Ross Todd reports for *CiSSL Talks – NJ School Library Study 2009–2011 Phase 1*

The findings from Phase 2, in particular, provide a framework for conceptualising the next generation of school libraries (Figure 2). Key components of the school library of the future, regardless of how it might be named, centre on a pedagogical rather than an informational function.

The key components are: the school library as a pedagogical centre and integrated instructional zone; the school library as a centre for inquiry-based learning; and the school library as a centre for life skills, particularly digital literacy. Integrating these components are two key dynamics: the school librarian as a co-teacher and inquiry learning specialist; and the school library as an innovative centre for professional development and continuous learning.

> ... the school library first and foremost as a learning centre, and one that is at the heart of learning in information-age schools.

Figure 2 Dr Ross Todd reports for *CiSSL Talks – School libraries and diverse student needs*

The school library as pedagogical centre

The school library as a pedagogical centre emerged as the strongest statement of the future school library (Todd, Gordon & Lu, 2011, pp.63–75). Certainly there was the recognition that their physical spaces contain a range of information resources and structures and systems that provide access in organised ways. However, participants in all of the schools presented the school library first and foremost as a learning centre, and one that is at the *heart* of learning in information-age schools. There were 209 references to learning, particularly linked to curriculum content, and in the stories of these schools, *learning* was the central organising construct, mission and outcome. The principals had a consistent understanding of this mission:

> *I would say honestly that our school library here has been the heart of school learning.*
>
> *The library serves as a learning tool to support every avenue of education rather than just as a microscope just supporting biology or a chalkboard just supporting note taking.*

Figure 3 The school library is an active instructional zone.
Image: *Hard work with a smile*
©iStockphoto.com/Squaredpixels

To enable deep learning of curriculum content, the core work of these effective school libraries was quality instruction. As a pedagogical centre, the school library was viewed as a common and active instructional zone for the whole school, where students learn to learn through information, and develop complex information-to-knowledge capabilities, led by professional school librarians who have specialist expertise in resource-based inquiry learning, and teams of teachers and other specialist experts in the school (Figure 3).

The overriding function, as conveyed by focus group participants, was instruction, not the provision of information, and the school librarian was portrayed primarily as a teacher. Principals saw this as a key strength, as one expressed:

We're still in a time where we don't believe our information centres are as powerful as it is, as our educators believe. Our librarian is a powerful educator. Our information centre is as good as the teaching that goes on there.

Another principal claimed:

Probably the greatest asset is that the librarians see themselves as co-teachers in every situation, instead of maybe what we always thought of as a traditional librarian. So I see that as our greatest strength. They are ... individuals who truly believe that they are co-teachers with that teacher.

From the teachers' perspectives, the goal of this team based instruction was knowledge creation. Instruction through the school library was perceived to enable the development of deep knowledge of core content curriculum topics, as one curriculum supervisor expressed:

The library is the place where the curriculum gets implemented. And not just pieces of the curriculum but the whole curriculum.

One social studies teacher saw the instructional role of the school librarian as an important curriculum connection:

The library is the place where the disciplines meet. It's where the academic disciplines are integrated. In the classroom we sometimes become compartmentalised. ... They can come here and apply it in a real world setting.

Teachers across the different discipline areas in these schools wanted their students to develop deep knowledge of curriculum content, and their collaborative instruction with school librarians served that goal:

It represents that thirst for knowledge – where students can go if they want more. And I think, not only physically, it is that space, but also psychologically representing that to them, because our job is also to create a thirst of knowledge.

School librarians as co-teachers

The school librarians were perceived of and highly valued as co-teachers, and the teaching role was visible and so pervasive in these schools that the designation of *school librarian* seemed almost redundant. One principal claimed:

It's hard to know who the regular ed teacher [is], who the special ed teacher is, where one person's role ends and another person's role starts, and [in] a really good co-teaching model there is joint ownership of the lessons, presentation, of the learning that goes on, not just for some of the students, but for all of the students.

The same principal valued the instructional leadership of the school librarians:

I think the librarians challenge the teachers to step outside of their comfort zone because they step outside of their comfort zone. The librarians are not necessarily librarians they are media teachers. They're teachers first. And their role is entirely different here than anywhere else I've ever been. … And they have challenged themselves to be on the cutting edge of what's going on and what teachers need. And in order for them to do that, they have to listen very well, they have to be willing to get outside of their comfort zone and be educated, and then they work to integrate this through their teaching.

An English teacher also said:

They're not just librarians, and I don't mean that in a negative sense, but they're educators. They're teachers … and that is the key. Because they are in the classroom with kids, or young adult learners, and they know what it's like, they haven't forgotten, they know the apprehension that we might feel,

they understand when we're nervous about teaching something that's new to us, and they just ease those tensions completely.

Another English teacher identified the value of this co-teaching role:

I really think that, because the librarians are co-teachers for the most part, the kids get to see us working together with another adult. They get to learn how to collaborate. How to be curious and how to work through problems together. …They get to see us work together and model what we want them to be able to do in small groups and together as a class.

Underpinning the mutuality of working as co-teachers was a collegial spirit of team work that integrated diverse expertise. Such team work was seen as strategic, engaging diversity of professional strengths and welding them together to provide the best learning opportunities for students. According to a school principal, this authentic approach paid off:

[The] Librarian is a partner in helping us get kids to understand what they are learning. … That's one of the reasons I believe you see so many teachers using the library and so many kids using the library. They recognise that this is a place for learning.

It was acknowledged that this requires considerable professional trust, negotiation,

> **The same principal valued the instructional leadership of the school librarians …**

> **Underpinning the mutuality of working as co-teachers was a collegial spirit of team work that integrated diverse expertise.**

openness, sharing of viewpoints and opinions, and stepping outside of the box to engage in designing meaningful learning experiences. One teacher claimed:

[The school librarian] will be in your classroom working with you as well. When we do our research paper with our juniors, the media specialist has come to my class, with my freshmen as well, multiple times. … And you know they have fantastic lesson plans, they are not just attached to the books, attached to the media centre, they are all over the school and part of the team. That helps to lure the kids back here as well.

The school library as centre for inquiry-based learning

According to the participants in this study, the school library contributed directly to quality teaching in schools through the provision of a unique kind of resource centred, inquiry-based instruction implemented through instructional teams (Todd, Gordon & Lu, 2011, pp.76–81).

This inquiry-based instruction was seen to give emphasis to developing deep knowledge and understanding, rather than to information collection and the skills of finding information. One principal claimed:

They are impacting a very specific type of knowledge that they want the students to come away with whether it's research or media literacy leading to content knowledge. They are approaching it from a teaching standpoint which has not always been my experience.

Pedagogy, centred on resource based inquiry, was viewed as the vehicle for covering the curriculum while embedding information skills relevant to the digital age. While both teachers and librarians in these schools acknowledged the importance of developing a range of information handling skills, the concept of *information literacy* was not a unifying concept in these stories, and it was rarely even mentioned. As one teacher explained:

There's the idea such as media literacy, visual literacy, information literacy – it's all sort of been folded under the umbrella of 21st century inquiry skills.

This was achieved through engaging students in a rich information-to-knowledge journey – a staged research, search and constructive process with emphasis on knowledge development rather than the mastery of a discrete set of information literacy skills (Figure 4).

Figure 4 *The fount of knowledge* Ewan-M

According to a science teacher:

Our library teaches search process, which helps students focus their area of study

without feeling intimidated – they seem to get if they're caught in a section of search process – librarians have a series of tactics they use to break down frustration so a student doesn't waste time and can move on without little hindrances and getting frustrated.

The connection between inquiry, curriculum content and skills was understood by teachers, as one teacher clarified:

In terms of contributing to the learning process, the library does it, but on two different levels. In terms of content support, but also inquiry skills support. And sometimes, those skills are sometimes more imperative than the content because they are lifelong skills that the teachers are supporting through their content as well.

This perspective was echoed by a school principal:

I would like to say they do two things exceptionally well in process – [they] spend a considerable amount of time planning for teachers to understand the research process, and helping them align what part of the research cycle they might want to start with. So they model for teachers what is good practice and do the same for students. They model student-learning behaviours and inquiry processes. And they seem to be able to seamlessly do that, whether they're working with adults or students.

Teachers recognised that inquiry learning was not

> ... the school library was portrayed as a common ground across the school for meeting individual and special needs.

enrichment. It was seen as a necessity for going beyond rote memorisation to thinking skills necessary for students' research capacity as citizens of a digital world. As such, the school library was portrayed as a common ground across the school for meeting individual and special needs. This was particularly identified by teachers of at *risk* students and literacy teachers who saw the school librarians as providing targeted information and guidance to support their individual inquiry tasks and special needs:

Our library is also used after school hours for at risk students to support their needs and learning. I think students learn to become self-reflective and they become self-motivated to enter the library and taking the things they've learned and doing it on their own. Maybe with a little bit of guidance, but hopefully independently. ... So it fosters important thinking processes and life skills also.

It was clear that while students have been engaged in an inquiry-based approach through the school library, teachers as well have honed their capacity of inquiry-based instruction. According to a science teacher:

[School librarians are] guiding you along the way, and they're helping you breakdown preconceived notions of something you need to research. I think of the library here as a think tank ... they'll guide you to do it first before you ... go out into the classroom, which makes it less intimidating as a teacher to try new resources with that in mind. That's true inquiry.

> *Embedded in the inquiry process was the development of life skills.*

Teacher participants identified several central features of inquiry-based instruction undertaken by the school librarians. These include:

- building student interest and motivation for learning:

  Student curiosity, them being able to go on and want to know more, want to find out more, and having the research skill and ability to do that I think is huge.

- developing focus questions that drive the research and inquiry process:

  They're asking direct questions to help formulate where the research is going to start, where it will get hung up, and where it will end … They love doing that – it gets them so involved in their own learning.

- becoming critical thinkers, reflectors and transformers of information. The library was viewed as a place of thinking:

  They learn to be reflective learners. We try to incorporate a lot of reflection in the inquiry process in the information search process. … They can see how they've grown and that's such a rich experience. So they can learn to be reflective learners and not just be passive takers of information.

Embedded in the inquiry process was the development of life skills. In this study, participants equated life skills with competencies students needed to *survive* outside of school, such as

living and working in an intense global information environment, and digital citizenship. One principal explained it:

I think on a macro level, the kids learn … what a library can for you, not just in school but for life, applying skills to careers and surviving in the world. … Then it opens the door to many other libraries and opportunities for the rest of their life.

A science teacher said:

They're learning group projects. Life skills and cooperative projects. So that when they go out into the real world and have to work together, they have some of that experience. It's not just you working by yourself.

In relation to life skills, the most predominant set of capabilities centred on digital citizenship (Todd, Gordon & Lu, 2011, pp.106–113). In particular, teachers recognised the multimodal nature of literacies that have emerged from the digital environment and the importance of addressing these literacies through formal instruction. Indeed, the instructional role of the school library was viewed as a significant mechanism for the development of students as digital citizens. A school principal expressed that this was the core work of the school library:

Basically, digital literacy is not an add-on here. It's infused throughout. … It's not stand-alone, it's not a side thing. It's cohesive and fluent, and pretty well received by students and faculty.

One teacher further explained:

I think that there's an assumption that because members of this generation are considered digital natives, that they're completely tech savvy and are able to use the kinds of programs that are in demand in our workforce. … I find that a lot of them … are not proficient on the internet. What they're good at is using technology to communicate with one another, which I think is appropriate for teenagers, but I think we need someone like [the librarian] to show them how to use these things in an academic way and in a productive way, eventually in the way they're going to use them in the workforce.

This was accomplished through the instructional role of the school librarian:

From a personnel standpoint, I really think we need someone here who is an expert in the research, and can help the students go through the digital landscape and sort the good from the bad, the bogus websites. While I can do that, it really helps to have a place to go where that can be modelled for them, and they can move directly to the computers and do it right there themselves with facilitation. It is a good model of complementary teaching.

> *… it was clear that school libraries served as a gateway to effectively, ethically, and safely participating in a globalised digital world.*

From the perspective of the teachers in this study, it was clear that school libraries served as a gateway to effectively, ethically, and safely participating in a globalised digital world.

They acknowledged that students are already actively engaged in a technology-led participatory culture, including Facebook, message boards and gaming communities.

They saw students using technology tools to produce new genres, mash-ups, and creative products, and participating across geographical and cultural boundaries.

They valued the school library for giving strong attention to developing ethical approaches to information use, as evidenced in instruction that centred on the appropriation of information, acknowledging and citing the ideas of others, and understanding the ethics of information ownership. One science teacher commented:

> *They're also learning how to be responsible online … So teaching the students that they're responsible for what appears on that screen. It was almost like what you mentioned earlier about the concept of plagiarism and how you can take another's idea, so they're putting up on that screen and they have control over it, and it's appropriate or inappropriate, and I think that can carry over into the classroom because you're teaching them to make that distinction.*

They are an integral part of an education that is highly relevant to an information and digital age.

The school library as an innovative centre for professional development and continuous learning

Participants identified the information-learning expertise and the co-teaching role of the school

librarians teaching as not being limited to students (Figure 5). Rather it extended to considerable in-school training of teachers that was high *value for money* (Todd, Gordon & Lu, 2011, pp.140–146). One principal commented:

> *I think professional development wise, this is the brain of the school. … And I think that really speaks to their part in shifting our culture to being one of learning.*

Figure 5 Dr Carol Gordon reports for *CISSL Talks – The three faces of the school librarian*

The school librarians were positioned and seen to deliver effective professional development in their schools, with ongoing support and encouragement from the school principals. This primarily focused in inquiry-based learning, using Web 2.0 tools for knowledge building and presenting new knowledge, as well as innovative reading development initiatives.

Because the professional development offered by the school librarian was primarily hands-on, teachers felt that they were learning something

useful, and were more likely to use it in the context in which they learned it. A curriculum supervisor describes it this way:

> *Our media specialists will come in and will teach the teachers how to go about creating wikis. They will teach students how to access it. I know we had one of our media specialists working specifically with our advanced academic literacy team and literally was an integral part in the development of the entire class.*

And from the perspective of a school principal:

> *I think that they help inform the path that we want to take. So for us … because of who they are as professionals, it works out really perfectly. Their philosophy of making learning and teaching better plays exactly into where we need to go. Having them as a part of our meetings … listening to their voices throwing things out, having them take things and run with them, has really enabled us to go further faster.*

Conclusion

As the educators in these schools articulated, school libraries are not a dispensable add-on, frill, or luxury. They are an integral part of an education that is highly relevant to an information and digital age (Figure 5).

The findings presented here provide a framework for conceptualising the next generation of school libraries. This conceptualised framework centres on:

- the school library as a learning and pedagogical centre
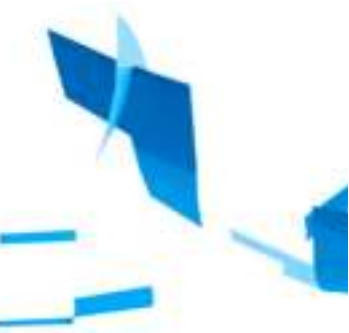
- the school librarian as a co-teacher and inquiry learning specialist for faculty and students
- the school library as an innovative centre for professional development and continuous learning.

These dimensions are building blocks for future school libraries, however they might be structured, organised and labelled. The school library of the future is a 21st century classroom that provides the rich information and technology learning environments that young people confront in the world in which they live. It provides the instructional frameworks for enabling them to engage meaningfully with information in all its forms to build deep knowledge of their curriculum topics, of themselves, and the world of work that is part of their adult futures.

As a pedagogical centre, the school library is a place where school educators can collaborate and innovate, experiment and take risks with information and technology, explore new technologies and their integration into learning, learn new pedagogical approaches and co-teach with school librarians to develop information and thinking skills in print and digital environments.

The school library is a communal and connected information and knowledge centre that supports investigation and experimentation with information and technology to foster quality teaching that empowers learning across the school. It is also an affective commons, nurturing emotional development, and developing social, interpersonal and communication skills that are important for living and working outside of school.

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Critical literacy and interactivity in a Year 1 classroom

Macro of sharpened colored pencils arranged in a circle   Horia Varlan

Abstract

This paper reports on an action learning project in which Year 1 students (aged 6–7) were supported in their learning so that they might assume the role of critical literacy learners (Luke & Freebody, 1999) mobilised through the development of multiliteracies.

This learning was supported by the use of information and communication technologies (ICT) in the form of digital cameras, interactive whiteboards and *Photo story* software. The action learning project took place over three terms with 40 students across two classes. Two classroom teachers and an academic partner comprised the action learning team. The team found that some media applications were more suited to the purpose of supporting critical literacy whilst others were not in terms of the students' existing skillsets and the purpose of each learning experience.

Introduction

There was and is much hype associated with the installation of interactive whiteboards (hereafter, IWBs) in schools in NSW. Much of the hype relates to the IWBs' potential for pedagogical innovation to engage students of the so-

called digital native generation (Prensky, 2001). There is not much hard evidence in the research literature to support these claims at this point in time. However, in a review of the research on IWBs in the classroom, it was argued that there needs to be a distinction made between the technical and pedagogical interactivity afforded by IWBs in the classroom (Smith, Higgins, Wall, & Miller, 2005). The authors made claims regarding *the opportunities this technology holds for collective meaning making through both dialogic interaction with one another and physical interaction with the board* (p. 99). The linking of pedagogy to IWBs in their review provided a useful foundational idea for our action learning.

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    Tony Loughland

This paper reports on our own quest for pedagogical interactivity with 40 Year 1 students over the first three school terms in 2009. We set out to explore the pedagogical possibilities of using the IWB in tandem with other digital technologies to enhance young students' critical understanding of texts. The pedagogical intention and design of ICTs and new media within the literacy frame also afforded some beginning exploration of the development of teaching and learning practices with regards to both critical and multiliteracies.

Multiliteracies is defined as the multimodal and multi semiotic nature of the communication and cultural literacy practices that continue to be redefined by the ever broadening media and linguistic diversity that permeates the rich learning and social contexts of students today (Cazden, Cope, Fairclough, Gee, & et al., 1996; Freebody & Hornibrook, 2005; Nixon, 2003).

The starting point of our quest was our existing dissatisfaction with two aspects of our teaching practice.

First, we were dissatisfied with the learning outcomes from the task design of our guided reading groups in the previous year.

Second, being confident users of classroom technology, we wanted to diversify our expertise and perceptions of digital learning tools, and investigate the possibilities of translating the notion of *pedagogical interactivity* from the field of theory by moving beyond the use of the IWB as a teacher-centred, didactic presentation tool. With this in mind, we intended to enact the Four Resources model (Luke & Freebody, 1999) with the help of digital tools. Our key action learning purpose was to reconfigure proven robust pedagogies such as the four resources model using digital technologies.

The focus for this action learning project was on a sociocultural investigation of pedagogical interactivity and literacy. To this end, we decided to employ two different frameworks as a guide and analytical frame for the project. Luke and Freebody's Four Resources model (Luke & Freebody, 1999) provided the guide for the pedagogical literacy design of the project, whilst we used the Quality Teaching framework (NSW Department of Education and Training, 2003) to analyse the data in line with student outcomes and teacher experiences.

We met as a whole team, including the academic partner, at the beginning and end of each term to plan ahead and analyse the outcomes from the previous term as we moved through the phases of the project. In addition to these meetings, the classroom teachers met on a regular and informal basis throughout the term. This frequent meeting schedule was helped by the fact that the teachers taught in adjoining Year 1 classrooms.

This action learning project was designed to help fill in a blank spot in our teaching practice. Wagner, in a much broader discussion of the usefulness of educational research, asked:

> Did the research help researchers, policymakers, participating teachers, or others involved with it to fill in blank spots or to illuminate blind spots? If so, it was probably useful research.
>
> Wagner (1993, p.19)

At the beginning of the study we thought that the IWB provided an affordance that would aid students' critical understanding of text. In effect, we were asking a how question, as in *how can we use the IWB to enhance students' critical and multiple understanding of texts?* In this paper, we hope to demonstrate that blind spots in our practice, or questions about interactive pedagogy that we had not previously considered, were opened through the sustained critical reflection on teaching practice that defined this action learning process for us.

Another rationale for this study resides in the need for classroom-based accounts of the use of ICT that take into account both technical and curricular issues (Freebody, Reimann, & Tiu, 2008). Freebody and colleagues argue that this might take the form of *design-based interventions in which everyday practices – initiations, modifications, challenges, responses and outcomes – are documented and disseminated* (Freebody et al., 2008, p.69). We do not claim that we have conducted a study that measures up to the rigorous methodological requirements of design-based

> **The focus for this action learning project was on a sociocultural investigation of pedagogical interactivity and literacy.**

research (The Design-Based Research Collective, 2003). However, we argue that we paid due attention to the nuances of classroom practice and, furthermore, that our claims were tested first, by our teaching partner and second, through the conversations with the academic partner.

Literature review

This study provides a classroom based account of the use of a new technology in relation to an important learning outcome in the primary curriculum. This section of the paper reviews the literature on the pedagogical use of IWBs in the classroom.

The touch screen technology that underpins the interactive whiteboard has been available for over twenty years. It has only been in this century that it has been employed in the education sector, appearing first in the easily transportable, less expensive applications that used existing whiteboards and later in the fixed, far more expensive IWB model

> *This section of the paper reviews the literature on the pedagogical use of IWBs in the classroom.*

that has captured the majority of the market share in the last five years in Australia. The installation of these IWBs has been driven by marketing hype rather than by an evidence based approach. The research is now only just starting to test some of the claims made by the marketers.

The early papers on the IWB published in the period 2000–2005 were characterised by what has been described as being imbued with a missionary zeal for the potential of the new technology (Higgins, Beauchamp, & Miller, 2007). Higgins and colleagues (2007) described this research as being driven by an *underlying belief, or possibly assumption, that an IWB had a positive effect not just on motivation, but also on learning* (p.220). This assumption was also the mainstay of the advertising campaign that was conducted by the retailers at the time. This early literature is not of interest for the purposes of this paper. However, the papers that were published on the pedagogy of IWBs in the post-adoption phase (2006–2008) relate directly to our focus.

The papers on IWB pedagogy have the critical tone that one would expect from a peer reviewed

academic publication. The empirical basis for the claims made in these six papers rests on data generated from case studies of classrooms where an IWB was being employed. Kennewell and Beauchamp (2007) take a generative approach in their study when they identified common features of the use of the IWB with other studies such as *engaging*

> *The pedagogical interactivity, however, is a function of the design of the curriculum by the teacher.*

less able, longer attention span and better focus, visual and dynamic representations, motivation, pace and flow, multimodality (p.238). The generative aspect of their findings suggests that differentiation, reflection, collaboration, retention and transfer are features that they noted and marked for future research (p.238).

Another list mentioned by Kennewell and Beauchamp that is of great interest to this study is their reprisal of the 1988 DFES (UK) guidelines for ICT that mention the six key advantages as being *speed, automation, capacity, range, provisionality and interactivity* (p.231). They suggest that the first five in this

list are well within the pedagogical capacity of IWB but interactivity is problematic, ironic given that it forms part of the title of this technology.

In another paper, Kennewell and colleagues (2008) identify the problem as being the conflation of the technical and pedagogical interaction afforded by the IWB. We now explore this problem in a little more depth as it is germane to our own study.

We take the technical interactivity to be unproblematic as a function of the design of the technology. The pedagogical interactivity, however, is a function of the design of the curriculum by the teacher. In this sense, the IWB might support traditional pedagogies where there is little meaningful student-teacher and student-student interaction.

This theme is also evident in other studies that have identified the IWB as supporting efficient, well-prepared and well-presented lessons that are dominated by teacher talk (Gillen, Staarman, Littleton, Mercer, & Twiner,

2007; Schuck & Kearney, 2007; Smith, Hardman, & Higgins, 2006). Indeed, Gillen and colleagues (2007) suggest that dialogic communication be a key criterion in the analysis of IWB pedagogies.

Dialogic communication seemed to be evident in Schmid's investigation of the use of the IWB in an English classroom where the author found that

> *... students expressed their favour for lessons in which they move back and forth from the interactive whiteboard to their desks, and use the whiteboard to share their knowledge with the whole group or to play the teacher's role.*
>
> Schmid (2006, p.56)

This flexible use of the IWB is acknowledged by Schmid as being contingent on the teacher's pedagogical beliefs, goals and values (p.56).

Schmid's description of the classroom is evocative of the socio-technical assemblages that populate the ethnographies generated through Actor-Network theory (ANT) (Latour, 1993). The scope of this paper does not permit a full explication of ANT but it does allow the ethnographer (or action researcher) to look beyond the subject/object divide
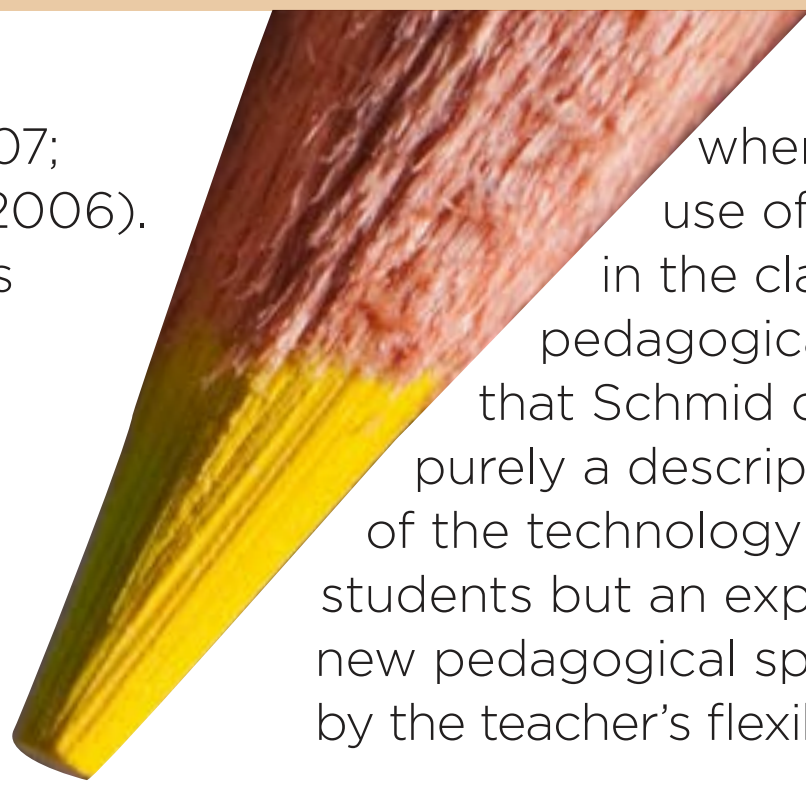
when discussing the use of technologies in the classroom. The pedagogical interactivity that Schmid describes is not purely a description of the role of the technology or of the students but an expression of the new pedagogical spaces afforded by the teacher's flexible use of the IWB.

This pedagogical space has been described as being located in the *orchestration of features rather than in the features themselves* (Kennewell et al, 2008, p.71). This interaction between teacher design, student agency and the technological affordances of the IWB is the pedagogical territory that we explored in this study.

Methodology

This study used an action learning approach to investigate the pedagogical possibilities of employing digital media to enhance young students' (aged 6–7) skills in critical literacy. The study was conducted over the first three terms in 2009 as part of the regular literacy curriculum in the classroom. Data were analysed continuously by the teachers and reviewed at the end of each term, leading to the development of action learning goals for the following term.

Action learning was an appropriate methodology for this study as both teachers were acting as teacher-researchers exploring the same pedagogical aim. The practice of action learning originated as a workplace learning strategy to improve productivity in the mining industry, from which it has spread to many other fields of which education is only one (Smith & O'Neill, 2003).

Action learning requires the teacher to refer to and go beyond their individual experience by sharing their knowledge in a systemic, formal process of group discussion and critical reflection, with the goal being career-long improvement in practice. In addition, action learning does not rely on outside programmatic or managerial initiatives to bring about improvements in teacher practice, but situates this responsibility with teachers themselves (Zuber-Skerrit, 2002).

Context of the study

In designing the four phases of the action-learning cycle, we utilised Luke and Freebody's Four Resources model (Luke & Freebody, 1999) as a means of scaffolding the literacy demands for the students whilst balancing these with the interactive technology demands placed on their skill sets.

The first two phases, as can be seen in the unit outline (Figure 1), were confined within the *text decoder* role from the literacy perspective. With the major focus of reading instruction in the early years of Stage 1 being *learning to read* (operating predominantly in the text decoder function), we drew upon this as a way to enable students' cognitive load to be funnelled into new interactive technology demands.

USING THE 'FOUR ROLES OF THE READER' MODEL TO PROGRAM FOR WRITING IN NARRATIVE USING QUALITY TEXTS

Julia Salaverri and Laetitia Kilpatrick

	Targeted Stage 1 Outcomes
WS1.9	Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.
WS1.10	Produces texts using the basic grammatical features and punctuation conventions of the text type.
WS1.13	Identifies how own texts differ according to their purpose, audience and subject matter.
WS1.14	Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of the written language.
RS1.5	Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.
RS1.6	Draws on an increasing range of skills and strategies when reading and comprehending texts.
RS1.7	Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.
RS1.8	Identifies the text structure and basic grammatical features of a limited range of text types.

Teaching Guide Code –

Modelled (M)
Guided (G)
Independent (I)

Figure 1 <u>Programming for *The Runaway* dinner unit pdf</u>

This was tempered with the fact that the shared reading and exploration of quality literature (picture book) was used as the central integrating device across the project, the Four Resources model and the transition between interactive technologies. As the students' skill sets in technology developed we were then able to heighten the sophistication of their literacy skills through the phases of the project by then using the text user, participant and analyst roles as a framework through which to ensure the pedagogical integrity of the technology component of their learning.

In effect, we wanted to help move our students from the passive process of receiving knowledge and skills about reading and writing to generating and applying it.

We wanted to teach narrative writing in a way that would allow students to explore what writers do and the tools they use to create narrative.

We wanted to teach in a meaningful way that would make learning relevant to the students.

We also wanted to make improved use of the technology at our disposal to increase student engagement and active participation in learning.

By investigating a quality narrative text, *The runaway dinner* (Ahlberg & Ingram, 2006), we wanted students to explore the key elements of author's craft, and then teach students to implement the same processes in their own writing. More specifically, through *The runaway dinner,* we looked at narrative features such as:

- sequence of events
- settings and how characters move throughout and across settings
- characterisation through personification
- narration
- exploration of dialogue through rhyme
- use of technology as a tool for digital and multimodal storytelling.

> *In effect, we wanted to help move our students from the passive process of receiving knowledge and skills about reading and writing to generating and applying it.*

Findings

We analysed the data from the study using the three elements that we had selected from the NSW Quality Teaching Model (NSW Department of Education and Training, 2003). These elements were engagement, deep understanding and higher-order thinking.

Engagement

Engagement is defined in the NSW Quality Teaching Model as being present in classrooms when an observer can see that

> *Most students, most of the time, are seriously engaged in the lesson or assessment activity, rather than going through the motions. Students display sustained interest and attention.*
>
> NSW Department of Education and Training (2003, p.13)

More recently, Munns (2007, p.305) offered a useful definition of

engagement as being an interplay of sustained cognitive, affective and operative engagement on behalf of the student. Munn's definition sits well with our findings with the combination of using the Four Resources model (cognitive) employing interactive technologies (operative) alongside real texts for real purposes (affective).

We believe that our Year 1 students' writing broke the mould of a

regimented narrative structure because of the opportunity to innovate from a quality text's structures and features. The use of the *text user* resource allowed students to demonstrate cognitive engagement in the appropriation of a known text, operative engagement in technological, reading and writing skills and effective engagement in engaging with quality texts and in producing their own text for a real audience.

The concept of operative engagement is a useful one to examine the particular contribution of the technology to students' learning in this unit. The variety of learning products existing in digital forms was a motivating factor for all students, irrespective of literacy ability, as it took students' ideas, skills and knowledge off the page and provided a wider audience and purpose for their processes in exploring and constructing texts.

There was also a pedagogical shift away from technical use of tools, such as teacher-centred click and drag digital notebooks, towards a more student-centred focus through a variety of multimodal tools, including digital still and video cameras, *Photo story* software, auditory production tools

(*Audacity*) and blogs for access to real world audiences. In this aspect of the unit, we believe that technology became a tool for students to think and create with (Papert, 1980).

Deep understanding

Deep understanding is defined by the NSW Quality Teaching Model when

> *... students demonstrate a profound and meaningful understanding of central ideas and the relationships between and among those central ideas.*
>
> NSW Department of Education and Training (2003, p.11)

We argue that the use of the Four Resources model enabled students to demonstrate a profound understand of how narrative texts work.

In deconstructing a quality text using the four resources model we enabled students to connect and capitalise on the reciprocity between their reading and writing skills. In the words of Duke and Pearson we were trying to *emphasize connections between reading and writing, developing students' abilities to write like a reader and read like a writer* (2002, p.3).

Students interacted and experimented with the full range of narrative devices taught through student-centred experiences which they used to inform their own constructions of text (Figure 2).

Figure 2 *Student planning for writing scaffold*

Furthermore, students used scaffolds and technology to create multimodal representations and explorations of

> **Students interacted and experimented with the full range of narrative devices taught through student-centred experiences ...**

the original text as learning artefacts and learning reflection tools. These experiences enabled students to develop deep understanding across the four phases of the project. This was further demonstrated in the connection within the text user role in phases one and two, where student reconstruction of texts drew upon the notion of *unresolved narratives* which students then used as a structural feature evident in their independent constructions of text.

Another manifestation of deep understanding was facilitated by our use of process drama as a key element in phase three (text participant and text-user roles). The tools of hot seating and writing in role sparked students' imagination in the untold and background stories of characters in texts – *Every story has a hundred stories to be told from it,* which heightened dialogic interactions around the model text and motivation for independent writing of their own texts.

Through the consistent focus on author's craft, we also supported investigation of using personification as a key character device from the model text. Students transferred this author's craft into their own writing where protagonists took the form of personified food products, and the complications within the students

writing related directly to the flaws associated with their particular character's food characteristics, such as, the crispy lid of an apple pie becoming soggy and sinking after a boating accident (Figures 3 and 4).
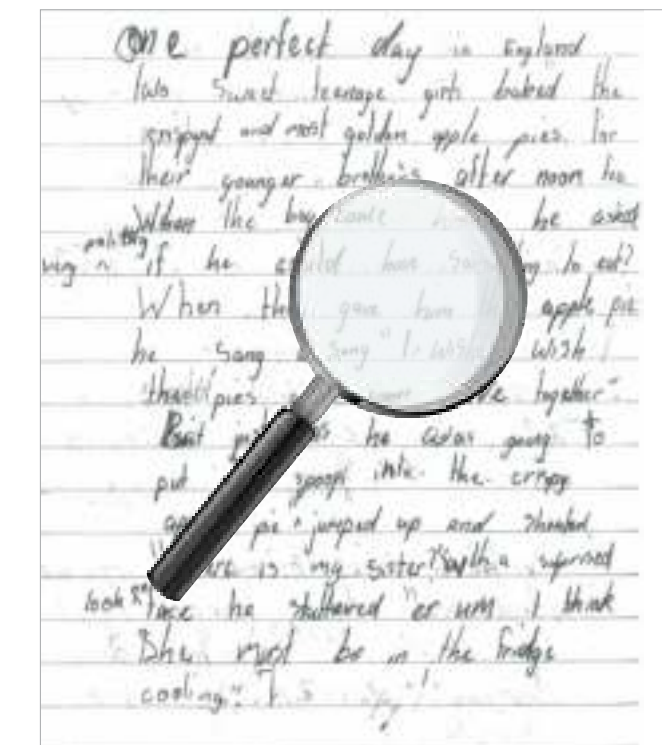
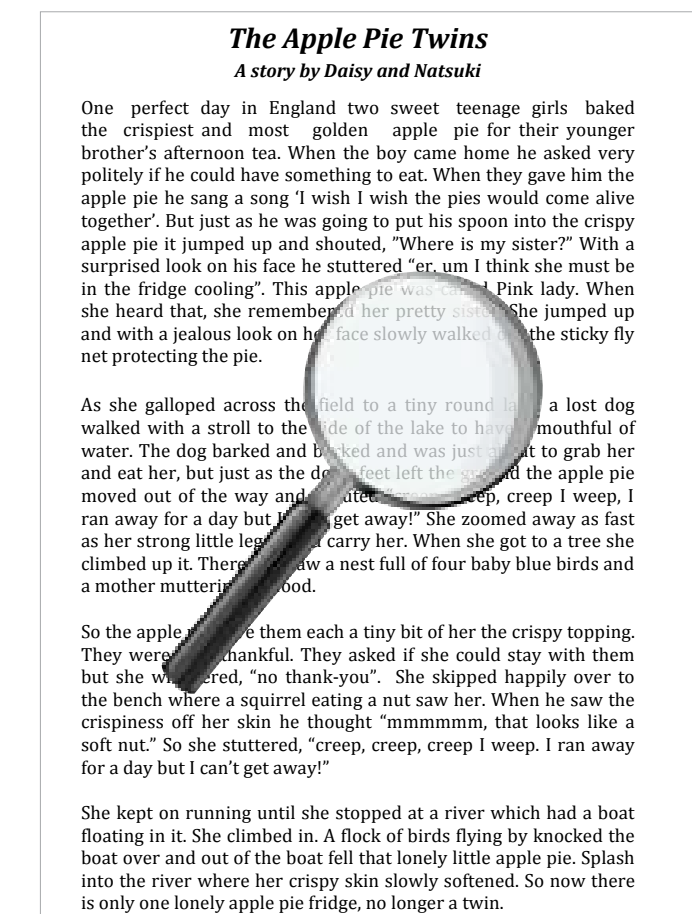Figure 3 *Students' draft of The apple pie twins*

Figure 4 *Students' published writing, The apple pie twins*

Finally, the interaction of multimodal technology in the digital story construction enabled students to manipulate their narrative structures even further where visual literacy, image framing, sequencing, voice narration, soundscape and transitions enabled them to further consider and construct the mood and tone of their texts (Figure 5).

This authentic multimodal publishing process epitomised deep understanding as students were in complete control of every element and were working independently with their ideas, intentions and audiences through their interactions with

Figure 5 Digital publication of *The apple pie twins* created in Photo story

content, processes and products for the task and curriculum.

Higher order thinking

In the NSW Quality Teaching Model, higher order thinking is present when

> *… students are regularly engaged in thinking that requires them to organise, reorganise, apply, analyse, synthesise and evaluate knowledge and information.*
>
> NSW Department of Education and Training, (2003, p.11)

In our action learning study, the Four Resources model (Luke & Freebody, 1999) provided the pedagogical scaffold for higher order thinking to occur.

Through the use of the drama technique of *hot seating,* we were able to explicitly use the Four Resources model to unpack the text. In small groups, students used video cameras to capture different students engaging in dialogic interactions in role for minor *untold* characters from the model text. The groups prepared and asked students who were in the hot seat questions about their motivations, feelings and decisions based on their understanding of events and themes in the text. These video snapshots then formed an embodied and imaginative scaffold for students to write their own stories in role as minor characters from the text.

Stage 1 students were able to analyse text using the scaffold of the text-analyst even if some students' decoding skills were at a low level. Students demonstrated synthesis and evaluation when they were able to make text-to-text connections as both readers and creators of texts within a specific narrative genre (cumulative texts). Students demonstrated an understanding of the effects of the authors' craft, purpose and audience on the text through dialogic and visual analysis

tools including two and three way Venn diagrams.

Implications for practice

Our implications for practice focus on technological and pedagogical interactivity, the use of pedagogical theory in action learning as well as the importance of collaboration and continuous analysis of data to the process of action learning.

New learning technologies provide an imperative to go beyond your own current practice with technology. This project paved a way for a technological shift in practice away from basic tools such as IWB digital notebooks that only allow students to *click and drag* and make keystrokes.

It was the handover and student centred interaction with tools, such as still and video digital cameras, *Photo story* publishing software and auditory production tools, which enabled both students and teachers to move beyond technical interactivity or engagement to a classroom where students were more engaged in the operative and cognitive domains of learning through multimodal interactions with digital tools and communication devices (Figure 6).

We began the study by thinking about the interactivity of electronic

whiteboards and finished by exploring pedagogical interactivity. Along the way we learnt the importance of structuring the interaction of technologies in learning around quality pedagogical models to ensure high intellectual quality in student learning outcomes. Our key question for the use of 21C technologies in the classroom is

Will students be interacting with technology as a way to interact with knowledge and ideas and construct their own thinking?

Luke and Freebody's Four Resources acted as a guide to the phases of action learning, as a heuristic for the development of critical literacy. There was a connection between the four resources and the NSW Quality Teaching Model (QTM). The QTM does not constitute a plan of action in itself. It offers a framework through which to offer goals and a means of analysis to overcome the emphasis placed on decoding strategies in reading instruction in the early years of school.

The project also reaffirmed the dynamic nature of action learning and the importance of constantly rethinking and reworking the methodology ...

Figure 6 1LK students' digital story based on *The runaway dinner*

The project also reaffirmed the dynamic nature of action learning and the importance of constantly rethinking and reworking the methodology to ensure it remains relevant to research and student outcomes. The action learning process illuminated blind spots in our practice that we might not necessarily have discovered without the opportunities provided through the four phases of the study and attendant peer reflection.

Engagement in this action learning process emphasised the importance of the projection phase, based on Shulman's (2004) four modes for learning from experience:

- mirrors
- lenses
- windows
- projectors.

The teachers wrote, blogged and presented lectures (Shulman, 2004). The process also highlighted the importance of assessment of student

learning, dictating the next step of the action learning in that your goals, strategies and actions must continuously relate to teaching the class in front of you rather than the class you want.

The empowerment for us arising from this action learning process was that there is no turning back as students become to expect quality pedagogies once you engage them in high quality, student centred learning that focuses on engagement, deep understanding and higher order thinking. The construction of new understandings and pedagogies as a result of the project set a new tone for literacy interactions across the modes (reading, writing, talking and listening, and viewing) which may not have necessarily had such magnitude or relevance had this professional learning goal been imposed upon us.

It is the relevance of the action learning process to our own practice, beliefs and reflections that ensures the longevity and value of our learning, findings and future directions.

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Resourcing curriculum
is everybody's business

Colleen Foley, Team Leader, School Library and Information Literacy, NSW Curriculum and Learning Innovation Centre (CLIC), outlines an exciting new resource which provides reviews to assist schools to select resources supporting Aboriginal education.

colleen.foley@det.nsw.edu.au

Aboriginal education resource: Volume 2 now available

In keeping with the Aboriginal Education and Training policy, increasing understandings of the cultures, histories and experiences of Aboriginal and Torres Strait Islander peoples, Australia's First Peoples, is everybody's business.

This *Aboriginal education K–12 resource guide. Volume 2* (Figure 1) provides over 550 reviews to assist schools, in partnership with their communities, to select appropriate resources which support Aboriginal education across the curriculum. This resource was compiled by School Libraries, NSW

Curriculum and Learning Innovation Centre, in consultation with Aboriginal Education and Training Directorate. The publication has been endorsed by the NSW Aboriginal Education Consultative Group Inc.
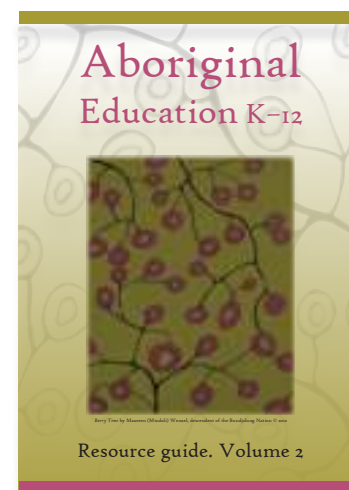
Figure 1 *Aboriginal education K–12 resource guide. Volume 2*

Consultation

It is well to remember that consultation with local Aboriginal communities is important to ensure relevance of resources, as some materials may be sensitive or unacceptable to particular Aboriginal groups.

When considering the appropriateness of a resource for Aboriginal education, consult with the local Aboriginal community, and think about key criteria, such as those on pages 15 to 17 of the earlier Aboriginal education K–12: resource guide (Figure

Berry time by Maureen (Mindali) Wenzel, descendent of the Bundjalung Nation © 2010. Artist's statement: In traditional times, the ripening of bush berries signified a new season and bountiful harvest for the gatherers.

2). These pages offer questions which can be used for discussion with teachers and students.
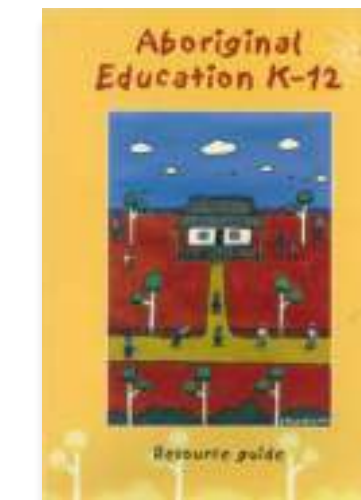
Figure 2 *Aboriginal education K–12: resource guide*

Students and teachers can also use online tools, such as those available in *Links4Learning*. To access *Links4Learning* 24/7, NSW Departmental teachers and students go to their portal and select library. Selected links to support students evaluating resources are included in the *Information skills* section.

Additional resources

This second volume adds to the 349 reviews published in the earlier Aboriginal education K–12: resource guide. The second volume also updates information about Department of Education and Communities and Board of Studies NSW resources available to support Aboriginal education K–12.

Additional information and resources to support Aboriginal education are available at:

- Aboriginal Education and Training Directorate (intranet)
- NSW Aboriginal Education Consultative Group Inc.
- Board of Studies NSW
- Raps and book raps
- Resource reviews
- Scan reviews
- TaLe.

#TMSydney

Tash Bryceson, a teacher at Colyton Public School, describes the growing success of a collaborative professional network innovation that enables teachers to share great classroom practice ideas.
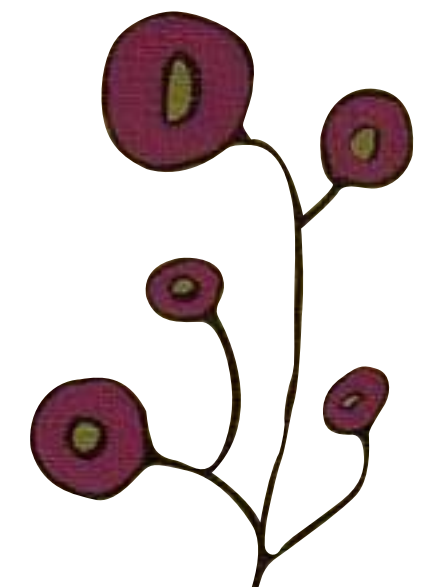
TM Sydney

TeachMeet: Sydney and beyond

Sometimes the most useful ideas, innovation and resources come from the very people you work with.

What is TeachMeet?

TeachMeet Sydney (Figure 1) is a professional network run by teachers, for teachers. TeachMeets are local events where teachers are acknowledged as the experts and the free exchange of this expertise is encouraged and valued amongst colleagues and friends. From humble beginnings, TeachMeet Sydney has grown from the seed of an idea, to a network of public and private, primary and high school teachers collaborating across Sydney and its wider regions, to drive professional development and Australian education to new heights.

Begun in Scotland in 2005, TeachMeets involve educators coming together to share current practice, new ideas, personal experience and technology in the classroom. These events are informal, social gatherings that provide educators with a variety of 7 minute and 2 minute *pecha kucha* (Figure 2) style presentations, professional conversations and a catch up with new and old colleagues over a cuppa.

Figure 2 *Pecha kucha training bite*

Traditionally, TeachMeets were based around the use of technology in education, however, presenters can choose to share any topic related to teaching and learning and what they have been doing, using and achieving in their classrooms.

Figure 1 TeachMeet Sydney World Record Event, Australia Technology Park, 2012 (Photo by Rolfe Kolbe)

Inspiration

TeachMeet Sydney began as an idea generated at an Australian Council for Educational Leaders (ACEL) *Emerging leaders* conference, Sydney (2011). A small group of teachers at this conference were attracted to the idea of organising a professional development network that met the needs of 21st century teachers from all sectors of education.

Kuldip Khehra (Quakers Hill High School), Matt Esterman (Brigidine College) and I (Colyton Public School) adopted the UK TeachMeet format, set up a wiki and began organising the first event for TeachMeet North and TeachMeet West. Unknown to us at the time, the first Sydney TeachMeet event had already taken place in the classroom of Primary School teacher, Henrietta Miller (Roseville College) and, upon discovering one another, we united under the banner of TeachMeet Sydney and have been growing ever since.

Small beginnings

The first TeachMeet in Western Sydney (Figure 3) was held in the library of Colyton Public School, Mt Druitt, in Term 1 of 2011, with only eight teachers in attendance. Just one term later, more than 30 teachers arrived at Colyton High School for the West's second TeachMeet!

> *... organising a professional development network that met the needs of 21st century teachers from all sectors of education.*

Figure 3 *TMSydney* wiki

Positive professional dialogue

Kuldip Khehra, Head Teacher Mathematics at Quakers Hill High School, has been a presenter and host at a number of TeachMeet West events. She believes that the success of the TeachMeet phenomenon is largely due the networking capabilities and opportunities for professional sharing.

> *... it's a forum of teachers. It is about planting seeds of ideas that others can start off themselves and modify, and the positive professional dialogue and energy people have afterwards is amazing ... there are ideas that [teachers] have literally taken away and started using in the classroom the next day!*

What makes TeachMeets so successful is that it is professional development in its simplest form. It is teachers learning from teachers in order to improve our practice and engage in teaching and learning that is meaningful, not only to us but also to our students.

Katie Romanski (Liverpool West Public School) attended her first TeachMeet at Colyton High School in Term 2, 2011. One term later, she hosted

> *What makes TeachMeets so successful is that it is professional development in its simplest form. It is teachers learning from teachers in order to improve our practice ...*

the very first TeachMeet at her own school in Sydney's South West. For Katie, TeachMeets offer invaluable opportunities to network with colleagues from various schools and provide an insight into what's happening in classrooms in primary and high schools. She has also found that TeachMeets are

> *... worthwhile in helping us understanding different perspectives and mindsets of teachers from a range of schools. TeachMeets allow sharing amongst schools no matter what budget or funding is available.*

Free professional development

Other than your time, attending a TeachMeet event will cost you nothing. What could be better than meaningful professional development that is free!

Fiona Boughey (St Paul's Grammar School, Penrith), discovered TeachMeet West through the channels of Twitter. For her, TeachMeets have offered *the chance to share classroom practice in an informal and purposeful atmosphere*. As a host and presenter at a number of TeachMeets, Fiona appreciates coming together with like-minded teachers who are willing to share their experiences and learn from one another.

> *People who have attended TeachMeets told me it's the best PD they've ever done. Because ideas are shared in 7 or 2 minute presentations, you can learn so many different things in a short space of time.*

Empowering teachers

For me personally, TeachMeets have opened up a whole new world of teacher education. I am yet to leave a TeachMeet event without feeling energised and eager to play with my goody bag of ideas and resources I took from my TeachMeet colleagues. It never ceases to amaze me how much can be learnt from a short presentation on anything from Web2 tools across all learning areas, to the power of wearing homemade, maths-slogan t-shirts to inspire reluctant learners. It is so exciting to see fresh ideas and new perspectives on how to use resources such as *blogED*, *Animoto*, *OneNote* and *Facebook*, or strategies for classroom management, assessment, and literacy and numeracy groups.

Forging partnerships

TeachMeet Sydney has also been successful in breaking down barriers. We have a forum where we are able to come together to forge new relationships, to learn from one another and to work together to provide meaningful quality education for our students. It is an exciting group of dedicated teachers who go above and beyond to empower and inspire their students.

Thanks to the effort, generosity and collaboration

of many great teachers, TeachMeet Sydney has now grown to more than ten branches. The *TMSydney* wiki, recently a finalist in the Edublog Awards 2011, already has 330 members. The social networking channels of Facebook, Maang, and Twitter have also greatly contributed to the growth of TeachMeet Sydney and are always buzzing with conversations inspired at a TeachMeet event.

> *It is so exciting to see fresh ideas and new perspectives on how to use resources ... or strategies for classroom management, assessment, and literacy and numeracy groups.*

A recent innovation, the *TeachMeet[AUS}* website (Figure 4) provides information about TeachMeets happening all over Australia.

Figure 4 *TeachMeet[AUS}* website

Classroom implementation

As far as professional development goes, TeachMeets are an exciting educational innovation. Such a simple model delivers, what I have found to be, some of the most useful ideas and resources that have

made their way into my own classroom and programming, only hours after attending a meet. What is most exciting is watching these new ideas change the way I teach and the way my students learn.

As a self-proclaimed technology newbie, I watched in awe as Fiona Boughey, a languages teacher, demonstrated her use of *Animoto* with her students at St Paul's Grammar School. Inspired, I set out to see what *Animoto* could do for me and for my students. In no time, I was reaping the benefits of this video tool. I made my own videos (staff presentations, lesson delivery, camp photo videos) and have incorporated it into my visual literacy program with great success. Very quickly, my students were outshining me with their image selection, message/image connections and seemingly Spielberg-like skills at directing and packaging engaging videos.

Student learning is the winner

After the meeting at Liverpool West Public School, I gained fresh ideas on how to make my own Notebook10 resources to support student learning in *THRASS*, and saw *Adobe Captivate* in action. The Notebook10 ideas have shaped the way I incorporate *THRASS* into literacy lessons with Stage 3 students and support modelled writing in my classroom. Using these interactive resources to make stronger connections between

> *What is most exciting is watching these new ideas change the way I teach and the way my students learn.*

word, sentence level and text level work has made a significant difference to student learning in my classroom.

Now, what I am really looking forward to is making my own slogan t-shirts to engage my students with nifty maths catchphrases and images, in the same way Kuldip Khera does with her high school mathematic students.

Without a doubt, TeachMeets have changed how I teach, the way I engage with my students, present content and connect meaningfully with 21st century learning and learners. I am addicted to TeachMeet and cannot wait for what else is to come!

> I am addicted to TeachMeet and cannot wait for what else is to come!

Figure 5 *TeachMeet Sydney BrainPOP* video

[Editor's note: see also *Technology tips*, *Raps and book raps* and *TaLe* for some practical ideas and support for using ICTs in the classroom, including for literacy.]

Find out more

Attend a TeachMeet event in your area and find out for yourself what a professional development network run *by* teachers, *for* teachers can do for you because sometimes you need to look no further than the classroom next door.

TeachMeet events can be held anywhere and are typically run after school hours. For more information about attending, presenting at or hosting the next TeachMeet event in your region, take a look at the TeachMeet Sydney *BrainPOP* video (Figure 5), sign up to the TMSydney wiki or visit the *TeachMeet[Aus}* website. You can even follow us on *Facebook* and *Twitter* #tmsydney.

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Book Week 2012:
read...rap...celebrate!

Colleen Foley, Team Leader, School Libraries and Information Literacy, NSW Curriculum and Learning Innovation Centre (CLIC), invites us to join the reading adventure and rap on to celebrate Book Week 2012.

colleen.foley@det.nsw.edu.au

There have been many and varied celebrations of *National Year of Reading 2012*, of which the NSW Department of Education and Communities is a proud supporter. This special Year makes the Children's Book Council of Australia (CBCA) Book Week, with its theme of *Champions read*, all the more special.

Who has not viewed the *Book of the Year Short List*, and the *Crichton Short List* with interest? We all eagerly await the award winners, and look forward to *The Reading Hour*.

A rapping good read

What are your favourite short listed titles? How are you celebrating Book Week in 2012?

Join a reading adventure! (Figure 1), a *rap* supporting the National Year of Reading 2012, includes a number of exciting reading resources and activities: author studies, ebooks to dip into, author studies, review writing guides, support to write your own digital story, and more.

Key activity sections of the rap, relevant to K-10 English and K-6 PDHPE are:

✔ Ebooks and digital stories (Figure 2)
✔ Favourite picture books
✔ iRide, iRead, iThink (Figure 3)
✔ Share learning with blogs

Figure 1 *Join a reading adventure!* rap

Figure 2 *Ebook and digital stories*

NEALS

Share this

Figure 3 iRide, iRead, iThink

You can use the activities in *Join a reading adventure!* for any of the shortlisted or other titles you wish to read and enjoy to celebrate Book Week. You can also:

✔ add your class comments about what you have learned and read to the Book Week posts section of the blog (Figure 4)

✔ submit your favourite class creations to the Gallery e.g. word clouds, digital stories, reviews, photographs. You might like to include the words 'Book Week' in the title of your submissions

✔ scroll down the raps home page and visit the raps archives for more Book Week ideas, resources and activities.

Figure 4 *Book Week 2012: Join a reading adventure* blog

The Reading Hour

Share a book for 10 minutes a day, an hour a week. Check out the website for information about this major reading event on 25 August.

Read this!

A wonderful innovation for the *National Year of Reading 2012*, the *Read this!* project for students aged between 12 and 18 years provided opportunities for celebrating and sharing a love of reading. View the winning entries from each state, including this book trailer by Renee from Victoria.

Shiver by Maggie Stiefvater book trailer.wmv by Renee, Age 15, VIC

Just for interest

The *Acronym finder* has exhaustive lists of definitions for acronyms and abbreviations that are searchable in alphabetical groupings.

Capture the evidence: shout it out!

SLA NSW event

Featuring Richard Glover, Debra Oswald and Debra Talbot

at The Kings School Library

Cnr Pennant Hills Road & Russell Road

15 September 9.30am for 10am–3pm

Free for SLA NSW members

Contact Vincent: admin@ptc.nsw.edu.au with subject line SLA NSW Capture the evidence.

resource reviews

Therese Kenny
Assistant Editor

Contents

www.school.nsw.edu.au/resourcereviews

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 (NSW DEC).

Reviews are sometimes accompanied by embedded video or multimedia content, book trailers, or links to other sources. Publication of such does not imply endorsement by the NSW Government, the Department or *Scan*. Since many of these videos are sourced from YouTube, teachers in NSW DEC schools should note that these resources are accessible only by staff.

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

Access to reviews and resources

The searchable database of resource reviews includes those published in *Scan* and more!

Selected reviews for HSC syllabuses are also available on *NSW HSC online*.

Use *Scan* to select resources for learning, teaching and leisure. For example, use the barcodes of eresources 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. NSW DEC users can ensure ready access for teachers and students to the range of online resources through *Library*, in their portal.

Classification given in *Scan* for nonfiction material is the 14th Abridged Dewey, although when ordering SCIS cataloguing records, the 23rd 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	Preschool/kindergarten/early childhood
Stage 1	Years 1–2
Stage 2	Years 3–4
Stage 3	Years 5–6
Stage 4	Years 7–8
Stage 5	Years 9–10
Stage 6	Years 11–12
Community	for community/parent/adult
Professional	for teachers

KEY LEARNING AREA (KLA) ABBREVIATIONS 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	
AC	Australian Curriculum
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

eresources

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:

App	app for iPad/iPhone/iPod touch; app for Android
	digital authoring tool; learning platform software
	ebook; ejournal; 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 eresources into SCIS *Create orders* or check SCIS *Special order files*

Icons for eresources are from *Microsoft clip art and media* and *Open Clip Art Library.*

Alice in Wonderland

The original Tenniel illustrations in this rendition of the classic, *Alice's adventures in Wonderland,* add authenticity and tradition to these two ebooks. Engaging interactive elements are interspersed through the story and users may select either the abridged or original versions. The abridged bedtime edition contains 52 pages, while the full 1865 classic edition extends to 249 pages. The addition of a search facility or a more selective index would have enhanced the functionality of this app, as users need to scroll through many pages to return to the home page. The app has great interactive book design in its visuals, but no sound effects. S. Rasaiah

USER LEVEL:	Stage 2 Stage 3
KLA:	English
SYLLABUS:	English K–6
PUBLISHER:	Atomic Antelope, USA
REVIEW DATE:	09/07/2012 [F]
SCIS 1554026	Abridged $0.00; Unabridged $9.49
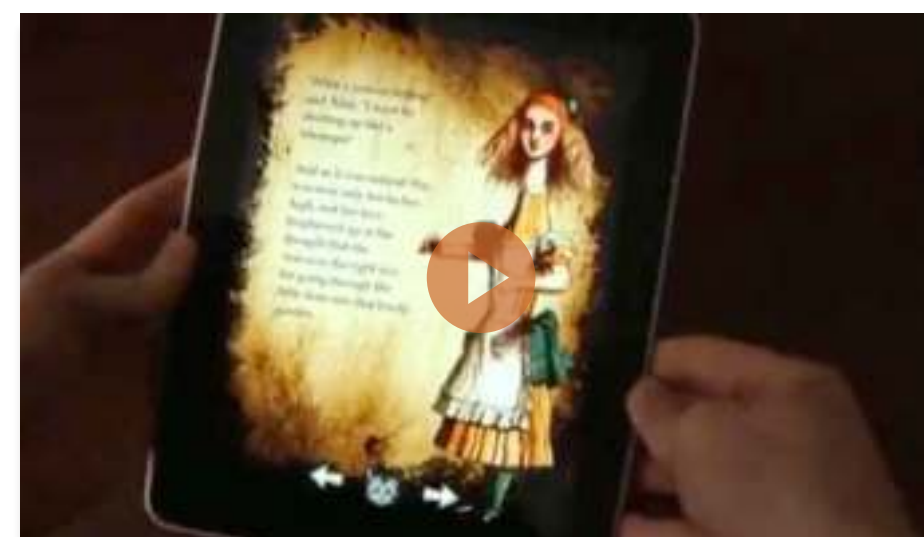
Alice for the iPad by AtomicAntelope

The fantastic flying books of Mr. Morris Lessmore

An interactive picture book app that evolved from a short film, this story traces the life of Morris Lessmore, a writer obsessed with books, who is swept away in a storm and finds himself in a house inhabited by a host of friendly books. Morris cares for the books which, in turn, care for him as he ages. Ingenious interactions on every delightful page make inanimate objects spring into life. The graphics are a combination of cartoon images, delicious old fashioned book rooms and realistic scenery. The characters are expressive and humorous, the narration well modulated, the music empathetic, and the language rich and enticing. Interactive options allow students to manipulate music, speech and text throughout. It is a superb example of visual design for students creating multimedia or virtual worlds. S. Rasaiah

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5 Professional
KLA:	CA; English
SYLLABUS:	Creative Arts K–6; English K–6; English 7–10; Visual Design 7–10
PUBLISHER:	Moonbot Studios, USA
REVIEW DATE:	09/07/2012 [F]
SCIS 1539238	$4.99

The fantastic flying books of Mr. Morris Lessmore iPad app trailer by moonbotvideos

Guardian open journalism: three little pigs advert video

An outstanding film advertisement for the British newspaper, *The Guardian*, this two minute clip is a rich mine for teaching and learning about media and technology. In a humorous fractured fairytale, the three pigs are arrested for boiling the wolf alive; public reaction is instant and international, and the clip segues into commentary on social justice and the global financial crisis. Packed with website, tablet, print and mobile interactions, the film's narrative makes many contemporary references, including to reality television, crime dramas, street memorials, on the spot reporting, Twitter, CCTV footage, re-enactment simulations, and YouTube. There is homage in an extended parallel to the opening scene of Baz Luhrman's *Romeo and Juliet*. For film studies,

the choice of angles, cuts, close-ups, sound, and multimedia collage, offers much to admire and discuss. It is a professionally developed and filmed piece; a superb example of business branding that shows how an objective newspaper can be a relevant news source in the 21st century. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

KLA: CA; English; HSIE

SYLLABUS: Business Studies Stage 6; English 7–10; Photographic & Digital Media 7–10; Visual Design 7–10; Visual Design CEC Stage 6

PUBLISHER: Guardian, UK

REVIEW DATE: 09/07/2012   [F]

SCIS 1549056

Cannes Lion award winning "Three little pigs advert" - The Guardian by *The Guardian*

Scan the SCIS barcodes to select eresources for your collection.

PopOut! The tale of Peter Rabbit

Retaining the look and feel of Beatrix Potter's classic tale, this ebook sensitively adds new technological dimensions. Swiping the screen turns the pages of a digital book presented in the style of the original 1902 publication. Readers can touch and drag objects to animate them and activate sound effects. Gentle background music enhances the whimsical mood of the narrative. A *Read to me* option highlights words, while the story is narrated aloud. In the *Read myself* mode, readers can have individual words spoken with the tap of a finger. An astute blend of past and present technology, this delightful app for the iPad and iPhone is sure to engage children while assisting them in learning to read. C. Sly

USER LEVEL: Early Stage 1 Stage 1

KLA: English

SYLLABUS: English K–6

PUBLISHER: Loudcrow Interactive, Canada

REVIEW DATE: 09/07/2012   [F]

SCIS 1551376 $4.99

Planning learning activities using apps? Note that the NSW DEC web filter currently only permits app downloads by staff.

PopOut! The tale of Peter Rabbit by LoudCrowInteractive

Voki

Students and teachers can create an animated avatar on this popular site. Users follow step-by-step instructions, choosing from a range of character styles, voices and backgrounds, to create a customised avatar for free. Avatars can then be shared on social networking sites. Teachers can Learn how to use the site for educational purposes and how to create an account in Voki classroom. This optional paid account enables management of students, classes and lessons. Students can be assigned to classes and be given a unique login – they do not need to register individually. Teachers can review student assignments in one place and student work can be showcased. There are many applications for Voki in the classroom; the one that appeals the most is having the avatar read a student's work so they can hear what their

writing sounds like. The website also contains lessons where Voki avatars have been used and teachers can see the potential for their own classes. H. Myers

USER LEVEL: Stage 2 Stage 3 Stage 4

PUBLISHER: Oddcast, USA

REVIEW DATE: 09/07/2012   [006.4]

SCIS 1414291

Introducing: Voki classroom by officialvoki

Proloquo2Go

For non-verbal students, this award winning app will facilitate effective communication. Suitable for iPod, iPhone and iPad, its content is categorised for ease of use. Students are not restricted to content provided by the program. New categories can be created quickly and easily, and app users can include specific curriculum content or favourite topics. Photographs can be imported via iTunes or by using the camera on the device. If sharing a device between

multiple students, individual folders can store personalised content for each user. The app will backup to computer, allowing the user to sync multiple devices from the one backup (though the app must be purchased repeatedly, if being used on multiple devices, as per iTunes's terms and conditions). This is a very valuable feature for schools using multiple devices with school specific content, for example classroom, library, assembly and playground. Support documents are extensive and include a visual start-up guide and comprehensive manual. For people who have difficulty speaking, the app supports the expression of needs, wants, feelings and emotions in ways that may not have been previously possible. K. Warner & F. McInerney

USER LEVEL: Stage 1 Stage 2 Stage 3
                Stage 4 Stage 5
                Stage 6 Community
                Professional

REVIEW DATE: 09/07/2012   [006.5]

SCIS 1556146 $199 00

Part 1 users – introduction to Proloquo2Go
by assistiveware

Tiki-toki: beautiful web-based timeline software

An extremely user friendly resource, the site enables users to create a variety of interactive multimedia timelines, limited only by one's creativity. The free version allows creation of fully functional timelines. Education account options are available and it could be an engaging interactive classroom learning experience. The FAQS section is comprehensive. Users can also integrate their timelines with multimedia such as Vimeo. The application could be incorporated into many KLAs for writing and research tasks. Wherever timelines could be used, such as in biographies, autobiographies, political events, and social happenings, this software would provide an exciting platform. B. Hull

USER LEVEL: Stage 3 Stage 4
                Stage 5

KLA: CA; English; HSIE

SYLLABUS: Creative Arts K-6;
                English K–6; English
                7–10; History 7–10

PUBLISHER: Webalon, UK

REVIEW DATE: 09/07/2012   [006.6]

SCIS 1553126

Tiki-Toki by patrickcauley

VoiceThread

A collaborative, multimedia slideshow, this app (or its website alternative) allows users to comment on slides via voice, text, video and audio files. Sharing multimedia presentations with others can be achieved without installing any additional software. There are useful questions and answers in Mobile support. Each feature of the app has a short video which explains how it works. This app requires patience to uncover its capabilities for students K-12, regarding commenting on a photograph, sending audio, viewing video clips, and doodling on a photograph to annotate what is being discussed. Teachers would need to allow time for this exploration prior to using it with a class. S. Rasaiah

USER LEVEL: Stage 3 Stage 4 Stage
                5 Stage 6 Professional

PUBLISHER: Voice Thread, USA

REVIEW DATE: 09/07/2012   [006.7]

SCIS 1554013
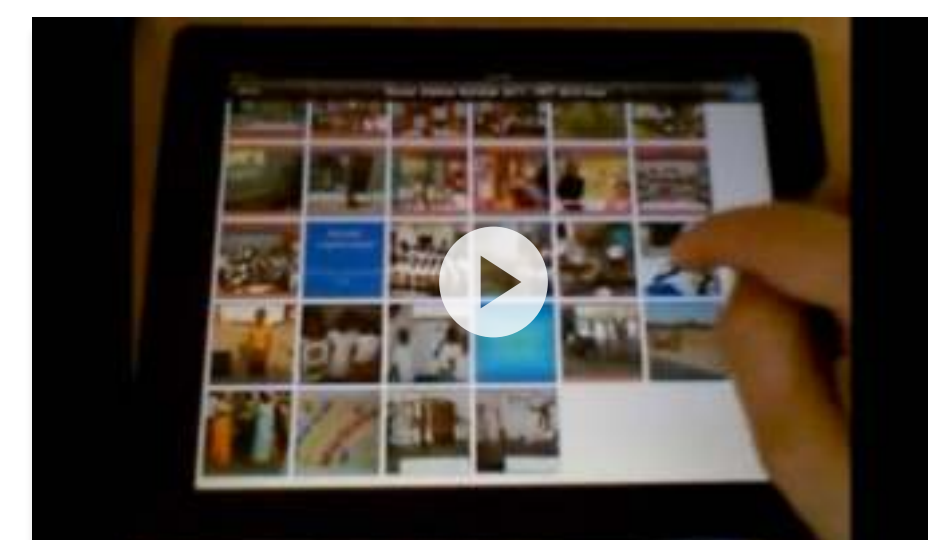
VoiceThread app demo by EdApps1

EasyBib

This free app provides a quick and effective way to create citations and generate a bibliography or reference list. Book barcodes are scanned using an iPad or iPhone with a camera, or users can type in the book title. A list of potential books is provided and users are required to identify the correct version using the touch screen. A reference is recorded in a list of recent citations according to MLA, APA or Chicago style citation. Multiple citations may be added and are easily managed using the icons provided. Citations can be emailed, or exported to the bibliography management service at EasyBib.com. Simple written instructions facilitate use of this outstanding app. It has value for teachers and students. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
                Professional

PUBLISHER: Imagine Easy
                Solutions, USA

REVIEW DATE: 09/07/2012   [010]

SCIS 1552788
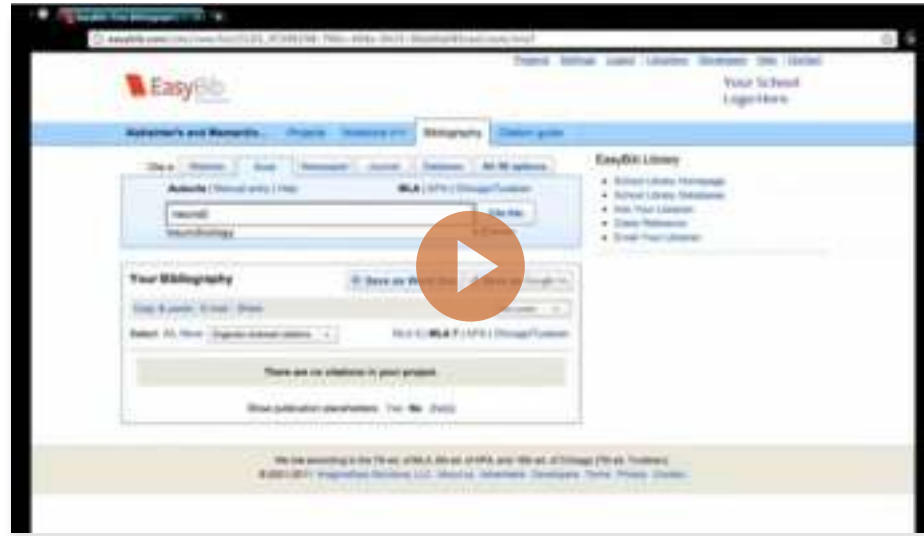
A brief introduction to EasyBib by EasyBibVideos

EUscreen

Free access is provided by this website to European audiovisual resources, including television. From the early 1900s to current times, selected Videos, Images, Texts and Audio can be viewed and heard in 17 languages. This vast collection can be approached through a variety of search options, such as language, genre, theme, or decade. It also links to online collections from European museums, libraries and archives. Snapshots of historical events are readily available. It is a wide-ranging site that has application across KLAs and could be shared interactively on an IWB. Students of languages will find this a valuable resource, especially for searching in a chosen language to view video sequences. The site requires teacher exploration and preparation to guide student use. B. Hull

USER LEVEL: Stage 4 Stage 5
KLA: HSIE; Languages
SYLLABUS: French 7-10; History 7–10; Italian K-10
PUBLISHER: EUscreen, Netherlands
REVIEW DATE: 09/07/2012   [011]

SCIS 1553130

Choose the best search for your information need

A wide range of search engines has been collected and categorised on this useful website. The site provides information and links to search engines relating to common student search needs. For instance, students may choose a search tool for defining topics, identifying related topics, refining searches, investigating background information, or researching controversial issues. They can also select a search engine to investigate credible resources, probe specific disciplines, or locate facts, opinions and perspectives, and can even search for a specific media type or apply other special search requirements. User levels can also be specified, aiding readability. A handy NoodleQuest checklist is available to assist with determining what type of search is required. Although the site has an American focus, students and

teachers will enjoy the opportunity to explore a variety of search engines and undertake higher order internet searches to locate quality resources and information. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
PUBLISHER: NoodleTools, USA
REVIEW DATE: 09/07/2012   [025.04]

SCIS 1295084

Microsoft academic search

A highly specialised search engine, with a focus on research findings and journal articles published by international academics, the site is Microsoft's answer to *Google scholar.* It covers a wide range of disciplines, with information accessed either via browsing the listed disciplines or by performing simple or advanced searches. Several *visualisation features* provide additional offerings with a friendly, intuitive appeal, though these niche facilities will largely benefit tertiary students and academics. Search results are high in metalanguage and subject specific jargon, making the site best suited to teachers and gifted and talented students. Stage 6 Extension students and teachers undertaking postgraduate studies or professional learning will find this search engine

a rich source of credible research material. A search for conferences using keywords *teaching* and *learning* shows some interesting results. B. Kervin

USER LEVEL: Stage 6 Professional
PUBLISHER: Microsoft, USA
REVIEW DATE: 09/07/2012 [025.04]

SCIS 1538285

Microsoft academic search by ldsbclibrary

SweetSearch

This search engine provides students with annotated results containing sites that are approved and updated by researchers and educationalists. *SweetSearch4Me* is the main search engine. Searching by keyword produces a text dense results list, and a pop-up preview is accessed by clicking on the tick boxes. *SweetSearch2Day* has a newspaper look with an American focus, but includes some interesting written and visual material from around the world. *SweetSearch biographies* has some

odd categorisations and is more entertaining than educationally useful. *SweetSearch Social studies,* however, is well worth a look by teachers as it deals with the non-subject based skills of internet research. The site aims to help students determine website relevance and discover primary sources. In addition, the video tutorial on *Teaching web research skills* is an excellent eight minute presentation on students' internet research methods. C. Thomas

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
PUBLISHER:	Dulcinea Media, USA
REVIEW DATE:	09/07/2012 [025.04]

SCIS 1494335

How to use SweetSearch by annalaurab

Planning learning activities using apps? Note that the NSW DEC web filter currently only permits app downloads by staff.

WolframAlpha computational knowledge engine

An interesting variation on search engines, this knowledge database presents information tabled with mathematical data. It provides definitions for, and information about, mathematical concepts, as well as a multitude of cross curricula examples. The engine can provide solutions to equations and it will simplify mathematical expressions with the answer being presented in numerical form, written form and, where possible, in visual form, such as on a number line. When inputting a name, such as Pythagoras, the engine provides a concise summary of his life and his mathematical achievements, along with a picture and a timeline. Searching a topic such as Buddhism or chemical elements will result in a table of statistics. Products provides mobile apps, toolbars and widgets. Resources lets teachers join the community forum and links to teaching ideas for the classroom. This is a useful tool for research or homework. P. Hannan

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	Mathematics
SYLLABUS:	General Mathematics Stage 6; Mathematics 7-10
PUBLISHER:	Wolfram Alpha, USA
REVIEW DATE:	09/07/2012 [025.04]

SCIS 1553926

Introduction to Wolfram|Alpha by Stephen Wolfram (Part 1 of 2) by GigAtom12

Books should be free: free audio books from the public domain

Public domain covers any books that are free to distribute. The audio books on this site are older titles and include many of the classics, such as *Tom Sawyer, Huckleberry Finn, The wind in the willows, Emma, Pride and prejudice* and *Alice's adventures in Wonderland.* The site has an extensive range, with some titles on the current English HSC list. Books are categorised for ease of use with sections including poetry, plays, nonfiction, teen/YA, and short stories. The latter contains the hard to find classic, *The monkey's paw.* The site has an internal search facility as well as the option to browse by genre or language. The majority of titles have been digitised by Gutenberg.org and recorded by Librivox.org, with many being read by volunteers. The books can be downloaded in MP3, iPod M4b or iTunes podcast format. R. Higginbottom

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	CA; English
SYLLABUS:	Drama 7-10; English K–6; English 7–10; English Stage 6
PUBLISHER:	BooksShouldBeFree.com, USA
REVIEW DATE:	09/07/2012 [025.0422]

SCIS 1540053

Europeana: explore Europe's cultural collections

Offering access to millions of books, paintings, films, museum objects and archival records that have been digitised, this multilingual website hosts a vast compendium of artefacts. The site draws from over 1500 institutions, including the Louvre and the British Library. A current selection is available on the home page and a search facility links users to selected resources. Some of the exhibits are free to view and some have a fee. There are

opportunities to join the blog and other social media activities. As this is a wide ranging collection, teacher guidance and preview would be vital to maximise learning outcomes. The site could be used in several KLAs, to introduce, provide a research avenue, or supplement learning programs. It would be a useful resource for senior students seeking resources to support their studies. B. Hull

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

KLA: CA; HSIE

SYLLABUS: History 7–10; Modern History Stage 6; Visual Arts 7-10; Visual Arts Stage 6

PUBLISHER: Europeana, Netherlands

REVIEW DATE: 09/07/2012 [025.0422]

SCIS 1538269

Europeana – Europe's greatest collections
by theeuropeanlibrary

Page2RSS

Providing a service monitoring websites that do not publish RSS feeds, this is a particularly useful site. The ability to track information on specific topics with automatic, regular updates on websites and forums may be a time saver for students and teachers. The process involves users entering a desired URL into the box provided on the *Page2RSS home page.* An RSS feed for this requested site will then be generated, with site updates delivered to the user's chosen RSS reader. To enable this process to occur, an RSS reader (like Google Reader) is also required. Other features that this site offers include adding a button to the browser to create feeds for the page currently being viewed and publishing updates to Twitter accounts. A. Parnis

USER LEVEL: Stage 6 Professional

PUBLISHER: Page2RSS, USA

REVIEW DATE: 9/07/2012   [025.0422]

SCIS 1539971

Search-ebooks

Drawing from open internet resources, this site has over 50 million files in its database, with 200 000 added daily. This is a wealth of information, posing opportunities and difficulties for educators. There are no safe search filters, so obscure and adult materials can arrive in the search results. The source is given, so validity can be checked and pedagogically sound links can be pasted into class websites. The site uses a broad definition of ebook, and this approach is useful for teachers seeking support materials online. For example, a search for *Wollemi pine* leads to historic, scientific, and geographically useful documents. The ebook results for this search term include reports, press releases, bulletins, pamphlets, manuals, fact sheets, and regulations. Site users can search for types of file, such as a PowerPoint on English teaching. The resource is interesting to use, although the small font and faint colours are poor design choices. C. Thomas

USER LEVEL: Stage 6 Professional

PUBLISHER: Search-ebooks.eu, USA

REVIEW DATE: 09/07/2012 [025.0422]

SCIS 1549009

A Google a day

A playful initiative from Google, the site is an excellent resource for teaching and learning internet search techniques. Google poses a question, which is sometimes a fairly detailed piece of reading. Site users then search the internet to find the answer. Questions are cross curricula and carefully worded so that users cannot jump to the answer, they must pursue a line of research. It is a real world task, with a timer running. The question helpfully stays on screen, and users can accept hints, and access the answer. Initially exploring questions on an IWB will help students learn website selection and evaluation skills – two areas where students consistently have difficulties. Choosing search terms and then ways to proceed to the answer is critical to the game. Engaging in its content and process, the task will have wide appeal for students. Teachers should be aware that, following recent updates, a Google+ account is now required to participate. For regular players, *A Google a day* Chrome app is also available from the Chrome web store. C. Thomas

USER LEVEL: Stage 4 Stage 5

PUBLISHER: Google, USA

REVIEW DATE: 09/07/2012 [025.0425]

SCIS 1548980

The new A Google a day on Google+ is here

by Google

Booklamp.org

Designed to help readers find books with similar themes and writing styles to ones they have enjoyed in the past, the site can be searched by *Author* or *Genre*. Users can browse books by *StoryDNA*, explained as the thematic ingredients of a narrative. Each title is accompanied by a publisher's description and a series of bar graphs indicating its DNA elements. Keeping a personal reading list requires registration on the site. The brief information about each book and lack of guidance regarding age suitability somewhat limit the site's usefulness in educational contexts. An interesting concept, the site will appeal to mature readers who gravitate towards particular genres. E. Sly

USER LEVEL: Stage 5 Professional
KLA: English
SYLLABUS: English 7–10
PUBLISHER: Novel Projects, USA
REVIEW DATE: 9/07/2012   [028.1]

SCIS 1540194

Whichbook

Whichbook is a unique and playful tool which assists users to locate books which appeal to their personal reading interests. Using a series of sliding scales, individuals select and combine narrative qualities that interest them, including those pertaining to character, setting, plot, and book length. Searches can be filtered by ebooks, audio books and large print, and the website provides a list of matching titles. For each title, there is a brief review, an extract and a thumbnail cover image. The *Borrow* link is only appropriate for users in the United Kingdom and the *Buy* link connects to *Amazon* to purchase books online. Saving a personal list requires registration. Since there is not enough information to indicate age or stage appropriateness of the books presented, the site has most potential for staff and older readers. E. Sly

USER LEVEL: Stage 5 Professional
KLA: English
SYLLABUS: English 7–10
PUBLISHER: Opening the Book, UK
REVIEW DATE: 9/07/2012   [028.1]

SCIS 1540163

Read alert: youth literature

Produced by the State Library of Victoria, this site offers young adult book news, comments, questions and reviews in blog format. Site users can browse by tags, for example *Book list* then *Jane Austen YA adaptations,* or can use the search facility. The latter can be searched by topic, author or text. Entries are categorised and there are links to other blogs and youth related library websites. The blog also hosts entries by an *Author in residence,* including contributions by Isobelle Carmody, Barry Jonsberg, Michael Pryor, James Roy and Bill Condon. Each author is in residence for a month, and authors' blog entries are available from April 2006. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6
PUBLISHER: State Library of Victoria, Vic
REVIEW DATE: 9/07/2012   [028.5]

SCIS 1227476

Please touch the exhibit

Created to celebrate Melbourne Museum's 10th birthday, this free app invites users to explore iconic exhibits such as Phar Lap, the dinosaur exhibition, marine habitats and the skeleton of a blue whale, and city stories. Despite the clarity of the photographs and their ingenious interpretations, the app can be frustrating to use. The navigation forward and back to the main menu is clumsy. More detailed information is needed for ease of movement around the exhibits. Content is minimal, although engaging quests including *Ten tiny things* and *What am I?* may intrigue students. S. Rasaiah

USER LEVEL: Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
PUBLISHER: Museum Victoria, Vic
REVIEW DATE: 09/07/2012 [069.0994]

SCIS 1539290

Please touch the exhibit-trailer by Melbourne M

Documentary.net

Well selected open documentaries covering a number of topics across the KLAs can be streamed or downloaded free to computer, IWB, iPad, smart phone or tablet. The *List of all films* is not arranged in any particular order but *Browse documentaries* presents resources under a number of category

headings. Colourful static images and clear written text outline each documentary film. Related videos are included. A Discussions forum provides an opportunity to investigate aspects of the video or topic. A valuable resource, this could be used in conjunction with other texts and media to introduce a topic or consolidate knowledge. A. Frost

USER LEVEL: Stage 5 Stage 6 Professional

PUBLISHER: International Documentary Network, Austria

REVIEW DATE: 09/07/2012   [070.1]

SCIS 1552806

ReadCloud

Offering a cloud-based digital library system for PC or Mac, this exciting social ereading software is designed for schools. Free registration is necessary to purchase ebooks so that all features can be enjoyed. A range of etexts, including Nonfiction and Young adult can be purchased from the eBookstore. The essence of this site is the ability for teachers and students to annotate texts. Invited users can then access the ebook and view these shared annotations. These social notes can be shared live, and may contain text, graphics or video. A useful toolbar offers a dictionary, an encyclopedia and other

reference sources. The brief *Getting started* page covers the essential elements necessary to set up the software. The system is currently designed to facilitate students' individual purchase of class texts and leisure reading, rather than offering a systematic lending solution for school libraries. Nevertheless, this Australian born initiative opens up a world of possibilities, and its system of sharing ebooks is a significant innovation. H. Gardiner
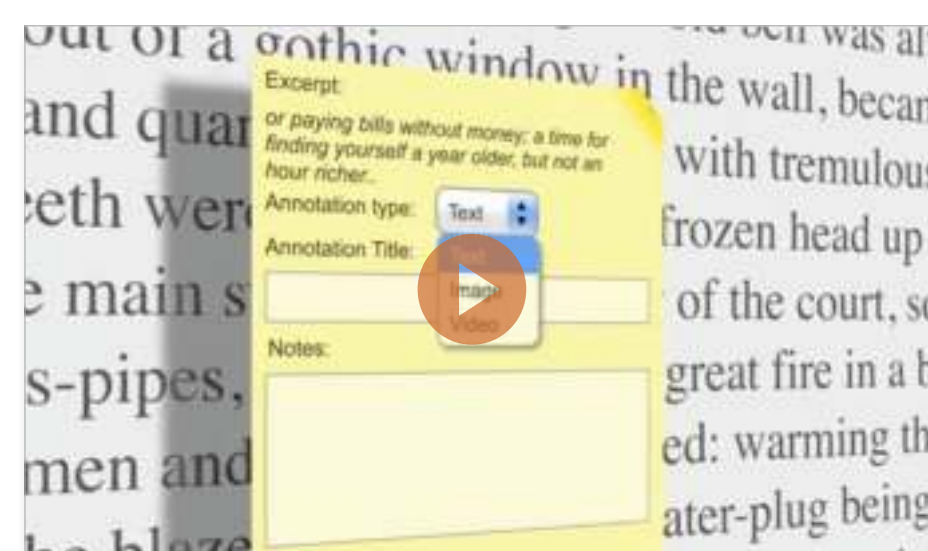
USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6

KLA: English

SYLLABUS: English K–6; English 7–10; English Stage 6

PUBLISHER: ReadCloud, NSW

REVIEW DATE: 09/07/2012   [070.5]

SCIS 1478454

*ReadCloud promotional* by johnnils1

Feedly

An RSS feed reader that is available for Chrome, Firefox, Safari, IOS and Android, *Feedly* synchronises with Google Reader to display news feeds in a magazine-like interface. Tapping the bottom black bar on the iPad displays a sidebar list of options and categories such as *Business, Fashion, World news* and *Tech*. Each category scrolls through illustrated news items with the most recent appearing first. Personalising the settings and favourites is possible when an account is set up in Google Reader. *Feedly* syncs updates instantly across all linked devices. Teachers could use this app to conveniently keep abreast of new knowledge in their field and obtain resources to support teaching and learning programs. Secondary students may also benefit from the ability to track research topics, use RSS feeds, and pull all this information into one easily navigated location. S. Rasaiah

USER LEVEL: Community Professional

PUBLISHER: DevHD, USA

REVIEW DATE: 09/07/2012   [302.23]

SCIS 1539328
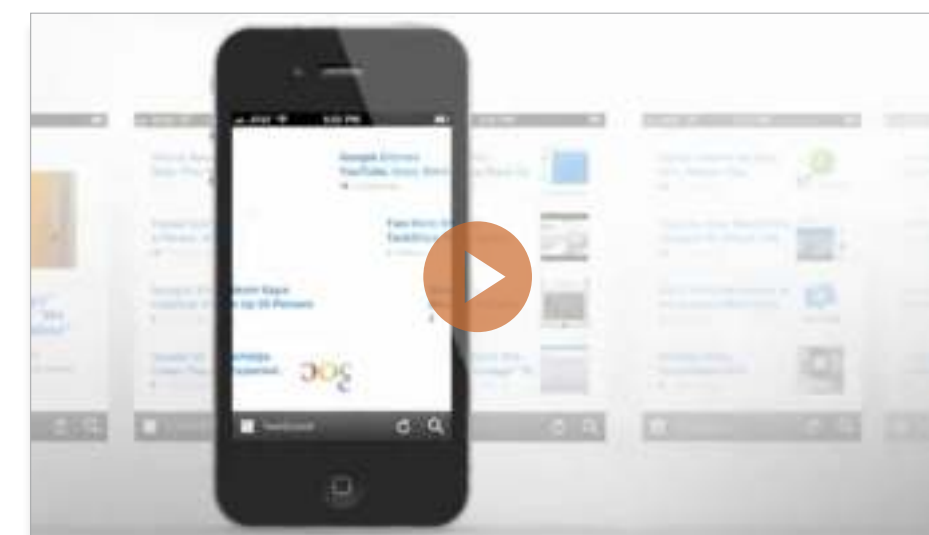
Feed your mind on the go – IOS by videofeedly

Indigenous people's rights in Australia today

Amnesty International has had a strong presence in Australia for many years. This section of their excellent website caters for students and teachers, as well as the wider community, in providing information and resources on Aboriginal rights issues. Much of the information focuses on the recent Northern Territory intervention and human rights, including a valuable Introduction for teachers and fascinating materials about the media debate on the intervention. Other resources include a collection of cartoons relating to Aboriginal rights issues. Teachers and students of Aboriginal Studies syllabuses will find this section of the Amnesty website worth a visit to support discussion and research. The probing exploration of human rights perspectives is also relevant to History and Civics and Citizenship studies. J. White

USER LEVEL: Stage 5 Stage 6 Professional

KLA: HSIE

SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History 7-10; Legal Studies Stage 6

PUBLISHER: Amnesty International Australia

REVIEW DATE: 09/07/2012   [323.1]

SCIS 1556194

Blood buddies

Interactive, with an emphasis on sound and images, this site offers plenty of information about the science behind blood. Students navigate by icon and most information is printed as well as read aloud. The site uses cheerful people as cartoon-like narrators. It is a curious approach that will present well on an IWB, although students may concentrate on the style instead of the message. Most biology content is contained in *The science of blood* and *Who needs blood?*, with material in short and detailed segments that can be repeated but not paused. In *Timeline and blood myths,* students select dates to discover developments in haematology. The *Virtual blood donor tour* successfully blends science with citizenship and community service ideals. Here, students can undertake a mock interview and donor questionnaire. An *A-Z glossary* and Teacher notes round off the site's usefulness as a science resource. C. Thomas

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7–10
PUBLISHER: Australian Red Cross
                Blood Service, Vic

REVIEW DATE: 9/07/2012   [362.1

SCIS 1428258

SoundNote

Note taking and recording audio are effortless with this great application. Users can easily type notes using the *Keyboard* function, or they can use the *Drawing tool* to make quick sketches. It is possible to track what is typed or drawn while recording audio. This latter feature would be particularly beneficial for students who wish to revisit lesson content. Pinpointing a specific spot in the audio soundtrack is as straightforward as tapping a word on the screen. Audio notes are recorded in M4A format and a one hour soundtrack equates to 20 MB. There is a helpful *Undo* and *Redo* function that allows notes to be revised quickly and simply. The *Documents* menu permits pages to be added or edited. Furthermore, this terrific application ensures notes can be shared via email or transferred directly to PC or Mac. H. Gardiner

> **App** Planning learning activities using apps? Note that the NSW DEC web filter currently only permits app downloads by staff.

USER LEVEL: Stage 3 Stage 4 Stage 5
                Stage 6 Professional
PUBLISHER: D. Estes, USA
REVIEW DATE: 09/07/2012 [371.3028]
SCIS 1543001 $5.49

SoundNote: iPad app of the week by kpurcell

Quia

An instructional site with student activities and classroom management systems, this resource combines online materials with an analytical angle. The FAQ link is an unusually large and helpful section, and an excellent place to investigate the site before signing up for the free trial. The site has templates for creating online activities and online testing tools to create quizzes. The full list of types of templates and tools is found in Subscribe. Templates are unoriginal, but the quizzes can be customised or created from scratch. *Quia* provides an efficient means of delivering self-grading, multiple choices quizzes, like those associated with the mandatory BOS course, *All my own work*. There

are also millions of multilingual and age graded contributions in the Shared activities area. Teachers can create a page to upload a calendar, images and audio, communicate with students, and post tasks and marks. The site allows for an in-school teacher network, and for teacher analysis of student tasks in tracking working methods and results. This post activity content is an interesting angle, and the main difference between this site and others that have online learning materials. C. Thomas

USER LEVEL: Stage 3 Stage 4 Stage 5
                Stage 6 Professional
PUBLISHER: Learning, USA
REVIEW DATE: 09/07/2012   [371.33]
SCIS 1548971   US$49.00 per year

ShowMe

This useful app turns an iPad into a mini IWB with drawing, audio and a recording function. Work can be drawn, displayed and then erased and written over. Users can manage their own creations, which are saved while in progress, and may elect to keep them private, share them publicly, or import the videos into other locations, such as a class blog or Voicethread. A large number of samples of teaching are available, including a Bohr diagram for Chemistry students, lessons in geometry and algebra, an explanation of prepositions,

haiku poetry, and graphic display of the rule of thirds for art students. The app could be used to explain multiplication by writing the numbers and then drawing simple groups of representative objects. Each explanation can be done on a blank page or a photograph may be downloaded, resized and labelled in handwriting, using different colours. Teachers could build a bank of explanations and lesson examples. Teachers working in elearning could take a photograph of a student's work on screen, and illustrate with arrows and verbal comments where improvements could be made to the work. Students could also work in pairs, completing a *ShowMe* assignment based on an explicit rubric of expectations for their oral and written presentation. D. Johnston

USER LEVEL: Stage 3 Stage 4
                Stage 5
PUBLISHER: Easel Learning, USA
REVIEW DATE: 09/07/2012   [371.33]

SCIS 1541233
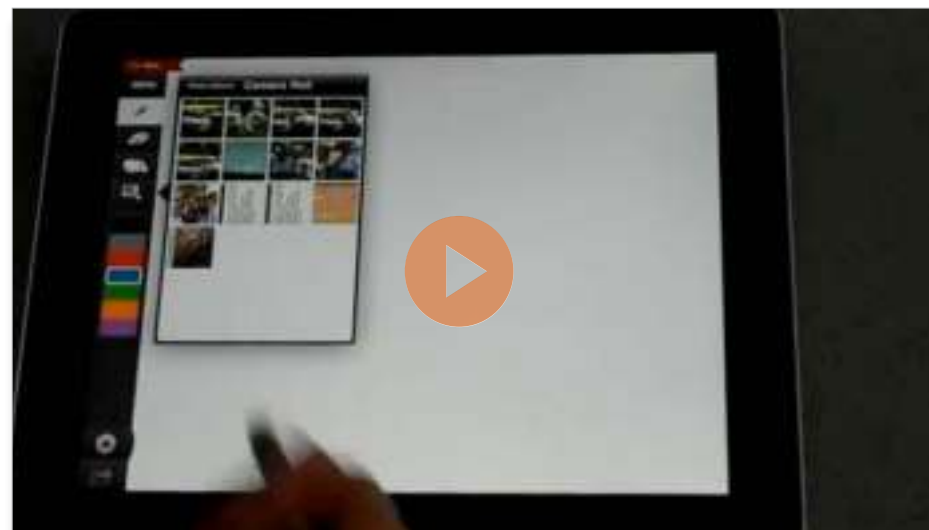
ShowMe app introduction by Karie Huttner
by khuttner

Forvo

Users of any age can access this website to check the pronunciation of words and phrases in just about any language. It is the largest pronunciation dictionary in the world and contains translations, making it a useful tool for language teachers, students and parents. The site is constantly growing, and not all words and phrases that students may need are available. However, it is most useful for beginners. Teachers could use the website either with students learning a foreign language or with ESL students. Note that some *Forvo* words are considered profane, vulgar or offensive by some people. *Forvo's* policy is to include such content and teachers need to be aware when using the site with students. H. Myers

USER LEVEL: Stage 3 Stage 4 Stage 5
                Stage 6 Professional
KLA: English; Languages
PUBLISHER: Forvo Media, Spain

Scan the SCIS barcodes to select eresources for your collection.

REVIEW DATE: 9/07/2012   [414]

SCIS 1539734

How to use Forvo by benmcmurry

Singing fingers

Providing a wide range of opportunities for creativity, this app allows users to record sounds while drawing a colourful design. Created for use on the iPad, the app has a standard collection of examples stored as part of the program, including numbers and squiggles. The app could be used for students to draw and sing basic shapes. If a student or teacher created a shape while singing, the whole class could sing together while the shape was traced over by another student. Sound is recorded only while a continuous drawing is being done, so the example must be brief and smooth. Sound quality is not always good and vocal sounds need to exaggerate enunciation. Teachers could use this app to integrate musical sounds into phonic and phonemic awareness. Students will become highly engaged in experimenting with new shapes and sounds as they write and draw. D. Johnston

USER LEVEL: Early Stage 1 Stage 1
KLA: CA
SYLLABUS: Creative Arts K–6
PUBLISHER: Beginner's Mind, USA
REVIEW DATE: 09/07/2012   [414]

SCIS 1541225

Singing fingers: finger paint with sound
by wakeupsilver

Reading Rewards.com

Offered in French and English, this online reading incentive program is a safe environment encouraging students to read more often and more widely. The aim is for students to exchange reading time, measured in *RR* miles, for rewards in the *RR* store. One minute of reading time earns one *RR* mile. In Teacher sign up, teachers can set up groups where students are able to log reading time,

write reviews, view recommendations and keep track of their RR miles. In Social reading, students can play games and connect with other readers. A range of daily reading log templates is available to record progress in print as well as online. S. Rasaiah

USER LEVEL: Stage 2 Stage 3 Stage 4 Community Professional

KLA: English

SYLLABUS: English K–6

PUBLISHER: Reading-Rewards.com, USA

REVIEW DATE: 09/07/2012 [424.8]

SCIS 1539309

Reading rewards grand tour by nicojonme

Letter dice

Similar to the traditional game of *Boggle,* this interactive resource for IWBs will bring a fresh approach to spelling in the classroom. Part of the *TeacherLed* site, authored in the UK, this interactive game allows students to roll dice and thereby generate a new set of 16 letters. From there, users can determine their own rules about how words can be formed and whether time 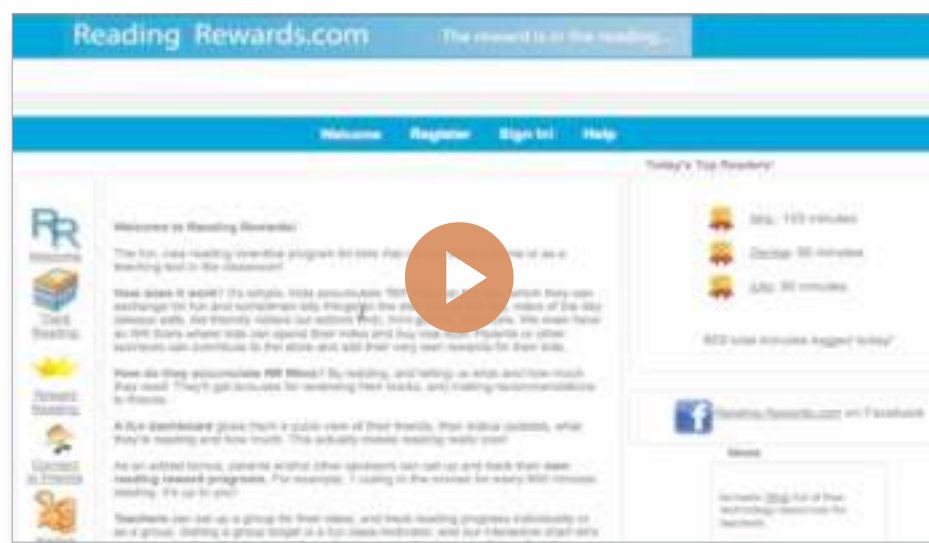limits should apply. Useful as a whole class exercise or completed at individual workstations, *Letter dice* helps make spelling fun. Users with older hardware may find the site taxing – in which case, the site suggests that users close all other applications before launching the game. The vibrant graphics and colours enhance the appeal of this learning tool, and the layout is simple, effective, and easy to navigate. G. Cale

USER LEVEL: Stage 2 Stage 3

KLA: English

SYLLABUS: English K–6

PUBLISHER: Teacher LED, UK

REVIEW DATE: 9/07/2012 [428.1076]

SCIS 1531435

Rhyme 'n' learn: the world's greatest math & science rap

Covering a wide range of mathematics and science topics, each of these 25 rap songs is accompanied by a YouTube video animation demonstrating the concept. *Gotcha angles covered* is a good example. Mathematics topics range from Stage 4 geometry through to Stage 6 calculus, with a similar range for Science syllabuses. Teachers might use the material as part of a lesson on each topic or as a springboard for students to create their own syllabus related rap. The obligatory links to social networking sites and music download sites are included. An email address must be registered to access the full length presentations. Clever construction, quality sound and uncomplicated graphics all contribute to an entertaining and educational site. P. Hannan

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

KLA: Mathematics; Science

SYLLABUS: General Mathematics Stage 6; Mathematics 7-10; Mathematics Stage 6; Science 7-10

PUBLISHER: Rhyme 'n Learn Records, USA

REVIEW DATE: 09/07/2012 [502]

SCIS 1553894

Science rap – heart by RhymenLearn

Animation gallery

Offering a range of multimedia animations, this site is well suited to classroom support. Structured in 3-5 minute segments, key components relating to several science topics are presented. Various subjects, including the lunar cycle, mitosis, the greenhouse effect, solar cells, and the global carbon cycle are available in this format. The animation is simple in design. Clear graphics and a concise outline of processes involved would reinforce teacher explanation of various scientific phenomena. These visual presentations could be included as a part of a multilayered approach to teaching that involves the use of IWB technology or laptops in the classroom. B. Kervin

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: Science

SYLLABUS: Biology Stage 6; Science 7–10

PUBLISHER: Sumanas Inc., USA

REVIEW DATE: 09/07/2012 [507]

Planning learning activities using apps? Note that the NSW DEC web filter currently only permits app downloads by staff.

SCIS 1538308

Harvey's home page

A comprehensive collection of IWB resources for Mathematics 7-12 teachers, these lessons cover topics such as algebra, number, measurement and statistics. They can be used as stand-alone lessons, or as an activity to create interest in a topic at the start of a lesson. PODS/Games links to games and problem solving activities while Staff development has presentations for teachers on subjects such as teaching techniques and educational psychology. The lessons are all free as downloads or a USB pre-loaded with resources can be purchased. The activities are engaging and well sequenced, with good use of animation and colour. This is a valuable resource for teachers using the IWB or data projector in the classroom. P. Hannan

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6 Professional Mathematics
KLA:	
SYLLABUS:	General Mathematics Stage 6; Mathematics K-6; Mathematics 7-10; Mathematics Stage 6
PUBLISHER:	L. H. Almarode, USA
REVIEW DATE:	09/07/2012 [510.71]

SCIS 1553910

Mathspace

In this online textbook based on topics in Mathematics 7-10 and the Australian Curriculum, students choose a topic from a list attached to each Year group. Teachers can access demonstrations of all the topics. The activities can be completed online or printed as a PDF. Hints can be accessed during the online activities, with well sequenced tutorials for each question. Students can comment on the site and ask questions. A subscription enables features such as a report card and the ability to save unfinished activities. Although the graphics have recently been redesigned, the site would continue to benefit from increased animation and visuals, improved navigation and positive reinforcement for correct answers, but it has great intentions and is worth a look by teachers. P. Hannan

USER LEVEL:	Stage 4 Stage 5
KLA:	AC; Mathematics
SYLLABUS:	Mathematics 7-10
PUBLISHER:	Mathspace, NSW
REVIEW DATE:	09/07/2012 [510.76]

$ must be purchased.

SCIS 1553879

The scale of the universe

Understanding the relative scale of objects and distances can pose conceptual difficulties for students. This topic is engagingly addressed, using a zoom-enabled animation to reveal the relative size of objects, from tiny neutrinos and atoms, to everyday objects and landmarks, and ultimately to planets and the entire universe. Clicking objects provides additional information, facilitating incidental learning. The use of *meter*, rather than *metre*, reflects the site's North American origins, though there are references to Australian icons, such as Uluru, that give the site enough of an Australian flavour to ensure it is inclusive. The site is suitable for sharing interactively on an IWB or for individual or small group learning on personal computers. The accompanying sound track can be repetitive, especially if using the site for an in-depth discussion of scale, but fortunately a mute facility is available. Accurate and effective in its treatment of a challenging topic, this absorbing resource could support learning in Science 7–10, particularly outcome 4.9.2. R. Morante

USER LEVEL:	Stage 4 Stage 5
KLA:	Professional Science
SYLLABUS:	Science 7–10
PUBLISHER:	Htwins, USA
REVIEW DATE:	09/07/2012 [516]

SCIS 1552869

The scale of the universe 2 by carykh

Star walk

The award winning design of this astronomy app allows users to locate, identify and view details of over 20 000 images from the night sky. By tilting the screen towards the sky, the app instantly identifies and shows planets, stars, constellations and satellites. For example, it can track the ISS. Once connected by HMDI cable to an IWB, the classroom uses and applications of this tool are many and varied. Particular use could be made of the multitude of secondary data provided about the planets for Science 7-10 students, when completing outcome 4.9 *describing qualitatively the relative*

sizes, distances and movements of components of our solar system. The accompanying music can be disabled in *Settings*, and the *Bookmark* feature is ideal for teachers to locate information beforehand and store for later reference. An informative Slideshow is freely available. The interactive and engaging nature of this excellent app readily supports teachers explaining concepts central to most astronomy related units of work. I. Mavin

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	Science
SYLLABUS:	Physics Stage 6; Science 7–10; Senior Science Stage 6
PUBLISHER:	Vito Technology, USA
REVIEW DATE:	09/07/2012 [523]
SCIS 1548029	$4.99

Star walk tutorial by VITOiPhone

Jungle time

Bright colours and appealing jungle animals transform learning how to tell the time on this visual app. Animated problems are spoken in *Set time, Tell elapsed, Set elapsed* and *Learn*, with affirming animal sounds and happy or sad faces appearing as feedback for results. The time on the analog clocks is offered in whole numbers or Roman numerals, and there is a choice of several spoken and written languages. *Settings* allows sounds and styles to be adjusted, and scores to be kept and reset at will. Five levels provide for progression in degrees of difficulty, differentiating the way that this app can be used in a classroom or home setting. Additional information about aspects of time such as *Time zone*s and *24 hour clock* is provided in *Learn*. S. Rasaiah

USER LEVEL:	Early Stage 1 Stage 1 Stage 2 Professional
KLA:	Mathematics
SYLLABUS:	Mathematics K–6
PUBLISHER:	A. Short, USA
REVIEW DATE:	09/07/2012 [529.076]
SCIS 1539216	$2.99

VisionSim

Employing the iPad camera, this app replicates what a partially sighted person would see. When clicking on each disease of the eye, the camera simulates the symptoms and visual outcomes accordingly. App users can experience nine degenerative conditions, such as macular degeneration, diabetic retinopathy, glaucoma and cataracts, changing the severity of the symptoms using a slide control. The images created can be saved for later viewing. The *Learn more* option provides a short description of causes, symptoms and treatments of each eye disease. *Resources* and *About sight loss* provide an array of helpful materials for the study of vision problems. This app will support students studying disabilities, and could assist staff development, by understanding the needs of students with visual impairments. D. Johnston

USER LEVEL:	Stage 4 Stage 5 Professional
KLA:	Science
SYLLABUS:	Biology Stage 6; Science 7–10
PUBLISHER:	Braille Institute, USA
REVIEW DATE:	09/07/2012 [617.7]
SCIS 1556653	

The Zen of Steve Jobs

Avid fans of Steve Jobs are likely to be drawn to this graphic novel representation of his encounters with Zen Buddhism and its impact on him and his visionary leadership of Apple. Touted as a re-imagining, the book suggests encounters that may have occurred between Jobs and Zen priest Kobun Chino Otogawa. It is one way of accounting for Jobs' unorthodox and often visionary ideas in the world of technology. For the most part, the sequential art suits its subject. Simple, monochromatic and spare, the graphics capture the notion of finding the essence of existence. An economical use of the verbal supports the contemplative nature of the encounters between the two men. It is an interesting, though perhaps romanticised, explanation of Jobs's inspiration and business practice. Unfortunately, this ebook does not allow for zooming and the lettering in the speech balloons can be difficult to read on the iPad. C. Sly

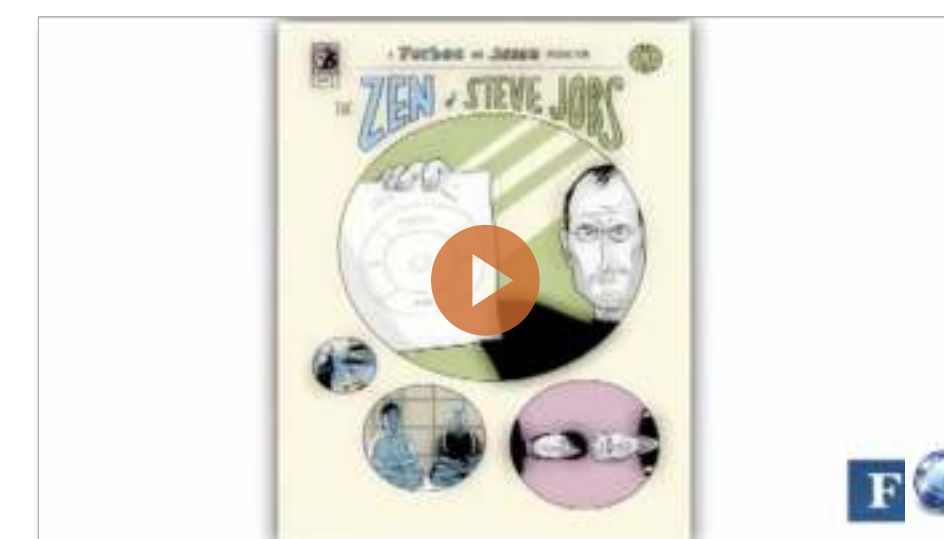|	
USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	English; TAS
SYLLABUS:	English Stage 5; Information Processes & Technology Stage 6
PUBLISHER:	Wiley, USA
REVIEW DATE:	09/07/2012 [621.39]
SCIS 1551384	$11.97

The Zen of Steve Jobs: a closer look by ForbesVideo

Queensland Egg Farmers Association

QEFA represents all contract egg producers in Queensland. Their site has a serious tone, and while it is not sophisticated, it does contain some very useful data, arguments and images for students of Agriculture. Egg farming facts provides basic facts about egg production including statistics. Hen welfare issues presents a timeline listing changes to egg production that have improved the welfare of the layer hen. One of the industry's classic diagrams on welfare can be found here. The site illustrates different egg production systems and in Response to Animal Lib and RSPCA claims there are detailed answers presenting research, science, and views of the cage egg producers. The site could be a useful resource for students of Agriculture or Food Technology. S. Bannerman

USER LEVEL: Stage 4 Stage 5
KLA: TAS
SYLLABUS: Agricultural Technology 7–10; Food Technology 7–10; Technology (Mandatory) 7–8
PUBLISHER: Queensland Egg Farmers Assoc, Qld
REVIEW DATE: 09/07/2012   [636.5]

SCIS 1549079

Martha Stewart cookies

Lovers of baking and sweet treats will appreciate the luscious offerings from this app. The graphics look good enough to eat. The extensive contents of this digital cookbook include classic biscuit recipes, chocolate biscuits, children's biscuits, gluten free biscuits, and biscuits as gifts. The recipes are easy to follow, although some of the American product names will need translating. There are baking tips, conversion tables, packaging suggestions and a cooking timer. Users can even sync it to a shopping list, share favourite recipes with friends, and watch videos to assist with preparation. The app supports understandings in Food Technology and Hospitality, especially the Food Technology 7–10 Focus Area: *Food for special occasions*. H. Myers

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Food Technology 7–10; Food Technology Stage 6; Hospitality Curriculum Framework Stage 6
PUBLISHER: Callaway Digital Arts, USA
REVIEW DATE: 09/07/2012   [641.8]
SCIS 1553712 $5.49

App review – Martha Stewart makes cook by burningmatch777

Know your own skin

A free, interactive app for iPad, iPhone and iPod touch, this user friendly tool helps individuals to effectively monitor skin changes and identify potential skin cancers. Using their device's camera, students follow a detailed nine step learning guide to inspect their skin and photograph any abnormalities. Images are saved in the app's *photo bank*, which offers regular calendar reminders, allowing users to observe and track skin changes over time. Current temperatures, the UV index, and weather forecasts are also available for a specific location, encouraging awareness of environmental conditions. A direct link to the app's companion website offers further research, frequently asked questions, real life stories, and a video explaining how to conduct a self skin check. Facilitating self-awareness, this quality resource deepens students' understanding of the importance of self-examinations. For Stage 4 PDHPE students, it may support learning in Outcome 4.7, as they identify strategies to minimise harm from risk behaviours, including sun exposure. A. Bovill

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: PDHPE; Science
SYLLABUS: PDHPE 7–10; PDHPE Stage 6; Science 7–10
PUBLISHER: LEO Pharma, Qld
REVIEW DATE: 09/07/2012   [646.7]

SCIS 1555990

Case study: Know your own skin (Leo by HKStrategiesAUS

Sistine Chapel virtual tour

The High Renaissance art in the Sistine Chapel is awe inspiring. Painted by Michelangelo between 1508 and 1512, the frescos can be viewed with clarity and detail on this website. A viewer is able to manoeuvre 360 degrees around the Chapel, zooming in to inspect facets of the artwork. There is no written information on the site, so preview research on the artwork will provide students with a pictorial schema to help them locate and identify the Biblical references. The background music of a church choir enhances

the mood of the site. The site may be slow to download due to the large transfer of information needed to run it, but a viewer is still able to manoeuvre within downloaded areas. It is a valuable resource for teaching and learning. N. French

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA
SYLLABUS:	Visual Arts 7–10; Visual Arts Stage 6
PUBLISHER:	Holy See, Italy
REVIEW DATE:	09/07/2012 [759.5]
SCIS 1552984	

Virtual reality tour gives online users a private view of the Sistine Chapel by RomeReports

Big huge labs

Manipulating and displaying images is now made easier than ever with this engaging website that offers numerous creative options for presenting your own images, or images from *Flickr* or *Facebook*. The lab is free and instant to sign into.

Currently, there are 42 imaginative options listed and annotated for ease of use. These include Cube, Bead art, CD cover and Mosaic maker. There are multiple shape collage options where several photographs can be arranged into shapes. Options beyond the basic services incur a cost, and a paid, ad-free membership is available, though a free Educator account is also offered. Students will enjoy this site as they can experiment, arrange and display their images and photographs. R. Higginbottom

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA
SYLLABUS:	Photographic & Digital Media 7–10; Photography, Video & Digital Imaging CEC Stage 6; Visual Design 7–10
PUBLISHER:	BigHugeLabs.com, USA
REVIEW DATE:	09/07/2012 [775]
SCIS 1554115	

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Big huge labs – 3 minute tech by justin

iMovie

For budding filmmakers, this remarkable app allows exciting opportunities to create movies. For beginners, concise instructions assist in the process of developing projects, and the comprehensive *iMovie help* clarifies any matters that may arise. Media can be inserted from a range of devices, or recordings and photos can be taken with the inbuilt iPad camera. The split screen provides a timeline that displays all elements of the film. Changes can be made by tapping on the screen or by using the *Undo* button. Eight themes are available within *Project settings* and a broad range of audio options, including *Sound effects*, can be found within the *Media library*. Movies can be copied to iTunes, transferred between devices, shared on social networking sites, and streamed to a HDTV. Its ease of use makes this fantastic application a versatile tool for film students. H. Gardiner

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
KLA:	CA; English
SYLLABUS:	English K–6; English 7–10; Photographic & Digital Media 7-10; Photography, Video & Digital Imaging CEC
	Stage 6
PUBLISHER:	Apple, USA
REVIEW DATE:	09/07/2012 [778.59]
SCIS 1543015	$5.49
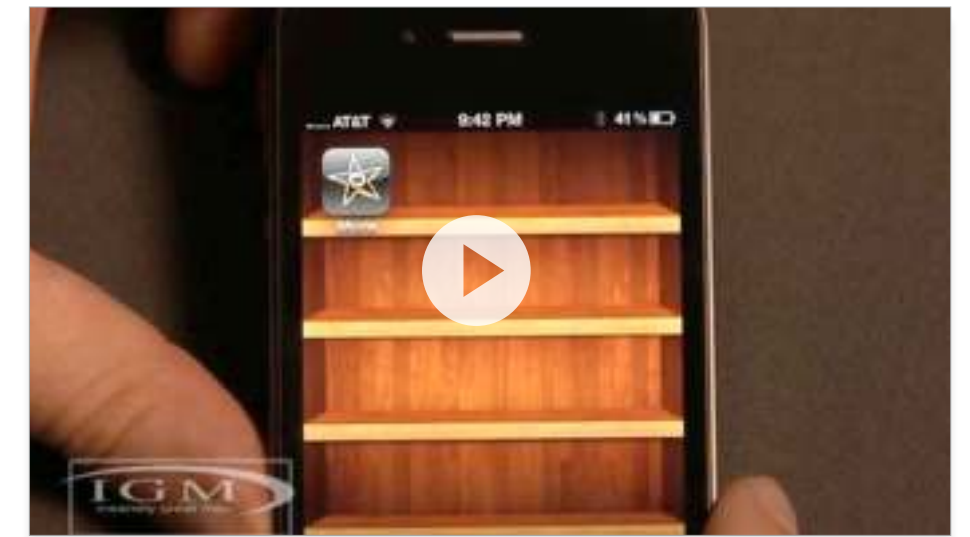
iMovie app for iPhone4 (review/tutorial) by wwwinsanelygreatmac

Making music fun!

Music may well be back in favour in primary schools once teachers discover this wonderfully resourceful site. *Oliver the octopus arcade* contains excellent games that will help students learn the names of notes and find their rhythm. Free sheet music includes resources for piano, strings, woodwinds and brass, plus a songbook. The Print it! Index contains flashcards, practice charts, award certificates and composer biographies. Resources galore, including manuscript paper, support teaching activities which are in the music *Library,* where the teaching ideas materialise. Meet the composer is an index of 24 well

known composer biographies, which can be printed and laminated and used as research cards for an online scavenger hunt activity. The same can be done with instruments in Meet the orchestra. Use ideas found in The lesson zone to integrate literacy activities. It is well worth tiptoeing around the site's advertisements to discover some great free resources. G. Maugle

USER LEVEL:	Early Stage 1 Stage 1 Stage 2 Stage 3
KLA:	CA
SYLLABUS:	Creative Arts K–6
REVIEW DATE:	09/07/2012 [780.71]
SCIS 1555635	

Ukulele in the classroom

James Hill is regarded as one of the world's best ukulele exponents. Everything needed to teach ukulele in a classroom situation is provided free on his website. Sheet music, chord charts, audio files and lesson plans can be accessed for class use. A free starter kit can be ordered by completing a questionnaire. This resource would be useful to music teachers; ukuleles are a cheap, cheerful, and simple option to introduce the use of chords and reading musical notation. Scores and chord charts can be shared interactively on an IWB for class

discussion. The FAQ page, subdivided into teaching, tuning, instruments and teaching resources, is useful for instant help, as well as being a forum for more ideas. R. Parnis

USER LEVEL:	Stage 2 Stage 3 Stage 4 Professional
KLA:	CA
SYLLABUS:	Creative Arts K–6; Music 7-10
PUBLISHER:	Crystal Lake Media, USA
REVIEW DATE:	09/07/2012 [787.807]
SCIS 1552530	

James Hill ukulele performance, NAMM Music Education Days 2011 by staumpmusicschool

The art of the Adventures of Tintin

Hergé's iconic characters in the *Tintin* series of books have been digitally recreated in a 3D film, *The adventures of Tintin*, made possible through the genius of Peter Jackson and his team of animators and special effects

artists. This app, based on content from Chris Guise's book, *The art of the adventures of Tintin*, provides insight into how the transformation from book to film was achieved. An introduction to the app by director, Steven Spielberg gives an overview of its interactive and conceptual design. Teachers and students will be intrigued by the attention to detail in the production of this app and may gain valuable knowledge about filmmaking, animation, visual effects and the importance of revering the legacy of an author. S. Rasaiah

USER LEVEL:	Stage 3 Stage 4 Professional
KLA:	CA; English; TAS
SYLLABUS:	Design & Technology 7–10; Design & Technology Stage 6; English 7–10; Visual Arts 7–10; Visual Arts Stage 6; Visual Design 7–10; Visual Design Stage 6
PUBLISHER:	HarperCollins, NZ
REVIEW DATE:	09/07/2012 [791.43]
SCIS 1543037	$6.49

Art of the adventures of Tintin trailer.mov by ArtofTintin

Animalia

Displaying every illustration of the intricate picture book Animalia, this colourful app features three games: *Explore Animalia, Go get Graeme* and *What in the world?*. The interactive animal sounds lend an authenticity to the jungle theme and the requirement to zoom and shake the iPad to achieve new results makes this technology highly engaging. A video tutorial by Graeme Base explains every aspect of the search and find activities, including the scoring mechanism and how to share scores on Facebook. S. Rasaiah

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	English
SYLLABUS:	English K-6
PUBLISHER:	Base Factory, Vic
REVIEW DATE:	09/07/2012 [793.73]
SCIS 1539226	$3.99

Animalia – iPhone/iPod touch ar [App] [$]
iPad app
by TheBaseFactory

Coach's eye

A fascinating and useful application for iPad and iPhone, this resource is a video analysis tool that reviews movement frame-by-frame or in slow motion. Voiceover and annotation can be included as required. It is geared towards sports analysis but could be used for tutoring in other physical disciplines such as drama and dance. The accompanying video briefly reveals how to use the app. The tutorials section of the related website explains how to record or import video material; use of the flywheel in analysis; the addition of drawing tools; and saving or sharing selected segments. As a number of Feedback comments indicate, the app is obviously a work in progress, but it seems to be well on track to being educationally valuable in a number of areas. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional

KLA: CA; PDHPE

SYLLABUS: Dance 7–10; Dance Stage 6; Drama 7–10; Drama Stage 6; PDHPE K–6; PDHPE 7–10; PDHPE Stage 6; Physical Activity &

Sports Studies 7–10

PUBLISHER: TechSmith, USA

REVIEW DATE: 09/07/2012   [796.07]

SCIS 1553266 $4.99

Coach's eye: the ultimate video analysis to
by CoachsEye

Figment: write yourself in

An online creative writing community, the site has some interesting resources for student writers. Users need to create a free account, and this allows them to write and publish online, and to access contests, forums and writing groups. The site has plenty of reading material, most of which is in figment library and features. Works include poems, digital media, comics, short stories, and chapters from longer works. In educators, teachers can create private writing groups for students to work within. This, and the *group discussion* tool, has much potential for a school writers' club. The site has a cheerful layout and workable

design. Its content has some useful practical advice and concepts for student writers to explore. The site has guidelines and moderation, and it does have some credibility in its founders and references to contemporary published writers, such as Meg Rosoff and Jonathon Safran Foer. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional

KLA: English

SYYLABUS: English 7–10; English Stage 6: *Extension 2*

PUBLISHER: Figment.com, USA

REVIEW DATE: 09/07/2012   [808]

SCIS 1549019

Welcome to Figment! by figmentdotcom

MeeGenius!

Featuring *read along* technology, word highlighting and professional narration, this app holds a library of over 300 illustrated ebooks. A preview is available for each ebook

listed for purchase and there are six free books which allow users to judge the quality of any prospective purchases. Collections feature fiction and nonfiction groups of similar themes including shapes, fairytales and fables. The selections are narrated with an American accent and the factual texts favour American topics. When combined with a wider range of quality texts, this app could be useful for students needing additional support with reading. The app is compatible with iPhone, iPad, Google TV, and Android devices. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1

KLA: English

SYLLABUS: English K–6

PUBLISHER: MeeGenius, USA

REVIEW DATE: 09/07/2012   [808]

SCIS 1554031

Thumbelina by meegenius

Storyrobe

Creating a digital story is possible in three easy steps using this app. Create story requires photographs to be selected from the media library. Options to upload the story to YouTube or to email it are available in Share story. The email option is particularly useful as a link to the story is sent in the email. If the creator of the story emails the link to themselves, the video can then be saved to iTunes or another location. Students using iPads may find the interface slightly restrictive as the visuals are centred in a small, vertical insert. The information function can only be viewed within this small frame, although the text can be stretched inside the frame. Despite this minor inconvenience, the app is a valuable communication tool that effectively integrates ICT across the curriculum. S. Rasaiah
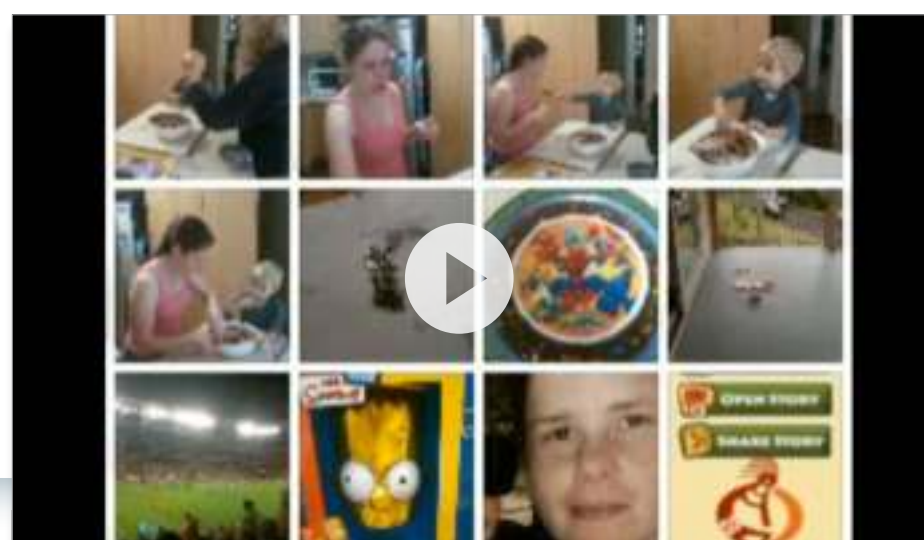
USER LEVEL: Stage 3 Stage 4 Professional

KLA: English

SYLLABUS: English K–6; English 7–10

PUBLISHER: Storyrobe, USA

REVIEW DATE: 09/07/2012 [808]

SCIS 1554005 $0.99

How to make a Storyrobe by y3ehps

The waste land for iPad

One of the 20th century's most iconic poems is the focus of this excellent app for iPads. Alongside a full version of the text is the opportunity to hear the poem being read and performed by numerous personalities, including T. S. Eliot. Great additions are the highlighting of the line being read and the movement of the page upwards to ensure ease of reading on the screen. A navigation tool allows specific sections of the text to be found by selecting the relevant thumbnail. Words or phrases can be searched. Users can select from a comprehensive index to view a range of Eliot aficionados offering their perspectives on the poem. The app includes interactive notes and the original manuscript with Ezra Pound's handwritten edits. A handy *Tips* section provides a concise overview on how to best use the app. The only disadvantage of this app is its size; at 950MB, it may take some time to download. H. Gardiner

USER LEVEL: Stage 5 Stage 6 Professional

KLA: English

SYLLABUS: English 7–10; English Stage 6: *Extension 2*

PUBLISHER: Touch Press, UK

REVIEW DATE: 09/07/2012 [821]

SCIS 1552774 $13.99

A walk through The waste land by TouchPressdotcom

Sir Terry Pratchett: 'imagination, not intelligence, made us human'

One of the Wheeler Centre's set of talks with authors, this 68 minute filmed interview has Michael Williams speaking with Terry Pratchett in front of a Melbourne audience. The interview covers Pratchett's early work as a journalist, his first forays into fiction and his thoughts on death and religion. The author also shares insights into narrative, his stories and characters, particularly the *Discworld* series, which is set in a world on the back of a giant turtle. The video opens with a 10 minute reading by Rob Wilkins from *Snuff*, the 39th *Discworld* novel. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional

KLA: English

SYLLABUS: English K–6; English 7–10

PUBLISHER: Wheeler Centre, Vic

REVIEW DATE: 9/07/2012 [823]

SCIS 1531215

Sir Terry Pratchett: 'Imagination, not intelligence, made us human' by The Wheeler Centre

professional reading

Resources are listed in Dewey order

Using Microsoft OneNote 2010

OLDENBURG, Michael C.

Que, USA, 2012
ISBN 9780789742926
[005.5]

OneNote is a flexible, digital notebook which allows users to gather, manage, search and share information across a network, via an iPhone or the internet. It has the potential to be a powerful teaching and learning tool. This comprehensive manual explains all the basic and enhanced features of the program and shows how to upgrade from a previous version. Learning about adapting, updating and collaborating within the program is simplified by the straightforward contents and index. Book owners can also access a free online edition of the book, enabling searching of contents, text highlighting, note attaching, and printing. The enhancements, additional videos and online components of this edition are so clearly explained that upgrading is seamless. For further information about OneNote, a general internet search reveals a range of other valuable guides and video tutorials, including the corresponding video overview. S. Rasaiah

USER LEVEL: Professional
KLA: CA; English;
                HSIE; Languages;
                Mathematics; PDHPE;
                Science; SciTech; TAS

App Planning learning activities using apps? Note that the NSW DEC web filter currently only permits app downloads by staff.

SCIS 1540894   Paper $29.95

Microsoft Office 2010 – get organised with Onenote by asteriskconnect

Take this lollipop

Quite confronting, this site is highly effective at addressing issues associated with cyber safety. With its realistic graphics, the viewer is tricked into believing that a hacker is accessing their Facebook account. Photographs and recent postings from the user's account are revealed on the screen. A strong sense of concern and invasion of privacy is generated, especially when the hacker appears to access Google maps to obtain directions to the user's home address. This simulation will make students reassess the type of information they place on social network sites, and provide a stimulus for class discussion on cyber safety. It would link well with talks from a local police liaison officer and to learning about power in relationships and protective strategies in PDHPE. Approval to access Facebook is

requested before the application will run, preventing access for students in NSW DEC schools, though students cannot access their account in real terms, and their information is not retained. The simulation is designed to raise awareness and provoke discussion on the serious topic of cyber safety, and has applications for secondary students. N. French

USER LEVEL: Professional
KLA: PDHPE
SYLLABUS: PDHPE 7–10
PUBLISHER: TakeThisLollipop.com, USA
REVIEW DATE: 09/07/2012 [006.7028]

SCIS 1552915

Take this lollipop (official trailer) by shinyrobot

School libraries: what's now, what's next, what's yet to come

FONTICHIARO, Kristin & HAMILTON, Buffy

Published as a free ebook, this resource can be downloaded in HTML, JavaScript, PDF and most ebook formats. Educators have contributed to the collection of over 100 essays on the focus area. These are divided into 10 chapters on topics such as *Gaming, Reading, Virtual libraries,* and *Professional learning.* Contributors explore the future of the traditional library in a rapidly changing digital world. The book reaffirms the role for teacher librarians at the cutting edge of the changes. In teacher librarian networks, there has been a great deal of discussion regarding the future of personnel in school libraries and this collection of articles is hopeful and encouraging. It offers a vision for the library of the future. R. Higginbottom

USER LEVEL: Professional
PUBLISHER: Smashwords, USA
REVIEW DATE: 09/07/2012   [027.8]

SCIS 1540042

Services to schools: supporting literacy and learning

New Zealand's National Library provides literacy and learning support with similar content and in similar ways to Australian state libraries. The website is effectively laid out for teachers and teacher librarians to discover quickly which areas offer tools and ideas. The Gallery has many inspiring images on library design, all with useful captions. The Create readers blog and Libraries and learning have unusually well written and informative entries that cover a wide range of contemporary topics. These are precisely categorised for quick research. Entries on digital technologies, and reviews of sophisticated picture books and graphic novels are especially helpful. Culture, identity & heritage, including the sub topic Supporting Pasifika students, is an excellent and practical resource for Australian school communities with Pasifika students. Developing your library has plenty of connections to professional reading. C. Thomas

USER LEVEL: Professional
PUBLISHER: National Library of New Zealand, NZ
REVIEW DATE: 9/07/2012   [027.8]

SCIS 1504614

What your teacher librarian can do for you

A collaborative project by Southern Cross University, teacher librarians, principals, and municipal librarians from the Coffs Harbour region, this production of 11 video clips shows what school and public libraries can offer pre-service teachers. The series has been offered to other universities administering education or teacher librarianship courses. The importance of school libraries features in three of the videos. Here, teacher librarians, supported by their principals, discuss how the school library supports student learning outcomes. Helping students become information literate, and the collaborative opportunities that exist using Connected Outcomes Groups (COGs), are included in other videos. Highlighting the work of teacher librarians, this series would be a valuable professional learning resource, showcasing library services to staff. S. Rasaiah

USER LEVEL: Professional
PUBLISHER: SCU Library, NSW
REVIEW DATE: 09/07/2012   [027.8]

SCIS 1554043

Scan the SCIS barcodes to select eresources for your collection.

Words of advice by libraryresources

Libraries and transliteracy

This excellent blog encourages teachers and teacher librarians to reconsider how information literacy skills are taught. Many facets of literacy are explored, and current research can be accessed with ease. Particular focus is on transliteracy: the ability to read, write and interact across a range of platforms, tools and media. Recent and archived posts allow users to gain a broad overview of site content and the *Categories* section pinpoints specific areas. For example, 21st Century literacies links to professional discussions and research papers regarding transliteracy. Users can also join the blog and respond to posted questions. Presentations and Slideshow offer impressive presentations (like the accompanying SlideShare file), examining the changing face of literacy and libraries. Furthermore, free ebooks can be
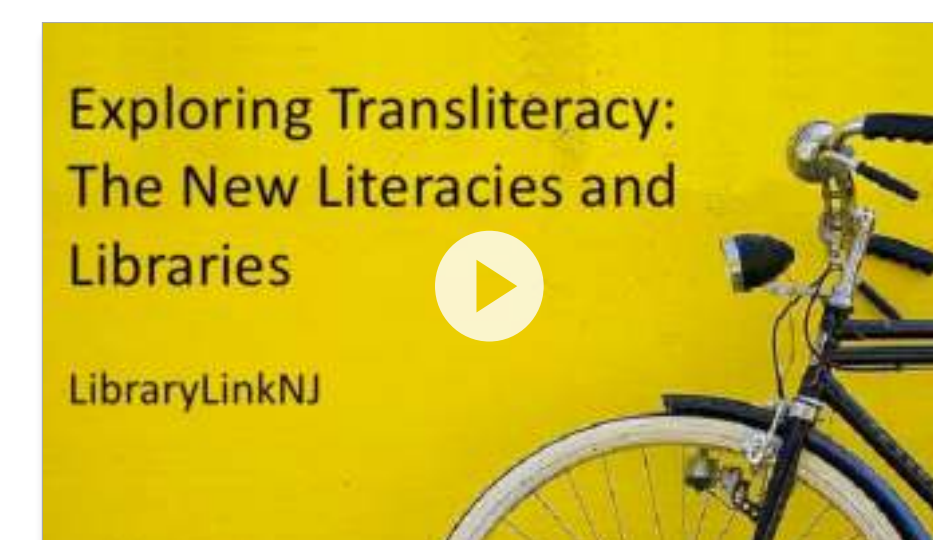
downloaded from the Reading list. Although composed for an American audience, the material on this comprehensive site has relevance for Australian schools. H. Gardiner

USER LEVEL: Professional
PUBLISHER: WordPress, USA
REVIEW DATE: 09/07/2012   [028.7]

SCIS 1543032

Exploring transliteracy: the new literacies and libraries by Bobbi Newman

Reframing information literacy as a metaliteracy

MACKEY, Thomas P. & JACOBSON, Trudi E.

According to the authors of this insightful research article, social media and online communities have challenged traditional definitions of information literacy. They argue that the term *metaliteracy* provides a broader scope for those

skills necessary in the digital age. Particularly relevant to teacher librarians, the paper outlines the need to develop a comprehensive framework based on key information proficiencies and knowledge. Such a model would meet the demands inherent in new digital environments. This 17 page PDF is organised by subheadings, with each section examining the history, limitations and advantages of numerous literacies. Ultimately, the authors conclude that metaliteracy enables individuals to operate in a world where internet applications have changed expectations of where and how to find information. Highly academic in its style, the article is heavily influenced by its American context. However, many of the issues raised are global in nature, and pertinent to local educators. H. Gardiner

USER LEVEL: Professional
PUBLISHER: Association of College & Research Libraries, USA
REVIEW DATE: 09/07/2012 [028.7]

SCIS 1543052 |||||||||||||||||||||||

Tagged

Developed as part of the Australian Communications and Media Authority (ACMA) Cybersmart program, _Tagged_ is an engaging

film that shows students the dangers of posting information on social networking sites. It dramatically conveys how online interactions can have real life consequences. The story is a realistic and well acted account of what happens when a student secretly photographs two friends cuddling and posts the image with mischievous comments on a blog. It leads to a fight, photographs of which are also uploaded, and then to very hurtful revenge. The ACMA site has lesson plans, student activities, and character reflection interviews, which are excellent for stimulating further discussion. There is also a guide for parents, cyber safety information, and professional development for teachers. These resources provide a comprehensive understanding of a modern student's technology profile, positive online behaviour, personal cyber safety, plus a school's legal obligations to minimise and address risks. The site could complement other Australian guidelines and resources, including the _Digital citizenship_ website produced by NSW CLIC. A. Soutter

USER LEVEL: Stage 5 Stage 6 Community Professional
PUBLISHER: Australian Communication and Media Authority, ACT
REVIEW DATE   09/07/2012   [302.23]

SCIS 1542628 |||||||||||||||||||||||

Tagged by ACMAcybersmart

Social media statistics & facts 2011

A short video highlighting social media – who is using it and how – this clip uses music and graphics to display a range of tables and charts which emphasise the exponential growth of many facets of social media. It is a thought-provoking clip that could be used in a variety of classroom situations. It could be shown when promoting responsible computer and social media usage for students, parents and teachers. The clip would also be useful for teachers of Information & Software Technology 7-10, in the Core Topic: _Past, current & emerging technologies_. The site has cross curricula usefulness for lessons on social media that go beyond cyber safety messages. B. Hull

USER LEVEL: Stage 4
KLA: CA; TAS

SYLLABUS: Information & Software Technology 7–10; Technology (Mandatory) 7-8; Visual Design 7-10
PUBLISHER: Box Hill Institute, Vic
REVIEW DATE: 09/07/2012 [302.3028]

SCIS 1538267 |||||||||||||||||||||||

Social media statistics & facts 2011 by BoxHillInstitute

I am inspiration!: emotional intelligence, key to success

BAARTZ, Arna

Bloomington, USA, 2011
ISBN 9781452537160   [370.15]

The I AM Program teaches self-awareness and emotional intelligence through the primary school years. It can be delivered by parents or teachers, in classrooms or in the

home or neighbourhood. It has a set of core chapters on self-esteem, bullying, virtues, music, brain activities, inspiration and motivation, as well as a four lesson workshop for Early Stage 1, Stage 1 and Stage 2. There are some great activities, such as each time a child or adult commits a random act of kindness, their name and the deed are written on a leaf and pinned to a tree on the classroom wall. The book is full of encouragement to use affirmations. It makes the point that these do not need to be over the top because it is about teaching children to see themselves as they really are. Together with its companion website, this is a resource with good ideas to bring a class together and to help students accept each other. A. Soutter

USER LEVEL: Community
                  Professional
KLA: PDHPE
SYLLABUS: PDHPE K–6
SCIS 1531173   Paper $61.95;
                  Ebook $14.95

Martin Jorgensen

Jorgensen is a teacher and writer. His site is an unwieldly mix of adverts, helpful teaching references, original literacy resources, Twitter posts, and business promotion. A modern layout, stark design, and fast movements impede navigation. However, teachers who get past these design obstacles

will find some worthwhile resources. Media library sorts digital tools for the classroom using Bloom's Taxonomy. It is a handy collection of online resources that teacher librarians in particular may find useful because of the grouping methods used. The most practical part of the site for teachers is Find your story. In this section, site users are taken to two original eresources: Lightning bug that helps students to understand narrative structure; and Story chaser that takes students through the process of being a digital journalist. Both are interesting and engaging resources for the English classroom. C. Thomas

USER LEVEL: Stage 4 Stage 5
                  Professional
KLA: English
SYYLABUS: English 7–10
PUBLISHER: Martin Jorgensen, Vic
REVIEW DATE: 09/07/2012   [371.33]

SCIS 1549026

Don't peak at high school: from bullied to a-list

Edited by Fiona Scott-Norman.

Affirm, Vic, 2011
ISBN 9780980790450
[371.5]

Candid accounts of bullying from celebrities

in this book will help students gain strategies and insight. There are many well known contributors, including Adam Goodes, Penny Wong, Wendy Harmer, Paul Capsis and Eddie Perfect. The stories are realistic, rather than being tweaked to paint the celebrity in a good light. For example, Brendan Cowell was set up to fight the captain of the rugby union team after school and he writes about his growing fears as the day wore on. Tim Ferguson makes the point that *even if today is not the day when the bully thumps you, you spend all day, every day nervous*. Adam Boland tells about being the new boy in many schools and the time his whole class conspired to set him up. Kate Miller-Heidke points out that what is great about getting older is that you begin to appreciate people who are a bit different. Contrasting that is Bindi Cole's account of being bullied by a teacher. Every aspect of bullying seems to have been experienced by someone in this range of people, yet they have managed to flourish. In this book, they share their survival strategies. A. Soutter

USER LEVEL: Community
                  Professional
KLA: PDHPE
SYLLABUS: CAFS Stage 6;
                  PDHPE 7–10
SCIS 1519732   Paper $26.95

TeacherLED

Resources designed by a British teacher to enhance the use of interactive whiteboards are grouped under *Maths, English,* and *Geography* on this sponsored site. Teachers may use the resources directly from the site but are not permitted to download, disassemble or save the resources to a server. The owner of the site prefers users to link to each instruction page, rather than directly to the resource, as notes that maximise the effect of each interactive are provided for teacher use. As the title of the site implies, these activities are meant for teacher led, whole class lessons, in which a single concept is introduced or practised in a plenary session. Teachers need to assess the level of complexity that is suitable for their students as there are no degrees of difficulty suggested on the site. Some areas, such as Algebra and General maths, provide printed material or answer sheets. The games and activities on this generous site are ingenious and would enliven lessons and deepen understanding of concepts. S. Rasaiah

USER LEVEL: Professional
PUBLISHER: Teacher LED, UK
REVIEW DATE: 9/07/2012   [371.33]

SCIS 1532067

The Indigenous Literacy Foundation

Formed to provide books and raise literacy awareness in remote Aboriginal communities, the ILF is an independent organisation supported by a large and informative website. The site is well laid out with some excellent resources, such as the FAQ, with its straightforward answers to common questions about aid to Aboriginal communities. Videos include student responses to the concept of treasure, and two students reading stories from Andy Griffiths' project, *The naked boy and the crocodile*. How to help has practical ideas for events such as NAIDOC Week and the 2012 Indigenous Literacy Day. The whole site is a fine resource for providing ideas about students' community service and fundraising activities. Written in Kriol and English, the book, *Reading with children*, targets families and provides useful practical and theoretical information about techniques to help young readers. C. Thomas

USER LEVEL: Community Professional

KLA: English; HSIE

SYLLABUS: Aboriginal Languages K–10; English K–6

PUBLISHER: Indigenous Literacy Foundation, NSW

REVIEW DATE: 9/07/2012   [371.829]

SCIS 1534140

School A to Z

ABSTRACT
Streamlining the internationally acclaimed online version of the NSW Department of Education and Communities' site for parents, this free app offers practice tools and homework help to enable parents to assist their children. Definitions, fact sheets, examples, videos and further information can be accessed for English, mathematics, and technology subjects. Levels in the interactive games in *Spellingbee* and *Maths monkey* can be tailored to suit individual students' needs. Links and key points on a large range of topics model how to tackle assignments, and feedback is welcomed for continued improvement of this app. The embedded *YouTube* videos and third-party websites can be opened directly from the app or shared via email.

USER LEVEL: Community Professional

PUBLISHER: NSW Department of Education & Communities, NSW

REVIEW DATE: 09/07/2012   [371.19]

SCIS 1543059

What is School A to Z? by schoolatoz

Re-enchantment: not all fairytales are for children

The site features a collection of works by contemporary visual artists, photographers and filmmakers. Exhibits are available through the *Gallery. Source* links to the historical context of fairytales and presents useful reference lists. *Fairytale themes* has enthralling video clips with experts speaking about the social, historical and psychological nature of fairytales. Users can add their own images, stories and interpretations. The tales presented include *Red Riding Hood, Snow White, Bluebeard, Rapunzel, Cinderella,* and *Hansel & Gretel*. It is an informative website for adults; there is a specific warning on the home page that the site is not intended for children. On a critical level, the site is very creative, to the point where it takes patience to use. For teachers studying the genre, this site is sure to encourage deep thinking and further research. E. Sly

USER LEVEL: Professional

KLA: CA; English

SYLLABUS: English Stage 6: *Extension 2*; Photography, Video & Digital Imaging CEC Stage 6; Visual Arts Stage 6

PUBLISHER: ABC, NSW

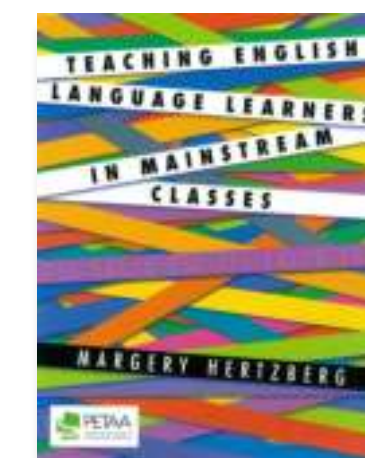REVIEW DATE: 09/07/2012   [398.2]

SCIS 1552628

Teaching English language learners in mainstream classes

HERTZBERG, Margery

Primary English Teachers Association Australia, NSW, 2012
ISBN 9781875622856   [428.0071]

Early English learning intervention programs are increasingly a priority for mainstream classroom teachers who lack specialist assistance in addressing the literacy needs of EAL/D students. EAL/D (English as an Additional Language or Dialect), is the term used in the Australian Curriculum to replace ESL and NESB. Useful strategies

elaborated in this text include instructive ideas for focusing classroom talk, decoding for learning to read, going beyond the text to build understanding through comprehension, and using readers' theatre for developing oracy through inclusive engagement of all students. The strategies, ideas and approaches recognise the diversity of students' needs and accept that language is learned in context. Student work samples are used to elaborate the strategies, illustrating *show me what it looks like* in practice. In this way, the author links the theory of current literacy approaches with effective teaching practices. This concept is particularly illustrated in the chapter on developing quality writing skills. F. Whalan

USER LEVEL: Professional
SCIS 1540210   Paper $39.95

Scaffolding language, scaffolding learning: teaching second language learners in the mainstream classroom

GIBBONS, Pauline

Heinemann, USA, 2002
ISBN 0325003661   [428.3]

Teachers will find ideas for primary students with challenging behavior and language difficulties

in this thoughtfully constructed book. The Australian author gives practical advice on teaching by scaffolding language development in all subject areas. She shows that language learning is not a simple linear process but that it involves the ongoing development of skills for a range of purposes. Children from some Aboriginal cultures, where language is used differently, may have unrecognised language problems which could be addressed by techniques outlined in this book. Although the focus is on second language learners, the use of better questioning techniques, structuring group work to encourage more participation, and developing listening and writing skills will improve educational and literacy outcomes for all students. A. Soutter

USER LEVEL: Professional
KLA: CA; English; HSIE; PDHPE; SciTech
SYLLABUS: Aboriginal Languages K–10; Creative Arts K–6; English K–6; HSIE K–6; PDHPE K–6; SciTech K–6
SCIS 1116721   Paper $47.99

Out of our minds: learning to be creative

An ebook version of an outstanding book by educational philosopher, Sir Ken Robinson, this offers a good

deal to contemplate in relation to the future of education. It is a revised and updated edition of his original 2001 publication. With eloquence, wit and well chosen examples, Robinson challenges the rationalist model of education and indicates why and how it needs to embrace creativity to meet the needs of the 21st century. He advocates sweeping changes to education systems world wide and stresses the importance of quality teaching by creative professionals. His thought provoking arguments are engaging and persuasive. They provide a sound basis for dialogue about the role of education and its link to preparing and equipping students for the future. This book, in any format, is a very significant reference for current and future educators. C. Sly

USER LEVEL: Community Professional
PUBLISHER: Capstone, UK
REVIEW DATE: 09/07/2012   [658.4]
SCIS 1551398 $15.37

Sir Ken Robinson – Out of our minds by londonbusinessforum

A family of readers: the book lover's guide to children's and young adult literature

Edited by Roger Sutton & Martha V. Parravana.

Candlewick, USA, 2011
ISBN 9780763657550   [809]

Using the notion of family to encompass readers' abilities and interests, from babies to adolescent readers, this book's contributors discuss a range of genres designed to engage age appropriate reading. Some pieces explore the foundations of how children learn to read and progress to become more sophisticated in choice and range of literature. Some explain what makes a good book in a certain genre. Personal narratives are entertaining and they examine such issues as *What makes a good Three little pigs?* and *Delicious rhythms*, *enduring words*. Contextual filters are through North American texts and culture and it is these lenses that contributors often use to critique overt and hidden messages in their selection of literature. The book is an interesting reference to explore writing and book topics for specific ages, reading abilities and interests. F. Whalan
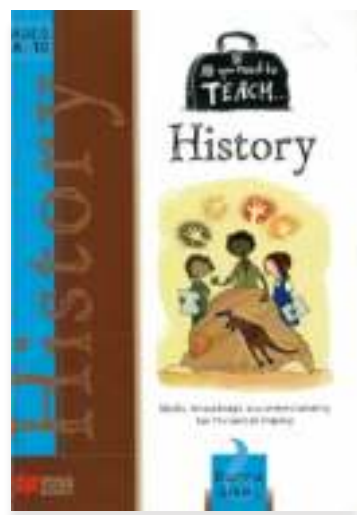
USER LEVEL: Professional
KLA: English

SYLLABUS: CAFS Stage 6;
              English 7–10

SCIS 1541376   Paper $19.95

All you need to teach history

[series]

GIBBS, Donna

Macmillan Education Australia,
Vic, 2010

The resources in this series have been designed to support the teaching of history in the Australian Curriculum. Each book contains reproducible mini posters linked to worksheets, annotated text models, task cards and assessment checklists. *How to use this book* explains each of the sections and how they relate to the key concepts of the two main strands within the Australian Curriculum: History course: *Historical skills* and *Historical knowledge*. There is scope within the suggested topics for differentiation, critical thinking, discussing ethical behaviour and integrating ICT. As the Australian Curriculum supports a skills based and inquiry based learning approach, the strategies provide models and ideas for use across the current NSW curriculum. S. Rasaiah

USER LEVEL: Professional
KLA: AC; HSIE
SYLLABUS: HSIE K–6
                Paper $34.99 each

Reviewed titles in this series:

*All you need to teach history.
Ages 5-8: skills, knowledge and
understanding for historical inquiry*
SCIS 1498155

*All you need to teach history.
Ages 8-10: skills, knowledge and
understanding for historical inquiry*
SCIS 1498156

*All you need to teach history.
Ages 10+: skills, knowledge and
understanding for historical inquiry*
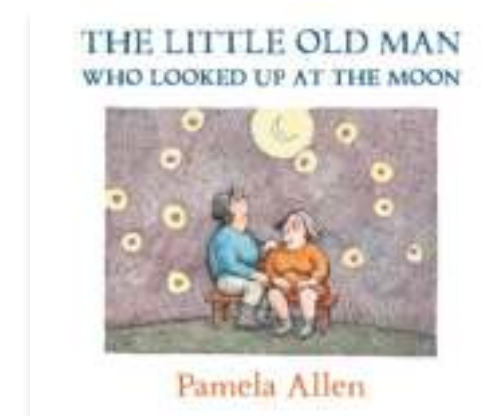SCIS 1498157

picture books

Picture books are arranged alphabetically by author.

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

The little old man who looked up at the moon

ALLEN, Pamela

Penguin Group (Australia),
2012 (Viking)
ISBN 9780670075812

Another delightfully illustrated picture book by Allen, this tale presents some deep questions about personal identity and self perception. When an old man looks up at the moon and asks, *where do we come from, where do we go* and *why are we here*, his wife goes on a long journey to find the answers by asking the animals she meets on the way. The rooster, the pig, the cow and the duck all reply with their typical animal noises which students can imitate to enhance their enjoyment of the book. The illustrations are humorous and depicted in pen and ink, with watercolour. This thought-provoking book will engage the imagination and promote discussion. Although the questions are not answered, the ending has a theme of love and belonging. J. Saxby

USER LEVEL: Early Stage 1 Stage 1

SCIS 1540539 $24.95

White water: inspired by a true story

BANDY, Michael S., STEIN, Eric & STRICKLAND, Shadra

Candlewick, USA, 2011
ISBN 9780763636784

A gentle, thought-provoking story about prejudice in America is told from the perspective of a young boy, Michael. The soft, pastel illustrations highlight the understated issues of apartheid and discrimination. Michael relates his story about the provision of separate drinking fountains for African Americans and non-African Americans in a straightforward manner, leaving the reader to discern the themes. As he discovers that his imagined ideal is an illusion, he also begins to question the social equity of his society. This picture book could be used as an introduction to the complex issues of discrimination, while its positive ending could provide a discussion starter about students' goals. B. Hull
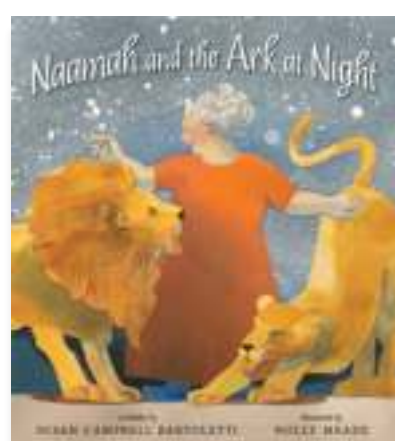
USER LEVEL: Stage 3

SCIS 1520511 $29.95

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.

Naamah and the Ark at night

BARTOLETTI, Susan Campbell & MEADE, Holly

Candelwick, USA, 2011
ISBN 9780763642426   [811]

Delightful mixed media collages illustrate this lullaby sung by Noah's wife, Naamah. The picture book relates a tale of Naamah singing through the night to calm the animals and people aboard the ark, creating a paean to the darkness and reminding readers of a woman often forgotten in literature. The book could be used to introduce students to a style of illustration accessible to many. The written text, with its soothing, rhythmic intonation, reads best aloud and could assist teachers instructing students about using voice modulation when reading. It is also a lovely story for young children at bedtime. S. Pollard

USER LEVEL: Early Stage 1 Stage 1 Stage 2
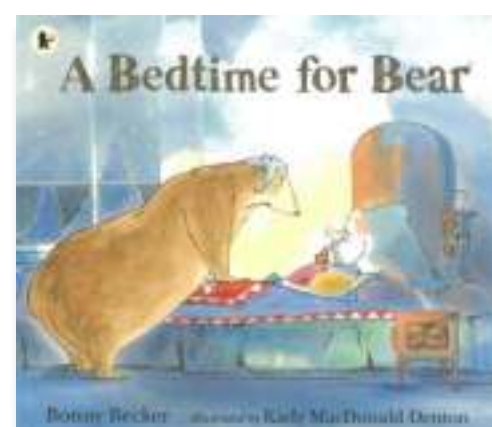
KLA: English
SYLLABUS: English K–6
SCIS 1517292 $27.95

A bedtime for bear

BECKER, Bonny & DENTON, Kady MacDonald

Walker, UK, 2011
ISBN 9781406332056

When Bear's friend Mouse calls in for an overnight visit, he is reminded that Bear needs perfect quiet to sleep. Mouse makes noises, from cleaning his teeth to settling into bed, that disturb Bear. Bear's obsessiveness is treated humorously in this picture book. When Bear hears a noise he becomes frightened and wakes Mouse to check inside the wardrobe, under the bed and behind the curtains. To settle him, Mouse climbs into bed and they tell stories about the brave bear and the very frightened mouse until they are both sleeping soundly. The animals' dialogue and the book's language overall are good examples of writing for young children in a way that elevates rather than speaks down to them. R. Higginbottom

USER LEVEL: Early Stage 1 Stage 1
SCIS 1536332   Paper $16.95

Just right

BLACK, Birdie & BEARDSHAW, Rosalind

Nosy Crow, UK, 2011
ISBN 9780857630308
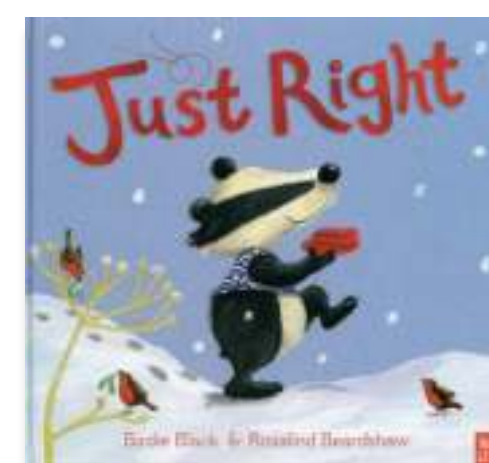
Christmas is a time of presents and the focus of this picture book is on the giving rather than the receiving. It notes the pleasure of making a gift for someone else. The story centres on a bolt of luxuriously soft, bright red fabric bought by the King, intended to be sewn into a cloak for his daughter. The leftover scraps are placed outside as rubbish. Instead, a maid takes them home to make a jacket for her mother. So the cycle continues with ever smaller remains being found with joy and recreated into a useful gift, until the very last scrap is used as a mouse scarf. Gentle illustrations help impart the message of the joys of gift giving, the irrelevance of monetary value and the benefits of recycling. S. Morton

USER LEVEL: Early Stage 1 Stage 1
SCIS 1527948   Paper $22.99

How do you feel?

BROWNE, Anthony

Walker, UK, 2011
ISBN 9781406330175   [152.4]

Being able to understand how people are feeling by their facial expressions or body language is important. At first glance, this humorous picture book provides a simple representation of different emotions. It would be useful as a focus for discussion about what makes one anxious, shy, excited, and a myriad of other emotions. A deeper reading of the book may elicit understanding of how the illustrations can convey emotion through the use of colour, tone, size and posture. Dramatic representations of the emotions might enhance students' perception of visual clues to others' feelings. Browne's deceptively simple clarity provides a model for further pages to be created by students. Younger children on the autism spectrum may appreciate having this book with them to help convey their emotions. S. Morton

USER LEVEL: Early Stage 1 Stage 1
SCIS 1525911 $27.95

The artist who painted a blue horse

CARLE, Eric

Penguin Books Ltd, UK, 2011 (Puffin)
ISBN 9780141340012

Inspired by *Blue horse 1*, a distinctive 1911 painting by the unconventional German painter Franz Marc, this attractive picture book features sumptuous, glossy, double-page spreads containing painted collages of animals. Carle's fascination with Marc dates back to his own childhood in Nazi Germany, when his art teacher furtively introduced him to examples of forbidden, *degenerate* art from the modern and impressionist movements. Carle has created a simple narrative for young readers and viewers, featuring a child artist with an unusual flair. Amongst the boy's imaginative subjects are a blue horse, a red crocodile, a yellow cow, a pink rabbit, a green lion and a polka dot donkey. I. McLean

USER LEVEL: Early Stage 1 Stage 1
               Stage 2

SCIS 1525662 $24.95

Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review. Prices include GST.
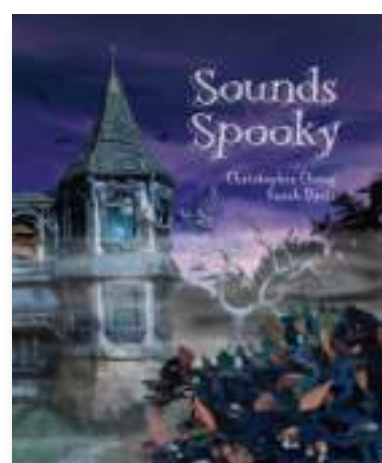

The artist who painted a blue horse by PuffinBooks

Sounds spooky!

CHENG, Christopher & DAVIS, Sarah

Random House Australia, NSW, 2011
ISBN 9781864718805

An abandoned, crumbling old house stands in the moonlight, its front door creaking open as three children explore. Do they really want to find the ghost who is making all the scratching, eerie noises scaring them? At the top of the house is another character, equally unsettled by the sounds coming from below. Each gets closer to the other, until they are on either side of a door, which slowly opens. The illustrations provide ample opportunities to discuss visual techniques. An appropriately dark colour palette adds to the mood, while the characters, with qualities of old-fashioned china dolls, contrast with the subdued background. Textual elements such as onomatopoeia and repetition lend themselves to oral presentations via reader's theatre or podcasting. This is a picture book with appeal for multiple levels of engagement. S. Morton

USER LEVEL: Stage 1 Stage 2
               Stage 3

SCIS 1535012   Paper $19.99
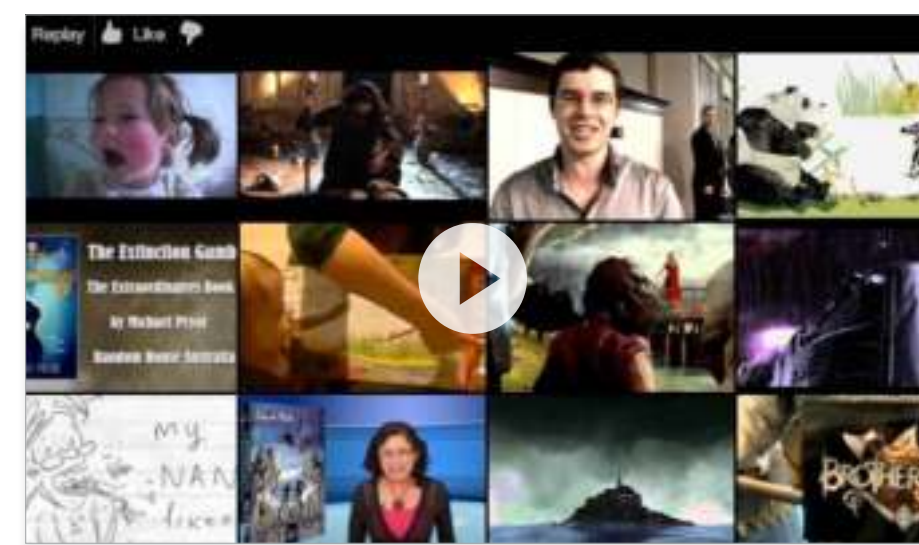
Sounds spooky by chrischengkidsauthor

The lion sleeps tonight

CREATORE, Luigi & DEVRIES, Shane [and others]

Scholastic Australia, NSW, 2011
ISBN 9781741698077

Originally written in the 1920s by Solomon Linda, this song has had a recent appearance in *The lion king*, ensuring student familiarity. The picture book is not a word-for-word representation of the lyrics, as it avoids the repetitions of both chorus and verses. Just as the song exudes joy of life, so do the double page illustrations, with each providing little humorous vignettes for discussion. Colour and movement almost burst from the page. The line drawings of the end papers provide insight into the artist's concepts. This could lead to discussion regarding purposes and differences in illustrative technique. Included is a CD with three versions of the song: instrumental; acappella; and a sung interpretation by actor Jay Laga'aia. S. Morton

USER LEVEL: Early Stage 1 Stage 1
SCIS 1532728 $26.99

The highway rat

DONALDSON, Julia & SCHEFFLER, Alex

Alison Green, UK, 2011
ISBN 9781407124377
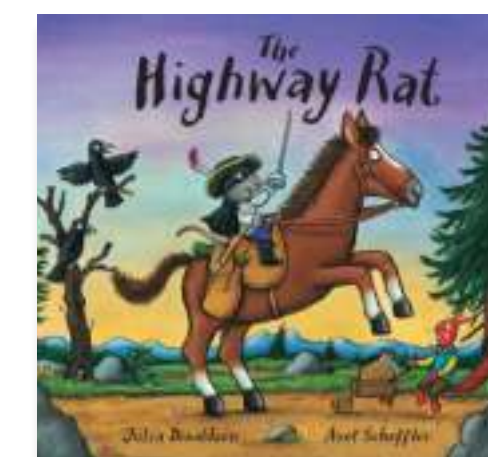
The rollicking rhyme, rhythm and theme of Alfred Noyes' ballad, *The highwayman*, are immediately evident as the villain, Highway Rat, preys upon all the forest animals. He derives pleasure from the power of taking, irrespective of the nature of the actual goods he obtains. He leaves behind him frightened animals, who

become hungrier as time passes. All are at Rat's mercy until he meets a Duck, who has nothing but her wits. Echoing the tale of *The three billy goats gruff*, Duck takes advantage of Rat's inherent greed, leading him on a wild *sister duck with goodies* chase. Duck mounts Rat's horse and takes all his stolen booty back to the forest animals and a celebration ensues. Rat does not meet the nasty end he perhaps deserves, although he no longer has a position of power. It is a delightful picture book for young readers. S. Morton

USER LEVEL: Early Stage 1 Stage 1

SCIS 1525980 $24.95

Ships in the field

GERVAY, Susanne & PIGNATARO, Anna

Ford Street, Vic, 2012
ISBN 9781921665233
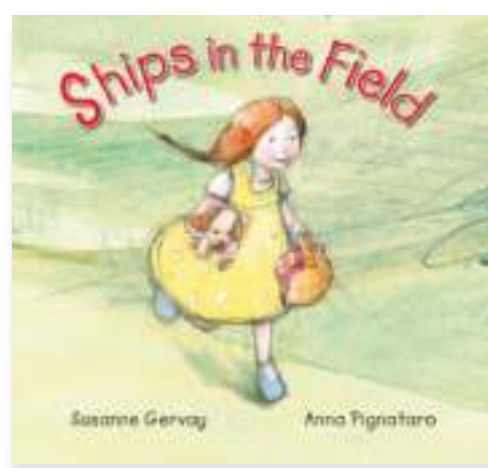
Refugees and immigrants can be forgotten once they are a part of a community, but this picture book reminds readers of long term effects that can impact on their lives. The story focuses on a family in which the mother now sews for a living as she is not eligible to continue her career as a teacher. The father works in a car factory instead of farming. They picnic in the country on Sundays where Papa points out the *ships in the field*. All the daughter wants is a real dog as a pet, and she is promised that one day soon this will happen. The haunting illustrations of the unnamed home country help tell the anguish suffered by refugees from war affected regions, promoting understanding and compassion. Comprehensive teaching and reading notes with links to the Australian Curriculum are available to support a close study of this book. R. Higginbottom

USER LEVEL: Stage 2 Stage 3

SCIS 1539415 $26.95

Wendy and the fairy ring secret

HANKS, Adrian & CASSELL, Clint

Adrian Hanks, NSW, 2012
ISBN 9780646526683

If you are looking for a fairy story to add to your collection, this picture book is not it. The characterisation is weak and stereotypical, and the story itself is disjointed. However, the pictures are brilliant and the vibrant colours simply shine. On close inspection it becomes obvious that the author, a holistic and professional counsellor, had an underlying purpose for this self-published book. The story itself is about a young girl, Wendy, who has inherited a secret spell. Whilst performing her magic, unknowingly watched by her brother and his friends, she disappears within a circle of enchanted stones. The boys throw the stones into a river, happy with the thought that Wendy will disappear forever. Ultimately, the brother repents and relocates the stones, facilitating Wendy's return. The story's messages of sibling bonding, peer pressure, and possibly bullying could be used by school counsellors with children who may need to disappear into their own imaginative places when the real world is too hurtful. G. Maugle

USER LEVEL: Stage 1 Stage 2
             Professional

SCIS 1539018   Paper $18.00

All the way to W.A.: our search for Uncle Kev

HARVEY, Roland

Allen & Unwin, NSW, 2011
ISBN 9781741758856
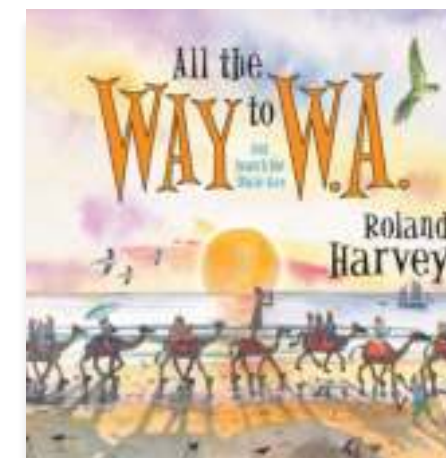
Another family adventure in Roland Harvey's series, this picture book is written and illustrated for all ages to pore over and enjoy. Uncle Kev, renowned inventor and ex-commando, among other things, goes missing on a mission to find the famous Bearded Night Parrot. The family takes a train across the Nullarbor Plains to rescue him. They visit such places as the Pilbara, Marble Bar, Broome and Fitzroy Crossing, and find all sorts of odd clues, including evidence of the Wicked Budgie Smugglers' Society and Uncle Kev's special compass. Illustrated with watercolour, dip pen and ink, this book is detailed, entertaining and filled with crazy, witty images and text. It could be a useful resource for the Stage 2 HSIE units, *Australia: you're standing in it* and *State and national parks*. J. Saxby

USER LEVEL: Stage 2
KLA: HSIE
SYLLABUS: HSIE K–6
SCIS 1528435 $24.99

The coat

HUNT, Julie & BROOKS, Ron

Allen & Unwin, NSW, 2012
ISBN 9781741146059

Stuffed full of straw and standing in

a paddock is a quality coat on a scarecrow, and it does not want to be there. The coat watches a man approach. Deciding he could use the coat, the man puts it on. He is then transported from the field to a city cafe, where the man and the coat spend a magical evening performing for an appreciative crowd. This imaginative, fanciful picture book has wonderful illustrations which start as sepia washed sketches, taking on more colour as the adventure of the man and the coat progresses. The graphics are large, and the lengthy written text uses a handwritten font. The narrative and its teaching notes provide an opportunity for further exploration of creative writing and the art of fantasy storytelling across a range of ages. H. Myers

USER LEVEL: Stage 1 Stage 2 Stage 3
SCIS1542669 $29.99

A bear and a tree

KING, Stephen Michael

Penguin Group (Australia), Vic, 2012
ISBN 9780670075829 [823]

In this most engaging story, Bear meets his friend Ren under a tree. They go on a wonderful snow filled adventure collecting natural trinkets, frolicking, star catching, and then decorating the tree that has lost its leaves for the season. Finally, Ren realises her friend must sleep, but Bear is already curled up in a leaf filled cave under the tree. The story displays various qualities including friendship, sharing, dancing, putting others first and manners. It contains magnificent, colourful illustrations of the natural world in winter. The story makes good use of sound words and verbs, and the large font and sparse written text will aid independent readers. M. Timperley

USER LEVEL: Stage 2
SCIS 1541868 $24.95

Immi

LITTLEWOOD, Karin

Gullane Children's, UK, 2011
ISBN 9781862338234

Immi lives alone in an igloo. Fishing through a hole in the ice, Immi catches a colourful little wooden bird. Each day Immi finds another coloured object and soon her igloo is decorated with brightly coloured trinkets, which contrast with the frozen, white landscape. Visitors come to see her wonderful treasures, further brightening the white world. Immi wonders where the gifts come from and how she can thank whoever sent them for the happiness they have given her. As the ice melts and Immi leaves her igloo, she takes a small white bear from her necklace and drops it into the fishing hole: it washes up far away and the end of the story builds the theme of reciprocity and friendship. Water is central to the story, shaping Immi's world and bringing her the gifts. Littlewood's illustrations are a combination of watercolour and line drawings. The juxtaposition of landscape and objects works well in this delightful picture book. H. Myers

USER LEVEL: Stage 1 Stage 2
SCIS 1541683   Paper $16.95

Immi by Allenvision

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.

Lala salama: a Tanzanian lullaby

MacLACHLAN, Patricia & ZUNON, Elizabeth

Candlewick, USA, 2011
ISBN 9780763647476

Set in Tanzania, this picture book depicts the family life of a mother and her child. The imagery in the story evokes rich colour, texture and sound. The gentle rhythm of a lullaby is interwoven with daily activities such as the collection of fresh water, cleaning, working in the fields, preparation of food, and the antics of the monkeys and zebras. The glowing illustrations, painted with oils on watercolour paper, capture the earthy, tropical oranges, greens and turquoises of the landscape. The depiction of the soft fire light and lanterns at dusk is serene and beautiful. This would be a delightful book for young children. It could support the Early Stage 1 HSIE unit, *This is me*, providing opportunities for comparative study. J. Saxby
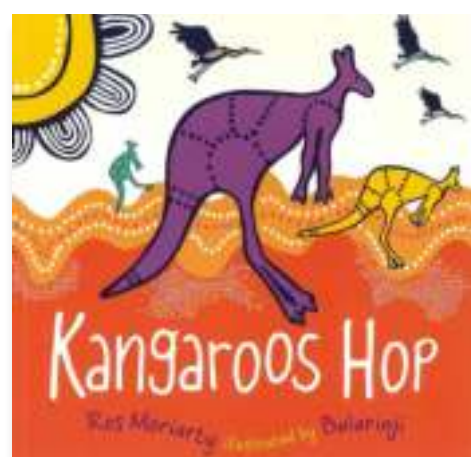
USER LEVEL: Early Stage 1 Stage 1
KLA: HSIE
SYLLABUS: HSIE K–6
SCIS 1525890 $27.95

Kangaroos hop

MORIARTY, Ros & Balarinji

Allen & Unwin, NSW, 2012
ISBN 9781742379159　[591.994]

Including a translation into the Yanyuwa language spoken by Aboriginal families in Borroloola, Northern Territory, this concept book cleverly introduces Australian birds and animals. Decorated in vibrant colours, the cumulative text allows readers to recall each creature as the language builds page by page: *the birds fly, the echidnas shuffle* and *the crabs crawl* to the riverbank where something is lurking. This picture book illustrates how action verbs describe the movement of these native animals and may lead to further discussion about parts of speech. The style suits an energetic read aloud experience, and it could be a springboard for students to create similar collaborative stories. The author and her Aboriginal husband, John Moriarty, founded the pre-literacy education project, *Indi kindi*. *Kangaroos hop* is an *Indi kindi* resource designed to improve literacy outcomes for children in remote bush communities. Teachers may be interested in a YouTube video interview with Ros Moriarty about *Listening to Country*. S. Rasaiah

USER LEVEL:　Early Stage 1
KLA:　English; HSIE
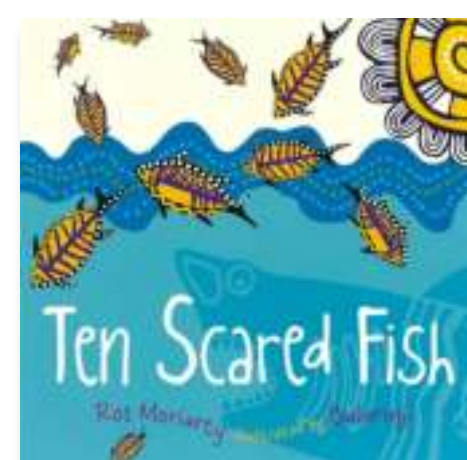SYLLABUS:　Aboriginal Languages K–10; English K–6
SCIS 1543019　Paper $12.99

Ten scared fish

MORIARTY, Ros & Balarinji

Allen & Unwin, NSW, 2012
ISBN 9781742379128

Beginning with one turtle in the waterhole, readers are encouraged to count more turtles and a growing number of fish journeying down the river. As they make their way to the sea, they pass snakes in the river grass, and then a cumulative 10 fish meet a shark with one big mouth. See what happens then! This picture book was composed for children in Booroloola, Northern Territory, and it contains a postscript translation in the Yanyuwa language. It is a simple and effective counting book, illustrated with vibrant colours and tones. The author and her Aboriginal husband, John Moriarty, founded the pre-literacy education project, *Indi kindi*. *Ten scared fish* is an *Indi kindi* resource designed to improve literacy outcomes for children in remote bush communities. Teachers may be interested in a YouTube video interview with Ros Moriarty about *Listening to Country*. R. Higginbottom

USER LEVEL:　Early Stage 1 Stage 1
KLA:　Mathematics
SYLLABUS:　Mathematics K–6
SCIS 1540932　Paper $12.99

The third gift

PARK, Linda Sue & IBATOULLINE, Bagram

UQP, Qld, 2011
ISBN 9780702239304

The origin of the gifts of gold, frankincense and myrrh in the Nativity story are documented in the factual conclusion of this stunning picture book. Narrated by a young boy, the story follows the journey of resin, harvested from myrrh trees in the desert, to the marketplace, where the largest resin tear is chosen by three men in fine robes. When asked who the gifts are for, the answer *for a baby* is confusing for the boy, since myrrh is typically ground into a powder to use at funerals. The realism of the sepia illustrations and the poignancy of the final words of this tale produce a moving perspective on the traditional Christmas story. A Newberry Award winning author, Park describes her writing experiences in the accompanying video. S. Rasaiah

USER LEVEL:　Stage 3 Stage 4
SCIS 1536979　$24.95

Linda Sue Park by wetalearningmedia

The bippolo seed and other lost stories

SEUSS, Dr.

HarperCollins Children's, UK, 2011
ISBN 9780007438457

A fascinating picture book compilation of rare Theodor Seuss Geisel literary gems, seven former *Redbook* magazine stories in verse are collected here for the first time. *The bippolo seed* is a useful cautionary tale about temptation and greed. *Steak for supper* mentions

Mulberry Street and features an array of bizarre, early Seussian animals. *Gustav the goldfish* is an earlier, lengthier version of *A fish out of water*. Teachers could compare the two stories in discussions with older students. Similarly, readers might recognise the frustrating dilemma of *The strange shirt spot*, which transfers itself all over the house, from its hilarious reuse in *The cat in the hat comes back*. The collection is also available digitally as an app for Android and iOS and includes options for reading aloud and reading independently. I. McLean

USER LEVEL: Early Stage 1 Stage 1 Stage 2

SCIS 1531153 $19.99

*The bippolo seed and other lost stories* by Dr. Seuss by OceanhouseMedia

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.

Grumpy little king

STREICH, Michel

Allen & Unwin, NSW, 2011
ISBN 9781742375724

Featuring appealing cartoon style sketches with a limited colour palette, this picture book will appeal to all ages. The grumpy little king lacks
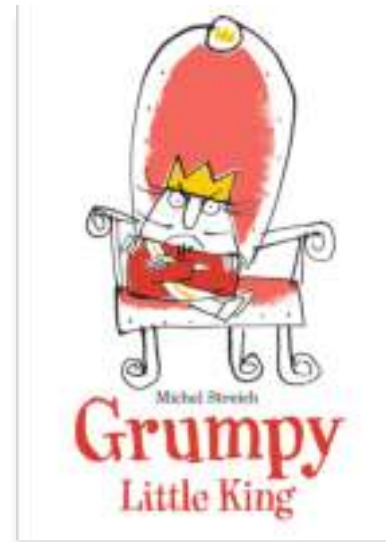
self-esteem and wants a larger, more powerful kingdom. Consequently, his general suggests that he should go to war against the king's cousin. They undertake all the preparations necessary to start the war, by gathering ships, planes, guns, explosives and uniforms. Yet the soldiers ultimately refuse to fight after discovering that their rulers lack the courage to fight alongside their armies. For older readers, this book contains a simple though perceptive underlying message about war, greed and human life. It is thought-provoking and touches on the theme of human rights, which Michel Streich has previously explored visually in his illustrated editions of *The universal declaration of human rights* and *Declaration on the rights of indigenous peoples*. J. Saxby

USER LEVEL: Stage 1 Stage 2

SCIS 1523004 $24.99

Barry

THOMPSON, Colin

Random House Australia, NSW, 2011
ISBN 9781864718836

Within the overarching theme of climate change, this picture book combines science fiction and contemporary humour, with a dash of pathos. Barry, an interplanetary robot programmed from messages inside its head, gets stuck down the back of a sofa in 1952. After quietly controlling the weather and the world for 50 years from his isolated darkness, Barry is released into the real world and senses that all is not well. The irony of Barry's *Plan B* will not be lost on students who are well versed in the affects of global warming on the planet. The unique illustrations, which express Colin Thompson's creativity and eye for detail, exemplify how digital artwork can be used to maximum effect. It is an excellent resource for the study of picture books in English 7–10. S. Rasaiah

USER LEVEL: Stage 3 Stage 4

SCIS 1513193 $24.95

fiction for younger readers

Resources are arranged alphabetically by author. See also *eresources*.

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

The big waves

CAISLEY, Raewyn & HURST, Elise

Penguin Group (Australia), 2012 (Puffin) (Aussie nibbles)
ISBN 9780143305729

A chapter book suitable for emerging readers, this is an engaging beach holiday story. Everything is going well during Sandy's stay at Perfect Bay – she enjoys kayaking, lunching and surfing – and then she is dumped by a huge wave. Sandy is too afraid to enter the surf again until her aunt gives her enough courage to tackle the waves once more. The book features eight short chapters, plenty of sketches, a

large font and simple vocabulary, which make it easy to read. This is a great book for Stage 1 readers. Students can draw on their own beach experiences and bring meaning to their reading. J. Saxby

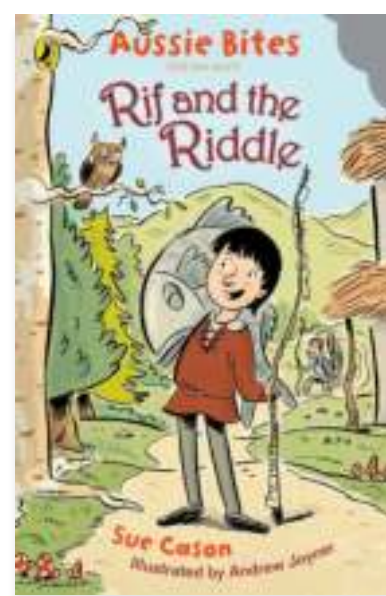USER LEVEL: Stage 1

SCIS 1543012   Paper $12.95

Rif and the riddle

CASON, Sue

Penguin Group (Australia), 2012
(Puffin) (Aussie bites)
ISBN 9780143306375

A light-hearted tale of journeys, riddles and fantastic creatures, this chapter book will engage Stage 1 readers. Rif and his grandfather inadvertently cause the death of the village bull. Rif has to go on a quest to find a new bull in order to escape the ire of the villagers. He encounters all sorts of hurdles on the way, including some tricksters, a mountain troll, a wild cat, and dog called Drool. All seems lost, but because of Rif's riddles, quick thinking and courage, the story has a positive resolution. The book could be an early introduction to the features of persuasive text. These persuasive

characteristics are modelled through an incident in which two travellers try to take a moonstone necklet from Rif. The book is an enjoyable tale for young readers. J. Saxby

USER LEVEL: Stage 1

SCIS 1541665   Paper $12.95

Puma rumour

D'ATH, Justin

Penguin Group (Australia), 2012, (Puffin) (Mission Fox)
ISBN 9780143306542

Twins Jordan and Harry have a club called Mission Fox and they have pledged to help animals. While on holidays at their grandparents' farm, the boys decide to make a trap to capture a rumoured puma that is attacking the sheep. However, they end up trapping something else, which in turn leads to further tasks for Mission Fox. The book has short chapters, black and white illustrations and heroes aged about ten. Aimed at the beginning independent reader, the novel could be used in units with themes including animal rescue, native fauna, feral animals, and personal responsibility. R. Parnis

USER LEVEL: Stage 1 Stage 2

SCIS 1542518   Paper $12.98

Losers?

DEEVES, Pauline & CARRUTHERS, Adam

Omnibus, SA, 2011 (Mates)
ISBN 9781862918511

Unlikely junior soccer team, the Wriggly Worms, rarely outshine their opponents and especially not the Rotten Rats. When highlights of a match include dogs running onto the field and the size of the half time oranges, it is probably never that important to win the game. The author has tapped into many attributes of the Australian sporting spirit and junior sporting events, and these qualities are reinforced by the afterword, *All about us*. Amusing characters, zany incidents, and the use of varied fonts support readers of this chapter book in the dependable *Mates* series. Adam Carruthers's cartoon drawings, in full colour, contain their own moments of visual humour and add to the enjoyment of the tale. I. McLean

USER LEVEL: Stage 2 Stage 3

SCIS 1511498   Paper $11.99

Sydney Harbour Bridge

FARRER, Vashti

Scholastic Press, NSW, 2012
ISBN 9781741699531

Told in diary form by the two narrators, Billy and Alice, this historical novel provides a series of vignettes of life during the building of the bridge. It contains a plethora of detail about the political, social and economic events of the era. The background of the Depression and its effects on the lives of the working class, as reflected in the diary entries of Billy, are contrasted with Alice's story of life in a family with a steady income. The diary form does not allow for a smooth telling and the characters do not develop beyond the role of narrators. But, readers who enjoy Australian history will find this affords an insight into the construction of an Australian icon, and some of the repercussions of that achievement. The novel supports the Stage 3 COGs unit (G): *Traditions and heritage*, and it could also provide a simple introduction to the History 7-10 Topic: *Australia between the wars*. B. Hull

USER LEVEL: Stage 3 Stage 4

KLA: HSIE
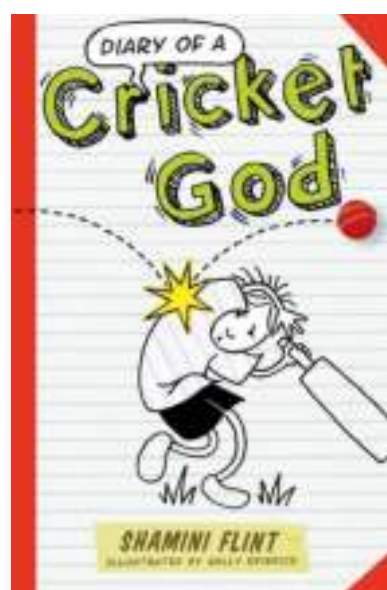
SYLLABUS: History 7-10; HSIE K-6

SCIS 1541401   Paper $16.99

Diary of a cricket god

FLINT, Shamini & HEINRICH, Sally

Allen & Unwin, NSW, 2012
ISBN 9781742378268

The humour throughout this book will have wide appeal for a young audience, especially those who, like Marcus, think that cricket is about *some sort of insect*. The narrative of a new cricketer, bumbling through initial lack of success, broadens the connection to include non-sporting readers. The fact that several rules about the game are explained within the story will expand readers' appreciation of the game. Each page is filled with humorous cartoon drawings that flesh out the language and add to the enjoyment of reading. Trying different sports to learn something about them is a focus of this most enjoyable tale. Another subtext involves Marcus' father's obsession to get him to play sport, and to be good at it. Young readers will readily relate to these issues. R. Cox

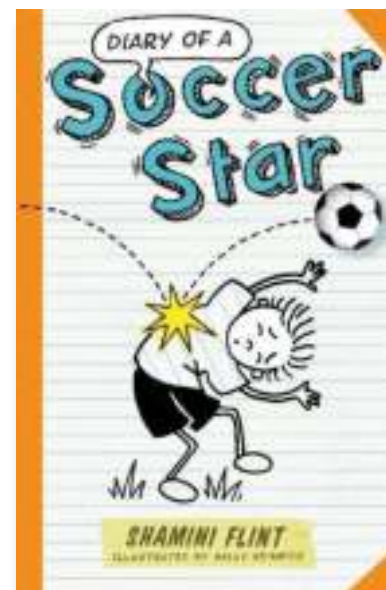USER LEVEL: Stage 2 Stage 3
                Stage 4

SCIS 1538530   Paper $9.99

Diary of a soccer star

FLINT, Shamini & HEINRICH, Sally

Allen & Unwin, NSW, 2012
ISBN 9781742378251

Marcus is nine, and he is not a soccer star. In fact, he does not even like soccer, but play he does! Ostensibly about soccer, this accessible and enjoyable book will appeal to young readers who find extended prose daunting. The format is short and sharp, using speech bubbles and cartoon style graphics to deliver a humorous narrative that is almost stream of consciousness. Each page has a few sentences, and words and pictures are successfully linked. The book has a subtext relating to overcoming obstacles and realising potential. The allied theme of success in both sport and academic achievement is also worthy of mention. R. Cox

USER LEVEL: Stage 2 Stage 3
                Stage 4

SCIS 1538530   Paper $9.99

Elephant alert

FRENCH, Jackie

Scholastic, NSW, 2012 (Animal rescue)

ISBN 9781741698480

A group of creative characters become heroes in this new series, as they blend their skills, take risks and work together for the cause of animal conservation. In the jungle, Gran, depicted as a mad scientist, provides refuge to jungle animals. Leo communicates with animals and Mozz has a gift for unique technology projects using recycled materials; she implements these to facilitate the rescue of animals. When earthquake monitoring systems detect a tsunami on an inhabited Indonesian island, they must rescue a herd of elephants that remains on low land. Leo understands why the elephants are staying. The effect of the tsunami and the human terror involved is well described. Information notes about the animals can be found at the end of the story. This eye-catching animal chapter book will appeal to younger independent readers. D. Johnston

USER LEVEL: Stage 1 Stage 2

SCIS 1542047   Paper $5.00

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.

Gorilla grab

FRENCH, Jackie

Scholastic, NSW, 2012 (Animal rescue)
ISBN 9781741698497

Leo presents as a nerd at school and as a result leads a solitary school life. However, he has a friend in Mozz, whose scientist parents are often away. Mozz is creative and a nice female foil to Leo. Leo has an ability to talk to animals, which becomes handy when rescuing endangered species across the world. Their mission takes them, in their Sky Tiger, to the remote African location that is home to mountain gorillas which are endangered because of poaching and regional war. Tourists to the area have brought a flu virus and, while Gran, a scientist, has made a vaccine, it needs to be administered immediately. Themes of environmental care, friendship, and building resilience are explored in this enjoyable book. R. Higginbottom

USER LEVEL: Stage 2 Stage 3

SCIS 1542050   Paper $9.99

The summer gang

FUNKE, Cornelia

Translated by Oliver Latsch.

Chicken House, UK, 2012 (C.H.I.X. 1)
ISBN 9781904442868

NEALS

Translated from German, this chapter book is part of a chick lit series, pitched at pre-teen girls. Featuring a cover with a colourful foil finish, it explores the friendships shared between Charlie, Hannah, Izzie and Xa. The four girls decide one summer to form a gang called C.H.I.X., which represents the first letter of their names. Charlie is put in charge of both her grandma's house and chickens, which proves quite a challenge. The girls find a special key which they believe may lead to treasure, building narrative suspense and mystery. In addition, the friends have some clashes with the local boys, *the Pirhanas*. Coupled with a hint of romance, this playful book presents themes of friendship, relationships, conflicts, family, bullying and school life. J. Saxby

USER LEVEL: Stage 3
SCIS 1519941   Paper $15.99

The 13-storey treehouse

GRIFFITHS, Andy & DENTON, Terry

Pan Macmillan, NSW, 2011
ISBN 9780330404365

Long-time collaborators, Andy Griffiths and Terry Denton, have left meeting their manuscript deadline for this book until the very last minute. To appease their editor, Mr Big Nose, they quickly cobble together some
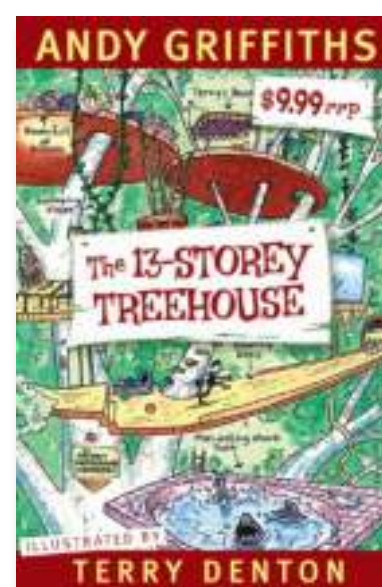
old, unused cartoons and diagrams from Terry's sketchbook, and novelise the wacky events of their typical day, thereby producing one of their funniest books yet. Diversions include the arrival of a carnivorous, giant sea monkey that evolves into a mermaid, and the dumbest television show in the world, about Barky the barking dog. Readers will be engrossed by the possibilities of living in a multi-storey treehouse. Denton's labelled diagram of the structure is tantalising and might be used by teachers as a stimulus for narrative writing. I. McLean

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K–6
SCIS 1526299   Paper $9.99

Alice-Miranda in New York

HARVEY, Jacqueline

Random House Australia, NSW, 2012 (Alice-Miranda)
ISBN 9781742751146

A great read for students in late primary school,

this is the tale of Alice-Miranda Highton-Smith Kennington-Jones, a delightful young girl from a very wealthy family. She has impeccable manners and is a very caring person. There are two stories running parallel in this narrative: the mystery of why her parents' New York shop is constantly encountering problems prior to its opening; and the mystery surrounding her uncle. Along the way, the book deals with the snobbery that sometimes accompanies wealth, family issues of rejection and loss, and themes of lying and jealousy. Through the narrative, the reader is taken on a tour of some of the sights of New York. N. Drougas

USER LEVEL: Stage 3 Stage 4
SCIS 1542259   Paper $15.95

Mr Badger and the magic mirror

HOBBS, Leigh

Allen & Unwin, NSW, 2011 (Mr Badger)
ISBN 9781742374208
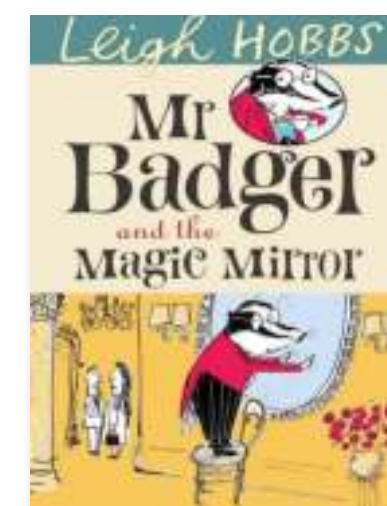
A bedtime story for Mr Badger's darling daughter and baby badger, this is another delightful episode set at the Boubles Grand Hotel. It is a celebration of the wonder of the

imagination and an escape to another world. Mr Badger's day is much more exciting than expected. At the top of the staircase, there is a new magic mirror which Mr Badger steps through, enjoying some thrilling adventures. Complications arise with the arrival of precocious Sylvia Smothers-Carruthers, the granddaughter of the hotel owner, Sir Cecil. The book has eleven short chapters and is illustrated with black and white cartoon sketches in the amusing and inimitable style of Leigh Hobbs. This would be an enjoyable book to read aloud to Stage 1 and 2 classes. J. Saxby

USER LEVEL: Stage 1 Stage 2
SCIS 1522066   Paper $13.99

Digger's code

ISHAM, Marion & ISHAM, Steve

Bandicoot Books, Tas, 2011
ISBN 9780975049891
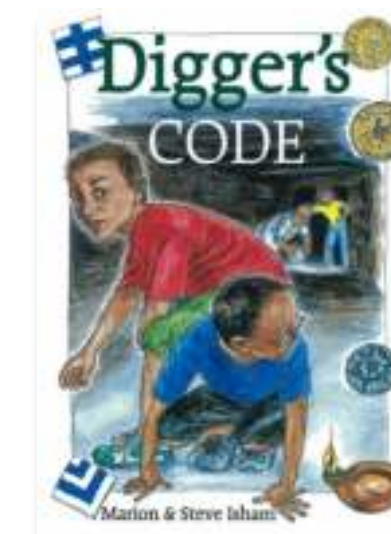
With his grandfather, Ben travels to Jerusalem to trace the steps of his great grandfather, a light horseman in WWI. After Ben reads Digger Ben's diary, he and his cousin Yosef go on an adventure through history, uncovering artefacts and

clues, and searching for treasure. The graphic novel format provides a different approach to history narratives, and illustrations in ink and watercolour are reminiscent of sketches. The inclusion of the war diary gives an insight into the life of a digger and a detailed glossary and map help students understand the nature of the boys' adventure. A link to an ANZAC website about the Israeli front is also included. This text links with studies of Australian history within the Stage 3 COGs units (G): *Traditions and heritage* and (B): *Identity*. R. Parnis

USER LEVEL: Stage 3
SCIS 1543739   Paper $17.95

Meet the Vampiresons

KNIFE & PACKER

Scholastic Australia, NSW, 2012 (Freak Street)
ISBN 9781741699173

The reformed Vampireson family, who are vegetarian, are on a quest to find stolen dentures in this glossy sixth book in the series. Mrs Vampireson is a dentist who has made dentures for a shark at the local aquarium. Vonda is experimenting with unusual combinations in vegetarian dishes, with varying degrees of success, in an attempt to win Junior Superchef. Mrs Vampireson's skills and Vonda's

creative culinary attempts combine to thwart the werewolf, Deathfang, and his chef owner Gerard La Spatula. With full colour illustrations, clever puns and cartoons, this quirky narrative will appeal to a wide range of younger readers. R. Higginbottom

USER LEVEL: Stage 2 Stage 3
SCIS 1542033   Paper $10.99

Captain Blunderbolt

MARTIN, Carol Ann & MORRIS, Loren

Omnibus, NSW, 2011 (Mates)
ISBN 9781862918238

One in the *Mates* series, this is a humorous Australian yarn about a bushranger and three siblings. Maudie, Tully and Alberta Flannigan wag school and go to Gargantua to play, when Captain Blunderbolt, a bushranger, holds up a coach nearby. The very unpopular Froggie spreads rumours at school, that the Captain is Mr Flannigan, their father. This causes great angst. When Mr Flannigan is found to have been at the Goldfields instead, there is great relief until the true identity of the bushranger is revealed. The book is colourfully illustrated with cartoon style pictures and has seven short chapters. It would be suitable for an early reader and could provide literature links relevant to British colonisation, in the context of the *Change and continuity*

outcome in Stage 2 HSIE. Teachers' notes are available on the Scholastic website. J. Saxby

USER LEVEL: Stage 1 Stage 2
KLA: HSIE
SYLLABUS: HSIE K–6
SCIS 1526739   Paper $11.99

Save our sharks!

METZENTHEN, David

Penguin Group (Australia), 2012 (Puffin) (Aussie nibbles)
ISBN 9780143306405

The survival of Eddie's football team is threatened by a tradition of defeat, parent complaints about the playing field, and a team coach with bad habits. Some of the players' activities include exhausting training routines, writing a new club victory song and facing the fear of the enemy team. Eddie's enthusiasm and the inclusion of new kids in the street help to boost the team. The improvement of the coach's language and appearance as he tries to be more socially acceptable will amuse readers. The Sharks believe that a rain dance and a wet field will assist their performance

and by using resourcefulness they finally obtain a muddy advantage. Young sports fans will identify with the struggles of being a team player, and the eye catching cover and black and white sketches will engage newly independent readers. D. Johnston

USER LEVEL: Stage 1 Stage 2
SCIS 1543013   Paper $12.95

Dinosaur rescue [series]

MEWBURN, Kyle & BIXLEY, Donovan

Scholastic, NZ, 2011

Each of these titles relates a tale about Arg and his Neanderthal family. Arg likes to invent things and learn about his world, and the animals in it. His sister Hng prefers to kill everything she sees and cause trouble for Arg. In *Velocitchy-raptor*, Arg rescues a baby velociraptor from a quetzalcoatlus nest, and in *Diplo-dizzydocus*, Arg rescues a diplodocus herd from the hunters. His pet microceratops, KrrKrr, and his T. rex friend, Skeet, help him on his adventures. Interspersed with references to pus, pimples and poop, the humorous tale will appeal to young readers. Black and white illustrations abound, explaining Arg's life, the story's characters, and the rules that apply to living around dinosaurs. The *Dinosaur rescue* series

currently contains six titles, starting with *T-wreck-asaurus*, which is previewed in the accompanying book trailer. R. Parnis

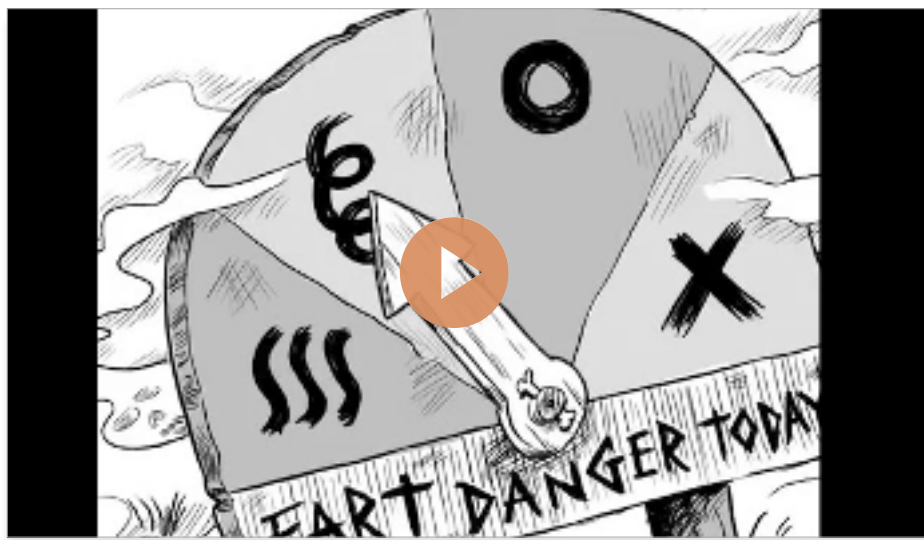**USER LEVEL:**   Stage 2 Stage 3
                   Paper $9.99 each

Reviewed titles in this series:

Diplo-dizzydocus
SCIS 1534213

Velocitchy-raptor
SCIS 1519947

Dinosaur rescue T-wreck-asaurus.mp4
by dinosaurrescue

Amazing Grace: an adventure at sea

REEDER, Stephanie Owen

National Library of Australia, ACT, 2011
ISBN 9780642277435

Once again, Reeder brings Australian history to life in a manner easily understood by students.

Demonstrating research methodology via newspaper articles, museum archives and local records, the author fictionalises the 1876 wreck of the ship *Georgette* on the West Australian coast. She presents the situation from differing perspectives, including Grace Bussell, an authentic heroine; Sam Isaacs, the family's Aboriginal stockman who assisted her; the cabin boy and a survivor. Written in diary format, the narrative is enhanced through information blocks describing the time and place, including sea transport, early settlers, and Christmas preparations in the 1890s. A detailed glossary, plus listings of paintings and articles from the National Library, facilitates more detailed investigation. The book offers strong support for a visual literacy study in English 7-10 and the Stage 3 COGs unit (G): *Traditions and heritage*. S. Morton

USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English 7-10; HSIE K–6
SCIS 1533376 $29.95

> 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.

Cupcake diaries [series]

SIMON, Coco

Simon & Schuster, UK, 2012

Stereotypical gender conversations pitch this series at female readers

in the tween age group. The stories relate to a group of friends and the issues they face in their lives. In the Cupcake Club, the girls earn money by baking and selling cupcakes. Problems are resolved in a positive manner and involve concerns such as family problems, school issues and friendships. In *Alexis and the perfect recipe*, the Cupcake Club is engaged to bake cupcakes for a birthday party and Alexis realises she has a crush on Emma's brother. In *Emma on thin icing*, Emma needs to raise money for bridesmaid dresses for her mother's wedding, as her mother has lost her job. Reminiscent of the *Babysitters club* series, these books could be helpful to readers going through similar situations and may encourage reading in the target audience. R. Parnis

USER LEVEL: Stage 2 Stage 3
                   Paper $7.99 each

Cupcake diaries series by Coco Simon book trailer by cosproductions

Reviewed titles in this series:

Alexis and the perfect recipe
SCIS 1541104

Emma on thin icing
SCIS 1539430

Run for the hills, Geronimo!

STILTON, G., WASABI! Studio & ALIPRANDI, C.

Scholastic, USA, 2011
ISBN 9780545331326

Full of rodent puns, adventure and amusement, this lively novel presents the travels of a newspaper editor mouse on a camping vacation in the Black Hills of Dakota. Our hero's relaxation comes to an end with a surprise invasion of the family, a shoddy plane, many exciting modes of transport, a treasure map to follow and the arrival of an archaeologist who helps Geronimo fly a hot air

balloon over Mt Rushmore. Factual descriptions and illustrations of famous landmarks are an interesting context for the narrative. Multiple colours and fonts have a graphic novel feel, with plenty of cartoon characters on each page, leading the reader on a rollicking, humorous quest. D. Johnston
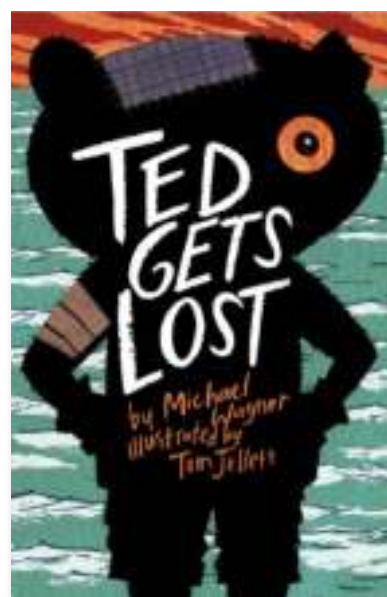
USER LEVEL: Stage 2 Stage 3
SCIS 1531418   Paper $12.99

The Geronimo Stilton books by puffinbooks1

Ted gets lost

WAGNER, Michael & JELLET, Tom

Penguin Group (Australia), 2012 (Puffin)
ISBN 9780143304234

Young readers will be enticed by the diverse graphics which explode from the pages of this short book. Ted

is a bear, and his owner, Oliver, is worried about finding his mother's birthday present. A letter arrives from Papa Guru, the leader of all the world's teddies. It reveals a treasure map leading to a stash of sparkly jewels, which of course would make a perfect birthday present. So off Ted goes on this entertaining romp, fully clad in his adventure suit. Humpback whales, silverback gorillas and cranky pirates are all here. The simple, naive illustrations, which are shaded with scribbling, tumble out of the lines, and combine textured collage and cartoons. They will impress *Captain Underpants* fans. The book is a great stepping stone from easy readers to longer novels. G. Maugle

USER LEVEL: Stage 1 Stage 2
SCIS 1541158   Paper $12.95

fiction for older readers

Resources are arranged alphabetically by author. See also *eresources*.

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

Fated

ALDERSON, Sarah

Simon & Schuster, UK, 2012
ISBN 9780857074348

With echoes of the *Twilight* novels, this is the story of the Brotherhood (a group of unhuman vampires, shadow warriors and mixens) and their enemies, the Hunters (humans). At the centre of this ancient struggle is a prophecy and the romantic entanglement of Evie and Lucas. Evie has to come to terms with her role in this struggle and the legacy of her parents. A suspenseful read, the novel explores themes of loyalty, being human, inner strength and belonging. It would be enjoyed by readers who like action with a romantic twist, although the ending is somewhat predictable and characters two dimensional. B. Hull

USER LEVEL: Stage 4
SCIS 1541352   Paper $16.99

Sarah Alderson talking about Fated
by Sarah Alderson

The true tale of the monster Billy Dean, telt by hisself

ALMOND, David

Penguin Books Ltd, UK, 2011 (Puffin)
ISBN 9780670921096

With its presentation in naive, invented spelling, this dark fantasy novel for mature readers requires great persistence to appreciate the sensitive issues and bittersweet emotions being conveyed by the young protagonist. The *not cleva* Billy Dean has been raised in seclusion from his Dystopian community. He has some unique gifts that may lead him to become the saviour of his township, Blinkbonny. While the controversial use of invented spelling in some picture books, such as Margaret Wild's

Wolves in the sitee works well, it is expecting a lot of a reader to embrace a novel length book in this style. The conceit is that Billy Dean's manuscript has been published as found, but perhaps the same result would be possible by retaining only the preface and some excerpts in Billy's own style. I. McLean

USER LEVEL: Stage 6
SCIS 1531688   Paper $29.95

David Almond – The true tale of the monster Billy Dean by penguinbooks

Three summers

CLARKE, Judith

Allen & Unwin, NSW, 2012
ISBN 9781742378275

Beginning in a rural town in 1959, as Ruth awaits the results of her application to Sydney University, this book presents its focal characters at different stages of their lives. Ruth's grandmother is determined that Ruth

will get away from their rural town, further her education, and experience all that life has to offer. As the characters age, Ruth moves away into a world of academic endeavor, while her best friend, Fee, remains in Barinjii, becoming a wife and mother. Fee and Ruth share an enduring friendship. The differences in their chosen lifestyles offer different perspectives on country and city; and on women's roles. Ruth is haunted by the memory of an attraction to a notoriously difficult boy, and this memory is evoked when she becomes foster carer to a disturbed young girl, Dancey. A sensitive tale, it interweaves the role of life's choices and luck in the development of identity and selfhood. Clarke's characterisation of the protagonists is sometimes a bit thin, though the narrative is rich and beautifully written. S. Pollard & C. Sly

USER LEVEL: Stage 5 Stage 6
SCIS 1542946   Paper $19.99

Spoiled: a novel

COCKS, Heather & MORGAN, Jessica

Allen & Unwin, NSW, 2012
ISBN 9781742379753

When her mother dies, Molly discovers that her biological father is a famous,

self-absorbed movie star. Molly leaves her friends and everything she knows to live with her father and half-sister Brooke in Los Angeles. Although confused and terrified by her new surroundings, Molly dives into privileged Hollywood celebrity life, learning self-reliance and realising that things may not be as they appear. As she and Brooke battle for their father's attention, their antics hide deeper issues of abandonment and alienation. Disappointingly, some minor plot lines, for example, Molly's relationship with her grandparents, are not sustained throughout the book. Middle school students may be intrigued by the mystique and superficiality of celebrity life, the amusing teen dialogue, pop culture references, and fashion and film descriptions. A. Frost

USER LEVEL: Stage 4 Stage 5
SCIS 1540842   Paper $16.99

The way we fall

CREWE, Megan

Murdoch Books, NSW, 2012
ISBN 9781742668253

Something is terribly wrong in Kaelyn Weber's island community. Its residents are quickly falling victim to a mysterious, deadly illness. No one knows how the virus

is contracted; no one knows how to cure it. Eventually, the island is quarantined to prevent the contagion from spreading. The desperate times result in social breakdown, civil unrest and government heavy handedness. Told from the perspective of Kaelyn, 16, the anatomy and impact of the outbreak are documented over a four month period. Journal entries to her best friend, Leo, intertwine with Kaelyn's gritty account of tragedy and survival. Powerful characterisation and realistic settings add to the novel's authenticity. Some coarse language is included. This highly engaging novel would be most appropriate for an older reading audience. H. Gardiner

USER LEVEL: Stage 5
SCIS 1542547   Paper $19.99

The way we fall by hyperionteens

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.

Double trouble

[videorecording]

CAAMA Productions, NSW, 2011 (338 min.)

Separated at birth, Aboriginal twin sisters Yuma and Kyanna do not discover one another's existence until they are 16 years old. They have been raised in completely different cultures, one in Sydney with her wealthy father, and the other in central Australia in a community with her mother and extended family. When they decide secretly to swap places for a day to experience the other's lifestyle, they have no idea of the problems that will ensue. Swapping families is a great eye opener. This 13 episode television series is a blend of comedy and drama and offers a fascinating view of contrasting cultures. A companion DVD to support teaching and learning includes a wide range of activities that enable students *to explore Indigenous perspectives through a multidisciplinary approach*. These thoughtfully produced resources provide a wonderful learning experience for students. E. Sly

USER LEVEL: Stage 3 Stage 4

KLA: CA; English; HSIE

SYLLABUS: Aboriginal Studies 7–10; Creative Arts K–6; English K–6; English 7–10; HSIE K–6 $99.95

Double trouble by OzKidsTV

Reviewed titles:

Double trouble
SCIS 1414994

Double trouble: learning and teaching resource
SCIS 1530001

The best day of my life

ELLIS, Deborah

Allen & Unwin, NSW, 2012
ISBN 9781742379142

Valli's days in the Indian town of Jharia are monotonous and dangerous. Living with her aunt's family, she is forced to pick up stray lumps of coal in order to support the family, until she learns the truth about her so-called family. Resolving to begin a new life, the young girl stows away on a coal truck to the bustling streets of Kolkota. Here, Valli's *magic feet* provide her with a point of difference, and her courageousness and cleverness are revealed as the reader follows her plight. Written from a first person perspective, the plot is simple yet compelling. Complex issues of homelessness, poverty and social rejection are explored with poignancy and humour. This superb novel highlights some of the terrible challenges facing children in other parts of the globe. Detailed teachers' notes are available on the Allen & Unwin website. H. Gardiner

USER LEVEL: Stage 3 Stage 4

SCIS 1540533   Paper $15.99

The fault in our stars
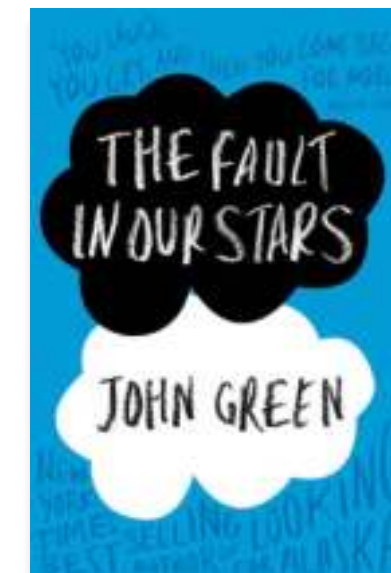
GREEN, John

Penguin Group (Australia), 2012
ISBN 9780143567592

Diagnosed with thyroid cancer at 13, Hazel is alive at 16 only because of an experimental drug. She carries an oxygen tank with her everywhere and has been unable to attend school since her diagnosis. Her mother convinces her to attend a support group for young people with cancer, and she meets Augustus, a former basketball player who has lost a leg to osteosarcoma. The two become friends, realising that they must make the most of the time left to them. There are moments of sadness, despair, joy, romance and irreverent humour as the story moves towards its inevitable conclusion. Far from being a novel of self-pity, the lives of terminally ill teenagers are explored in a touching, non-patronising way, simultaneously conveying their fears and their inner strength. H. Myers

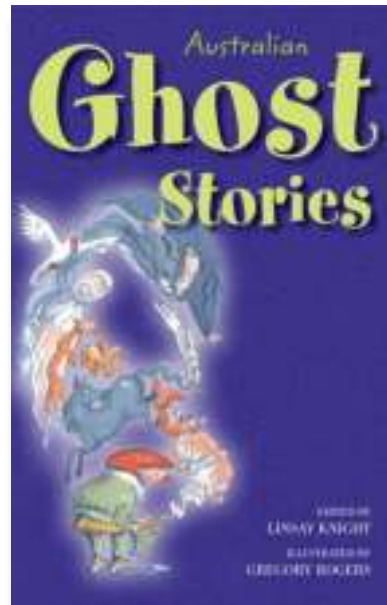USER LEVEL: Stage 5 Stage 6

SCIS 1541311   Paper $19.95

The fault in our stars by John Green book trailer by PenguinYoungReaders

Australian ghost stories

Edited by Linsay Knight.

Random House Australia, NSW, 2011
ISBN 9781742753614

A selection of supernatural stories, written by familiar authors, has been compiled in this very accessible publication. Based on the premise that this genre exists to describe inexplicable or unusual happenings, the stories contain an *array of ghostly creations*. The 30 stories, written by authors such as Andy Griffiths, Paul Jennings, Ruth Park and Victor Kelleher, are a suitable length to be read aloud in a single lesson. Some of the stories are extracts from well known novels, such as *Rowan of Rin* and *Emily Eyefinger and the ghost ship*. Other stories have been written especially for this collection. Short biographies at the end of each story may inspire students to pursue other works by these reputable writers. S. Rasaiah

USER LEVEL: Stage 3 Stage 4
SCIS 1529000   Paper $14.95

Stoner & Spaz

KOERTGE, Ron

Candlewick, USA, 2011
ISBN 9780763657574

Containing numerous drug references, this edgy story about drug abuse, self-perception and personal identity contains a valuable moral message and reveals that no one is quite what they seem. The narrative shows how Ben, an overprotected 16 year old with cerebral palsy, comes to realise that he is not a monster and that he can engage meaningfully with other students, including the eponymous *stoner,* Colleen. This is an amusing and touching story which won the PEN Literary Award with its original characters and wry observations. It explores multiple aspects of drug taking, including the fact that there is no quick fix. An engaging read, the novel will appeal to secondary students and provide a useful reference for school counsellors. A. Soutter

USER LEVEL: Stage 4 Stage 5
                          Stage 6
SCIS 1524435   Paper $16.95

Sea hearts

LANAGAN, Margo

Allen & Unwin, NSW, 2012
ISBN 9781742375052

The mystical world of Rollrock Island has a sinister undertone which is revealed gradually and painfully by the multiple narrators of this novel. At the core is Misskaella Prout, the sea-witch who can conjure the seal people. Initially, the presence of these beings seems idyllic, but the sadness and despair of the sea-women affects not only themselves but also their families. The spiral of alienation accelerates until two characters choose suicide. Readers of fantasy would enjoy this novel, unravelling the dark mysteries of the village to reach a more positive resolution. It could also be read as a supplementary text for the English Stage 6 Area of Study: *Belonging*, as it explores the concepts of family, community and alienation. B. Hull

USER LEVEL: Stage 6
KLA: English
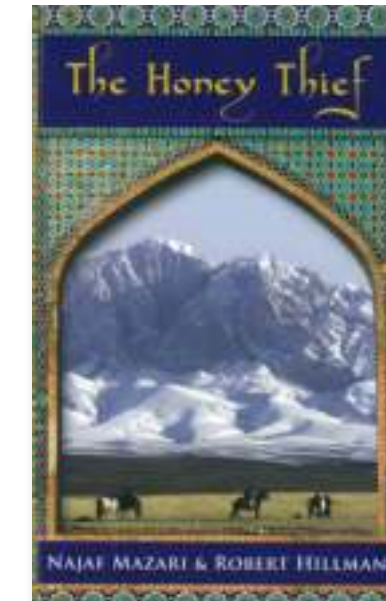SYLLABUS: English Stage 6
SCIS 1540923   Paper $19.99

Sea hearts book trailer and Q&A with Margo Lanagan by Allenandunwin

The honey thief

MAZARI, Najaf & HILLMAN, Robert

Wild Dingo, Vic, 2011
ISBN 9780980757040

Simple tales with powerful messages are characteristic of this exploration of identity and ancient culture in Afghanistan. Well written, the novel contains a series of interwoven narratives which trace the author's struggle for understanding and belonging. The language and narrative structure draw readers into the story's folklore, providing insights into the complex nature of Afghan history and the country's internal conflicts around race. A series of segmented experiences conveys a sense of family and love, which contrast starkly with the experiences of refugees in a new country. Easily understood by mature students, this is a good resource for Stage 6 English students exploring the Area of Study: *Belonging* or Module A: *Experience through language*. B. Kervin

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English Stage 6
SCIS 1522999   Paper $24.95

Wisdom's kiss: a thrilling and romantic adventure, incorporating magic, villainy, and a cat

MURDOCK, Catherine Gilbert

Allen & Unwin, NSW, 2012
ISBN 9781742379265

Childhood friends Trudy (the barmaid) and Tips (the miller's boy) are separated from their commoner world and reunited in a royal realm. An exciting adventure, this story uses a mix of types of text, including personal letters, encyclopaedia entries, diaries, and a play script. A princess, a soldier and an orphan form a disparate group of allies and strive to attain their dreams. Just when the reader feels a happy ending is approaching, the author brings in magic, murder and intrigue to make the reader reconsider whether that will actually be the case. M. Timperley

USER LEVEL: Stage 4
SCIS 1540839   Paper $16.99

Wonder

PALACIO, R. J

Bodley Head, UK, 2012
ISBN 9780370332291

August Pullman is mature beyond his 11 years, but also a little naive. A severe facial disfigurement at birth has restricted his social experiences, although he has learnt to read other people, and their reactions to him. He has been home schooled, but his parents now realise that attending school is an essential, although potentially painful, element of his journey into adulthood. Written in first person narrative, August's experiences are shared from a number of perspectives – the most notable being his older sister, Via, and a new school friend, Jack. Chapters oscillate between these characters and the format helps readers gain understandings of the highs and lows of family relationships, acceptance of difference, resilience, friendships and bullying. Varied writing techniques, including text messages, literary quotations, and stream-of-consciousness passages from a teenager's perspective, create multiple opportunities for English teachers working with this novel. S. Morton

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

SCIS 1543760   Paper $21.95

Wonder by R. J. Palacio by RandomBooks

A single shard

PARK, Linda Sue

Queensland University Press, Qld, 2012
ISBN 9780702239373

Providing a glimpse into the ancient and ritualised society of 12th century Korea, this compelling narrative has interwoven themes of friendship and loyalty. It presents a strong protagonist who overcomes adversity. Tree-ear, an orphan, struggles to survive while foraging for food and sleeping under bridges or in a pit. He admires the work of the most talented potter, Min, and he wishes to learn the skill of creating ceramic pots. Accidently destroying a piece of Min's pottery, Tree-ear must pay his debt in servitude and so he begins to learn the process, moving from apprentice to artist. He displays selflessness, courage and perseverance on a journey to the royal court in Songdo, when robbers shatter the pottery leaving only a shard to be shown. This edition of the 2001 novel contains Park's Newbery Award acceptance speech. A. Frost

USER LEVEL: Stage 4
SCIS 1539015   Paper $16.95

Erebos

POZNANSKI, Ursula

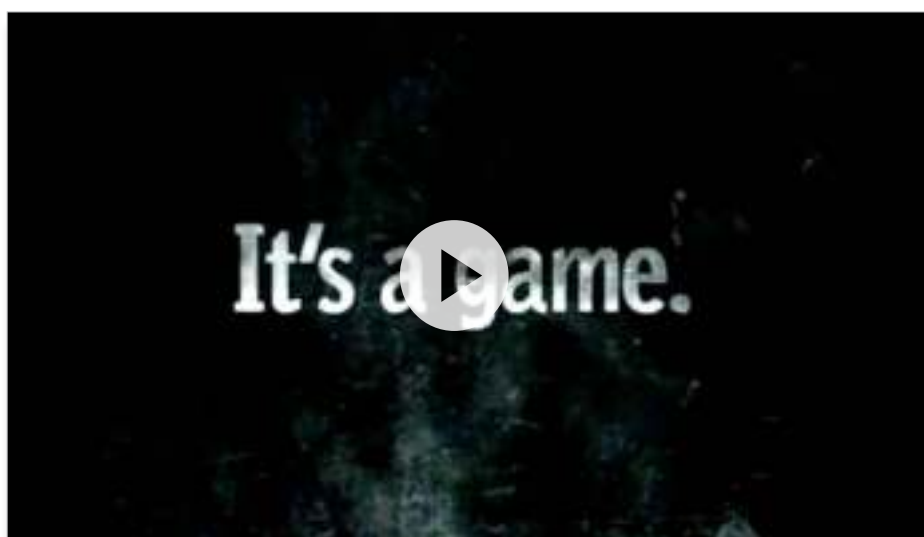Allen & Unwin, NSW, 2012
ISBN 9781742379531

Absorbing and suspenseful, this story is told through experiences of the central character and it delves into broader life questions of morality and intimidation. The reader is quickly caught up in this chess like multi-layered computer game of manipulation and control. Similar in theme to Morton Rhue's *The wave*, the issues of secret sects, alienation, and the rights

of individuals are weighed against the more valued traits of friendship, loyalty and respect. Readers will appreciate the strong visual imagery, links to Greek mythology, game design, and constructing avatar characters. All will enjoy the struggle to uncover what is behind this interrelationship between game and reality. Some of the events and their consequences are more suitable for mature readers. It would have broad appeal as a classroom text. B. Kervin

USER LEVEL: Stage 5
SCIS 1542965   Paper $19.99

Erebos by Ursula Poznanski book trailer by Allenandunwin

Starters

PRICE, Lissa

Doubleday, UK, 2012
ISBN 9780857531353

Set in a dystopian future, this gripping story will have special appeal for girls. It tells of a time when only adolescents and a small number of rich older adults have survived a cataclysm. The old people's bodies are failing, so they rent those of the young who have limited options for earning money to survive. The story is told by Callie whose body is rented by a woman determined to use Callie's physical strength to commit a murder. There is no graphic violence. The novel explores the value of youth and the uses of power in an engaging way. It is likely to stimulate many discussions. A. Soutter

USER LEVEL: Stage 4 Stage 5
SCIS 1555558   Paper $24.95

Starters by Lissa Price by RandomBooks

10 futures

PRYOR, Michael

Woolshed, NSW, 2012
ISBN 9781742753768

Sam and Tara are childhood friends whose friendship has survived the early teen years when opposite sex friendships often become more difficult. The novel, or series of short stories format, is cleverly structured to chronicle the relationship between the two characters in 10 very different possible futures. Each of the stories is set up to 100 years in the future and is based on either a catastrophic or highly controversial scenario. These include war, global warming, cloning, and global financial collapse. As the stories progress, readers will be engaged by the scenarios and drawn into the relationship between the two friends. Pryor has included an impressive array of teaching resources for Stage 5 English in the Australian Curriculum, including an online *Teaching support kit*. Each of the stories is accompanied by activities, making this timely and fascinating novel an attractive prospect for schools. J. White

USER LEVEL: Stage 5
KLA: AC; English
SYLLABUS: English 7–10
SCIS 1549023   Paper $18.95

10 futures book trailer by MichaelJPryor

What comes after

WATKINS, Steve

Candlewick, USA, 2011
ISBN 9780763642501

Iris loses everything when her father dies: her home, her best friend and her soccer team. She is sent to live with her only relative, Aunt Sue, a cruel and unreasonable woman who denies Iris access to her inheritance, forces her to work on the farm and ultimately abuses her for protecting a pair of goats. Eventually Iris survives because of her strength and compassion for the animals, and because of the friendships she makes. The book's main message is about the enduring power of friendship and courage. A number of children will strongly relate to this story. Some will find an echo of feelings of confusion and rejection when they are forced to live among strangers, even when foster families are kind. There is some disturbing violence, and drug taking which is not glamorised. The scene in which a goat is killed is very vivid and confronting. While it may be reasonable to offer this as a tale of the real world, difficult questions are raised about whether the end justifies the means. S. Pollard & A. Soutter

USER LEVEL: Stage 6
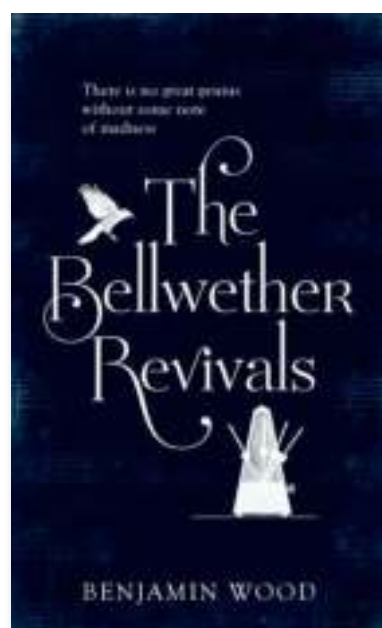**SCIS 1510380**   Paper $29.95

'What comes after' by Steve Watkins – 60second recap pickoft by 60SECONDRECAPcom

The Bellwether revivals

WOOD, Benjamin

Simon & Schuster, UK, 2012
ISBN 9780857207401

Oscar Lowe lives on the periphery of Cambridge's affluent, academic society. Growing up on a public housing estate, the young man has found contentment as a personal care assistant at a retirement home. When Oscar meets fragile yet privileged Iris Bellwether, he is drawn into a world of psychological violence, deception and tragedy. To make sense of those who exist within this disturbing new environment, Oscar turns to cantankerous Dr Paulsen; one of the

retirement home's residents. In a haunting narrative, enigmatic characters are brought to life through richly crafted language. Strong language is used at times, but this should not detract from the overall reading pleasure. Although many twists and turns are encountered in the complex plot, nothing prepares the reader for the startling conclusion that leaves one breathless. H. Gardiner

USER LEVEL: Stage 6
SCIS 1543693   Paper $29.99

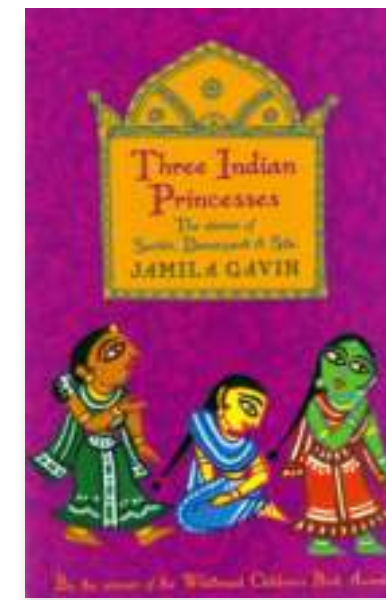# information, poetry and drama

Resources are in Dewey order

Three Indian princesses: the stories of Savitri, Damayanti & Sita

GAVIN, Jamila

Walker, UK, 2011
ISBN 9781406330960   [294.5]

Hindu tales about three Indian princesses are retold in these gentle and beautifully woven accounts

of love, sacrifice, acceptance and justice. Each tale focuses on a positive aspect of human nature to reinforce the overall theme of human devotion and eternal reward. They provide excellent examples of how to use simple language and imagery to convey meaning. The stories can be used as stimulus for a range of teacher directed classroom studies on the written form, including myths, legends and folklore tradition. With the inclusion of detailed background notes to the stories, it is also a good introduction to the study of Indian society and culture. The simple messages about the dignity of human values in the face of adversity will be readily understood by readers. B. Kervin

USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6; Studies of Religion 7-10
SCIS 1530840   Paper $14.95

> 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.

How is the Internet changing the way you think?: the Net's impact on our minds and future

Edited by John Brockman.

Atlantic, UK, 2011
ISBN 9780857892461   [303.48]
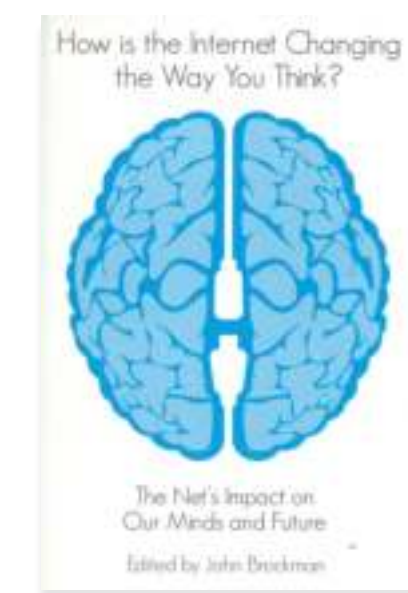
Intellectuals and theorists from across a wide spectrum of disciplines have responded to this question in a collection of articles from the Edge annual question for 2010. With over 150 contributions and many different points of view, the essays are informative and very thought-provoking. They present a vast selection of comments on how the internet may be changing the way we think. A number of analogies in relation are made to the sweeping changes and widespread repercussions of the internet, including the discovery of fire, the creation of stone tools, and even the difference between constructing kayaks and canoes by the indigenous peoples of the far north Pacific regions. It makes for compelling reading and is testament to *the collective nature of human intelligence*. A wonderful resource for professional reading, this would also have application to students who are investigating the

social implications of the internet.
C. Sly

USER LEVEL: Stage 6 Professional

KLA: HSIE; TAS

SYLLABUS: Information Processes & Technology Stage 6; Society & Culture Stage 6

SCIS 1542194   Paper $29.99

Australian legal system

Legal Information Access Centre, NSW, 2011 (Hot topics)
ISBN none   [349.94]

This volume will be of particular interest to students and teachers as it explains the basic aspects of our legal system, from sources of law to types of law, and civil and criminal legal processes. In particular, major elements of Part 1 of the Preliminary Legal Studies syllabus, *The legal system*, are covered in significant depth in this volume. There is valuable information about key concepts and the practical application of the law that will further benefit students. J. White
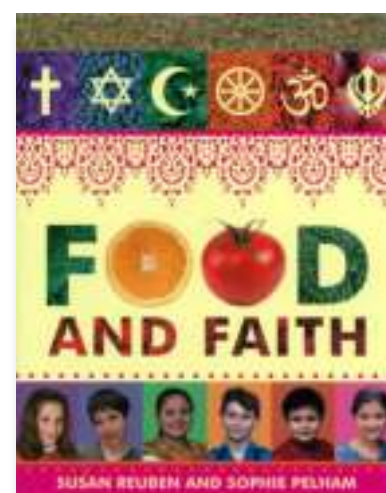
USER LEVEL: Stage 5 Stage 6

KLA: HSIE

SYLLABUS: Commerce 7–10; Legal Studies Stage 6

SCIS 1540885 $22.00

Food and faith

REUBEN, Susan & PELHAM, Sophie

Frances Lincoln Children's, UK, 2011
ISBN 9781845079864   [394.265]

Beautifully presented with vibrantly coloured pages and interesting photographs, this hard cover book presents a thorough study of food habits in six different religious faiths. It covers Christianity, Judaism, Islam, Buddhism, Hinduism and Sikhism, examining the social customs and food traditions associated with these religions through the eyes of children. The laws governing prohibited food are noted, though the main focus is on foods which are eaten at specific religious celebrations. Descriptions of special occasions and ceremonies for each faith are clearly outlined, including Chanukah and Passover in Judaism. Containing illustrated recipes, clear subheadings and short passages of text, this accessible resource helps students to understand diverse religious beliefs and their influence on diet. M. Timperley

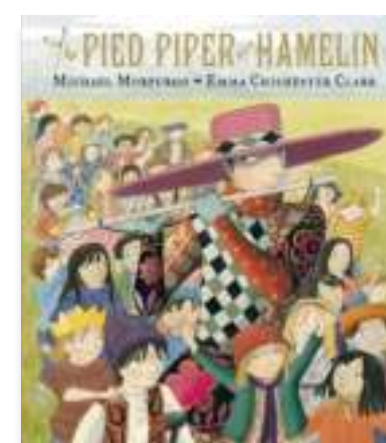USER LEVEL: Stage 3 Stage 4 Stage 5

KLA: HSIE; TAS

SYLLABUS: HSIE K–6; Food Technology 7–10

SCIS 1512780 $29.95

The Pied Piper of Hamelin

MORPURGO, Michael & CHICHESTER CLARK, Emma

Walker, UK, 2011
ISBN 9781406315110   [398.20943]

Retold by former British Children's Laureate, Michael Morpurgo, this old German folktale relates the story of the Pied Piper, who teaches the townsfolk of Hamelin a lesson and only returns the children to their parents after the adults have changed their greedy ways. The colourful illustrations lend an old world atmosphere to the text, yet the narrative successfully incorporates modern social and environmental messages. Units of work on fairytales, folklore or stories with morals could include the use of this book. It would be a good read aloud tale as a literature link for younger children studying Early Stage 1 COGs units (D): *Healthy choices* or (E): *Our needs*. R. Parnis

USER LEVEL: Stage 1 Stage 2

KLA: English; HSIE

SYLLABUS: English K–6; HSIE K–6

SCIS 1525888 $32.95

Nature adventures

MANNING, Mick & GRANSTROM, Brita

Frances Lincoln Children's, UK, 2011
ISBN 9781847800886   [508.41]

How to identify the flora and fauna in the countryside and in towns and cities across the United Kingdom is the aim of this pretty nature book. The techniques suggested in this book may inspire Australian students to adapt the ideas and safely track our own native plants, animals and minibeasts. This lyrical nonfiction picture book interweaves sensory devices such as poems, songs and excerpts from stories as it informs readers about the environment. For research purposes, the resource may be more suitable for students familiar with the names of birds, animals and plants in the northern hemisphere. Information about *The Wildlife Trusts*, to which the book is dedicated, may be accessed from the *Wildlife watch website*. S. Rasaiah

USER LEVEL: Stage 2

KLA: SciTech

SYLLABUS: Science & Technology K–6

SCIS 1510425 $29.95

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.

Solar system: a visual exploration of the planets, moons, and other heavenly bodies that orbit our sun

CHOWN, Marcus

Faber, UK, 2011
ISBN 9780571277711   [523.2022]

Based on the popular ebook app, *Solar system for iPad*, this visually stunning collection of photographs and images provides a new and fascinating way to explore the solar system. Without doubt, the greatest asset of this book is its stunning photographs. Each section is displayed on black, glossy pages and is enriched with succinct information that will be engaging and accessible to high school students. Science students, when completing outcome 4.9 on describing the relative sizes, distances and movements of components of our solar system, will find this book an excellent secondary source. Each object of the solar system has summarised data on orbit, atmospheric conditions and physical properties that can be easily interpreted and analysed by students. Historical achievements and the part that technology has played in developing our current understanding of the solar system are well linked in this very impressive book. I. Mavin

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: Science

SYLLABUS: Physics Stage 6; Science 7–10

SCIS 1543702 $39.95

Mammals

BURNIE, David

Kingfisher, UK, 2011 (Navigators)
ISBN 9780753430729   [599]

Land, sea, and air mammals are colourfully depicted in this book. Excellent photographs, drawings and descriptions explain interesting features of mammals, including reproduction, dentition, adaptations for surviving extreme climates and behavioural characteristics. The text uses many scientific terms, which are explained in situ and also listed in the glossary. Supporting the study of living things in Science and Technology, this book would be useful for students learning about the features of interesting animals and how they can be used for classification. The book's Australian content includes dugongs, sugar gliders, flying foxes, and humpback whales. S. Bannerman

USER LEVEL: Stage 1 Stage 2

KLA: SciTech

SYLLABUS: Science & Technology K–6

SCIS 1522371 $19.99

Everything you need to know about the human body

MACNAIR, Patricia

Kingfisher, UK, 2011
ISBN 9780753431979   [612]

Covering the main human body topics, this quality book is ideal for Science students when covering outcome 4.8.5 on describing the role of the digestive, circulatory, excretory, skeletal and respiratory systems in humans. The information is presented using a large sized font and simple, uncomplicated descriptions. Most sections only briefly cover the science involved and do not leave the reader with a deep understanding. As such, many sections presented in this colourful book would be ideal for the *Science Years 7-10 Life Skills syllabus*. Most double page features include specific website references at the bottom of each page, allowing readers to develop a deeper knowledge as required. Although the nominated audience is six upwards, several of the concepts presented, such as those in the section *Making babies*, may require teachers to use discretion with primary school children. I. Mavin

USER LEVEL: Stage 3 Stage 4

KLA: PDHPE; Science

SYLLABUS: PDHPE K–6; Science 7–10

SCIS 1539434 $29.99

Classroom fitness breaks to help kids focus

LONGHI, Sarah

Scholastic, New York, 2011
ISBN 9780545168779   [613.7]

If student concentration is a concern, these quick actions for tight schedules might help. The manual outlines how regular explicit physical activity may help brain activity and fitness. These safe and friendly movements can help develop increased skills in concentration. Each exercise is illustrated with a photograph and drawn figures demonstrating crystal clear movements. Self-control and safety issues are explained by personal area concepts such as a space bubble and arm-to-arm estimation. In *Freeze and thaw*, students hold steady and then relax. *Mashing potatoes* requires only one minute of action moving fingers and arms. *Figure 8s* involves a flowing movement of arms, hands, feet and ankles. *Dolphin dive* allows feet to stay in one place while students gently flex, extend and rotate the spine. Some activities can be completed by students when seated or kneeling. Six easy classroom exercises are illustrated on a coloured poster insert. This book is

a practical support for class breaks between lessons to provide a cheerful atmosphere and to keep the attention of students. D. Johnston

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K–6
SCIS 1529367   Paper $16.99

Stop motion handbook: using GarageBand and iStopMotion

LAURIDSEN, Craig

Acumen, NZ, 2011
ISBN 9780473189211   [776]

Tap into students' interests in story writing and animation with this excellent and instructive book. Even those with no experience in using the featured computer programs will find that the detailed information, supported by screen capture samples and photographs, makes them easy to use. Animation of 3D and 2D creations in Lego, plasticine and paper is discussed, allowing for different levels of complexity. The book has cross-curricular lesson plans and ideas, such as narrative writing, musical accompaniment and designing sets to a scale. The concise text is suitable for students and it provides solutions to problems that may be encountered. Learning tricks for filming smooth movements will improve final outcomes. Written for Mac computers, most content is not transferable to PC animation software. The author also maintains a YouTube channel, containing animation samples, like the accompanying video. N. French

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: CA; TAS
SYLLABUS: Creative Arts K–6; Information & Software Technology 7–10; Music 7–10; Photographic & Digital Media 7–10; Technology (Mandatory) 7–8; Visual Arts 7–10
SCIS 1539011   Paper $26.80
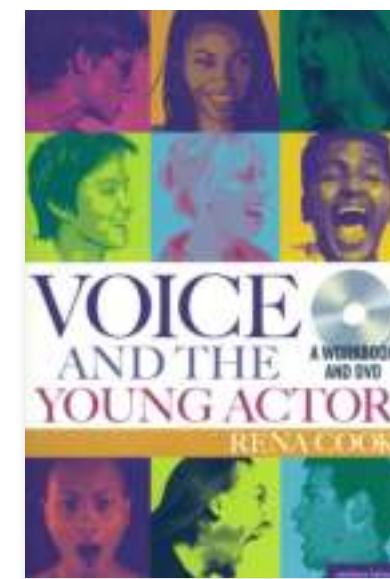

Halo by NewtownMovieSchool

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.

Voice and the young actor: a workbook and DVD

COOK, Rena

Methuen Drama, UK, 2012
ISBN 9781408154601   [792]

A workbook and logbook for drama students, this publication focuses on voice. From introductory information of vocal anatomy, it moves through stages of training and protecting the voice. Lessons include methods of relaxation, awareness of one's posture, breathing appropriately, and many activities and exercises to aid the development of a clear, resonant voice. Each chapter offers discussion questions and space for personal reflection notes. A detailed list of additional references is included. The accompanying DVD demonstrates 24 workshop activities for students to observe. A very practical resource, this should be welcomed by students and teachers. C. Sly

USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Drama 7–10; Drama Stage 6
SCIS 1542803   Paper $39.99

Dear me: a letter to my sixteen-year-old self

Edited by Joseph Galliano.

Atria, USA, 2011
ISBN 9781451649642   [808]

Each of the 75 contributors to this book provides an insight into time, life and personality. Some are lengthy autobiographies; some are sparse; all are illustrated with interesting graphics. It is a great concept and the collection will appeal to many readers. The diversity of letter writers ensures many familiar names, such as Jerry Springer, Jodi Picoult, J.K. Rowling, Hugh Jackman and Garth Brooks. Entries have much to offer English students, from creative writing studies to analysing the contrasting styles of writers. The latter would be very fruitful for young writers; there is a wide range of models here. There is also plenty of humour mixed in with advice, for example Gene Hackman on taking up acting. The anthology could form the basis of a biographical research assignment, as to the reasons for the content and style of each person's letter. Generally, it is an enjoyable snapshot of the reflections of some interesting personalities. B. Hull

USER LEVEL: Stage 4 Stage 5
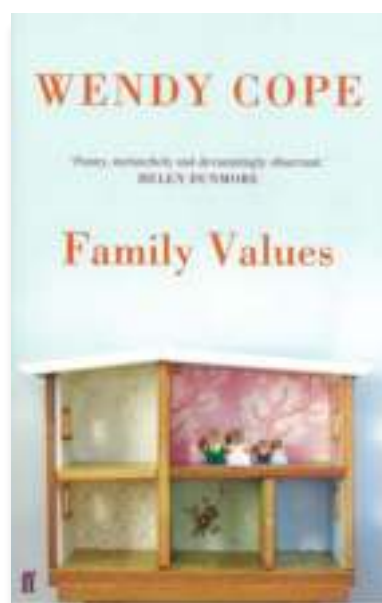KLA: English
SYLLABUS: English 7–10
SCIS 1534806 $24.99

Editor Joseph Galliano introduces Dear me book
by dear16yearoldme

Family values

COPE, Wendy

Faber, UK, 2011
ISBN 9780571280629   [821]

In this popular British poet's new collection of verse, the poems comment on personal relationships at different stages of life. Her very accessible, lyrical style has wide appeal. Subjects range from musing on childhood memories, such as being bullied at boarding school, through growing up, and on to contemplating emotions related to ageing. The

opening poems focus on Christmas and consider this religious festival in an intriguing manner. Everyday language, wit and a sense of the absurd are woven into verses that touch the emotions. An easily readable collection, this will readily engage students who enjoy reading poetry. C. Sly

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7–10
SCIS 1543694 Paper $19.99

Parrot carrot

TEMPLE, J. & TEMPLE, K. & FOYE, J.

Allen & Unwin, NSW, 2011
ISBN 9781742376868   [821]

Visually, this book is similar in concept to books with split pages where two disparate objects are combined to make an unbelievable and humorous whole. At first glance this is a simple read aloud, rhyming text, accompanied by quirky visual humour. The book lends itself to deeper examination and there is a supporting app. There is potential to discuss the inconsistency of English spelling in words that sound similar, such as *whale* and *snail*, or *hawk* and *cork*. Using the humorous illustrations of these combinations as a springboard,

students would enjoy playing with their own rhyming pairs and creating accompanying visual representations. S. Morton

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K–6
SCIS 1528423 Paper $12.99

Parrot carrot safari by Parrotcarrot1

Who explored Australia?

[series]

ROHAN, Johanna

Pearson Australia, Vic, 2011

The inclusion of charts, maps, diagrams and artworks in this series makes the initial impression one of authenticity. To be a quality history resource, these books require more than token gestures and attractively presented pages. The absence of appropriate referencing and the total lack of detail in *Find out more* detract from the use of the series for historical research. Written in a narrative style with bolded terms, the information is

supported by fascinating facts and modern photographs of destinations charted by the early explorers. With scant reference to Aboriginal peoples and the affect that exploration had on their lifestyle and culture, students of *British colonisation* may find this series fails to provide a comprehensive overview of Australian history. It could be useful if used in a guided way and supplemented by other resources, however. For example, teachers could use the books to explore differing perspectives of history and to get students thinking about broader questions, such as *whose perspective is this text written from? Whose voices are ignored or privileged?* S. Rasaiah

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
              $29.95 each

Reviewed titles in this series:
Bass and Flinders
SCIS 1526240

Hume, Hovell and Mitchell
SCIS 1526254

James Cook
SCIS 1526236

Quiros, Torres, Hartog, Tasman and Dampier
SCIS 1526249

MetaMaus: a look inside a modern classic, Maus

SPIEGELMAN, Art

Pantheon, USA, 2011
ISBN 9780375423949   [940.53]

It is a privilege to be permitted entry to Art Spiegelman's private world through this beautifully presented book. He shares details about hi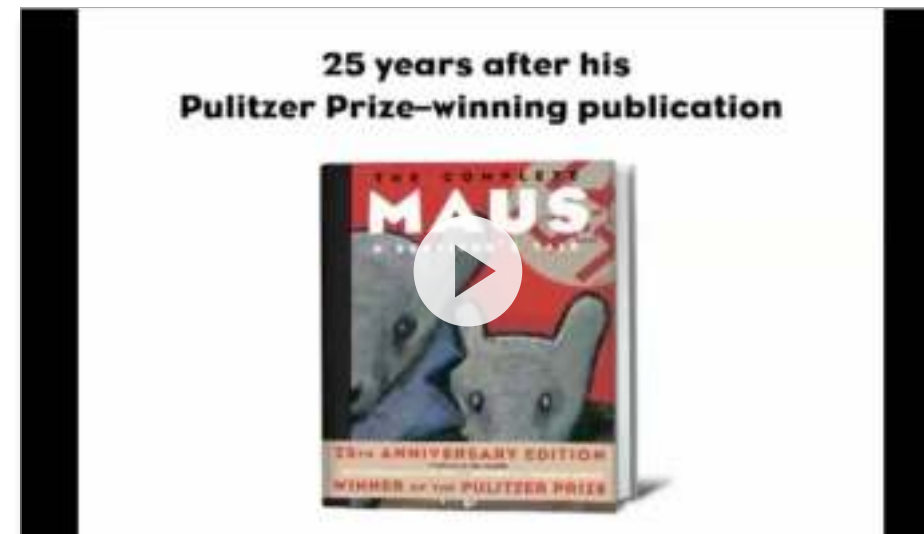s relationship with his father and stories of his family's experience of the Holocaust that inspired his graphic novel, *Maus*. Spiegelman reveals his own research, personal reflections and artistic sketches that were part of the process of composing his award winning sequential art narrative. The judicious compilation of artwork, letters, documents, drafts and interview transcripts provide a rich context for appreciating the development of the *Maus* publications. Both the book and enclosed DVD, which features a digitised copy of *The complete Maus*, interviews, historical documents, notebooks and sketches, are a wonderful resource for students and teachers. Informative, engrossing and moving, they are a testament to the power and literary value of the comic format. The book trailer offers a brief insight into this amazing publication. C. Sly

MetaMaus book trailer by Knopfdoubleday

USER LEVEL:	Stage 5 Stage 6
KLA:	English
SYLLABUS:	English 7–10; English Stage 6
SCIS 1542123	$45.00

September 11, 2001: attack on New York City

HAMPTON, Wilborn

Candlewick, USA, 2011
ISBN 9780763657673   [974.7]
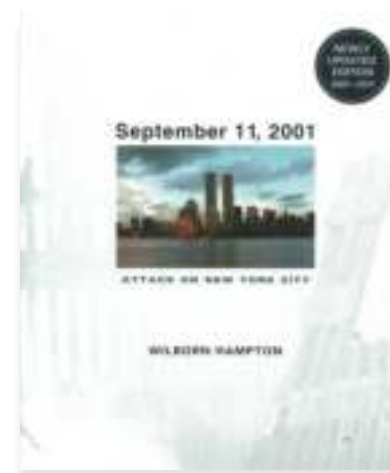
Much has been written about the events of 9/11, and this perspective aims to provide new insight into how the attacks affected ordinary people. There is little attempt to discuss the wider geopolitical issues behind the attacks and the response by the United States. Rather, the accounts of fire fighters, workers, survivors, family members who lost loved ones and ordinary citizens present in New York on the day, provide a gripping account of the minutes and days after the first plane hit the World Trade Centre. Recently revised for the 10th anniversary of the attacks, this edition provides updates on the rebuilding of the site, and the structure and meaning of the new buildings and memorials, as well as a brief summary of subsequent terrorist attacks around the world. The book is a compelling read. J. White

USER LEVEL:	Stage 4 Stage 5
KLA:	English
SYLLABUS:	English 7–10
SCIS 1534237	Paper $19.95

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Nicole French, Singleton HS

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Eleana Sly, Davidson HS

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Frances Whalan, Association of Independent Schools

Jason White, Chifley College Bidwill Campus