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the journal for educators

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reflecting and sharing new knowledge

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Allan Booth

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Lyn Hay

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Kathy Rushton

Dr Ross Todd

June Wall

Editor: Cath Keane

Graphic designer: Realview Digital

Subscriptions and contributions welcomed:

Email: editor.scan@det.nsw.edu.au

Web: www.scan.nsw.edu.au

Mail: The Editor,
Scan, Locked Bag 53,
Darlinghurst, NSW 1300, Australia.

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2. read to ensure their focus meets the journal's criteria

3. sent to two referees

4. sent to one or more additional reviewers as appropriate.

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Volume 32, Number 4, 2013

from the editor

Welcome to the final issue of *Scan* for 2013. .

We welcome *NSW DEC Scootle* and provide support for teaching about Australia's engagement with Asia in several articles. We also feature Apps developed by the Department and students smashing apps to present their learning.

Have you subscribed to *Scan* 2014? Online subscription renewal is easy!

Many thanks to our advertising partners and subscribers for your support this year.

Best wishes for a fabulous Christmas and New Year.

Cath Keane
Editor

email
cath.keane@det.nsw.edu.au

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currents

Colleen Foley, Libraries Coordinator, NSW Office of Public Schools, is responsible for policy advice and leadership for school libraries and information literacy.
E: colleen.foley@det.nsw.edu.au

Resourcing new curriculum 21C What can your teacher librarian do to assist?

Teachers and their teacher librarian colleagues are working enthusiastically to implement new curriculum. *Scan* continues to provide engaging resources and professional support for our curriculum change journey.

There are many opportunities for our ongoing teaching and learning collaborations. Read on in this issue for ideas, thought provoking reading, and resources supporting *Learning across the curriculum* areas, such as *Asia and Australia's engagement with Asia*.

NSW DEC Scootle is of interest to all and, in particular, NSW Department readers. As indicated in this article, the full range of the Department's focused implementation support for NSW syllabuses for the Australian Curriculum is seamlessly available from the   home page. The Department resources are explicitly aligned to Australian Curriculum content and Board of Studies NSW syllabuses, most of which are available to all *Scootle* users.

Literary lovers delights

The renewed focus on quality literature in the *English K–10 syllabus* is of key interest to passionate readers. Celebrate and support this focus in the ways we engage students in contemporary digital and other texts. Consider the range of formats of resources to which our students and teachers must have access. The new curriculum demands this. The excitement of learning as students explore, analyse, and creatively respond and share diverse texts is a professional enjoyment not to be missed.

Want more resources to help you? Try using these search terms in *Scootle*, *Scan* issues and online resource reviews:

- digital texts
- ebooks (or ebooks)
- e-literature
- literary texts
- multimodal (texts)
- persuasive texts
- visual literacy.

See also the *Literacy continuum* and expanded *Glossary* in the *English K–10 syllabus*. Revisit your favourite articles, reviews and curriculum springboards in *Scan*! Talk to your teacher librarian and be familiar with what is available in your school and local library.

Ebooks?

While ebooks and ereading are now part of the daily experience of many, it is worth asking *Why ebooks?* for my students and my school library. What range of resources do we consider to be ebooks anyway? Given that many current commercially available ebooks are essentially PDFs of print texts, we keenly await more interactive ebooks. When considering ebooks for our students and school libraries, think about the following:

- the demands of the new curriculum
- programming opportunities
- using technology to
  - engage students
  - inspire creativity
  - make the best of interactive options
- diverse reading experiences 21C
- student focused reading opportunities
- different learning styles.

All NSW Department teachers and students have *Library* in their portal. It offers an essential learning and teaching tool, and options for building a digital collection in a way that allows users to choose the best, expertly selected online and physical resources from the same catalogue search to suit their learning or teaching needs. Save valuable lesson time sometimes spent endlessly googling (or whatever) massive search results that need further analysis. Freely available ebooks are automatically available in *Links4Learning* on the home page of *Library* (*Web enquiry*). NSW DEC teacher librarians can use the L4L load at H1 > G3. All schools can make use of the SCIS special orders for *Scan*, and SCIS barcodes in the eresource reviews to enhance their resource collection for resourcing curriculum, including teaching and learning collaborations.

Finally, best wishes for the coming Christmas and New Year period.

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

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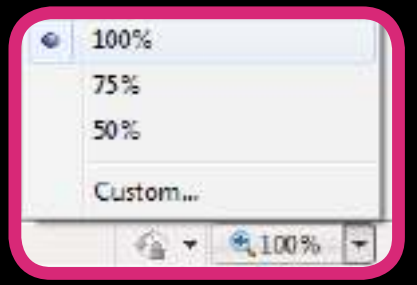
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Scan

building a school based
professional
learning network

Social networking has the potential to provide educators with professional learning tools and resources that are timely, tailored and support the development and refinement of Web 2.0 knowledge and skills.

Introduction: a case study in social networking

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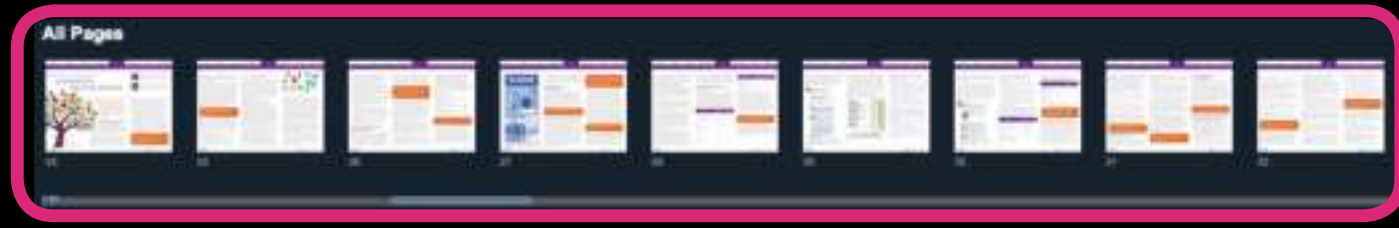
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For more tips, click here to view *Scan's* video taster.

NSW DEC
Scootle is here

Allan Booth is Leader Information and Online Services, Learning Systems, NSW Department of Education and Communities. In this role, he has provided oversight of the project teams delivering the NSW components of the Australian Curriculum Connect Project.

NSW DEC Scootle, developed by the NSW Department of Education and Communities in partnership with Education Services Australia, provides teachers with easy access to high quality digital resources for implementing NSW syllabuses for the Australian Curriculum.

An online solution

In planning for the introduction of new syllabuses for the Australian Curriculum, the NSW Department of Education and Communities (the Department) recognised that easy access to quality online resources for planning, teaching, and assessing students was essential. The *Australian Curriculum Connect* program, funded by the former Department of Education, Employment and Workplace Relations (DEEWR) provided an opportunity to build a package of products for teachers to easily access through the Department's portal.

The Department partnered with Board of Studies NSW (BOS NSW) to integrate a package of tools to support NSW teachers. This includes:

NSW DEC Scootle

- an online programming tool — *Board of Studies NSW Program builder*
- intranet-based implementation support information and professional learning courses
- a new resource repository for storing the Department's digital resource collection
- enhanced metadata to ensure NSW resources are prioritised in online searches.

Why NSW DEC *Scootle*?

Scootle is a national resource discovery tool, managed by Education Services Australia. In the national education environment there was a strong desire for all jurisdictions to participate and contribute to *Scootle*. While NSW already had *TaLe*, there was a need to upgrade resource discovery to the Australian Curriculum.

National *Scootle* contains a national collection of digital teaching and learning resources matched to the Australian Curriculum and also provides access to other national platforms such as *Improve, Learning paths, Language learning space and Community*. National *Scootle* did not, however, match or prioritise resources for the NSW syllabuses nor did it have a platform for the online development of teaching and learning programs.

The decision was made to access the strengths of *Scootle* in an environment tailored to NSW Department users. This package of support is now available to NSW Department staff via the DEC Staff portal. Teachers log in and go to *My websites* where they will find the following links.

click to enlarge

The *AC–NSW DEC Scootle* link takes teachers directly to *NSW DEC Scootle* home.

The main function of *Scootle* is discovery of digital resources to support teaching and learning. There are currently almost 20 000 resources in the national *Scootle* collection and the Department has added almost 700 of its resources to the collection. All Department resources are mapped to the *NSW syllabuses for the Australian Curriculum* in English, mathematics, science and history. Enter ACNSW into the search box at the top of the page and press enter to see the total Department collection. This collection will grow in the months ahead as the Learning Systems team, NSW Schools Portfolio, continues to map, develop and submit resources to the collection.

Finding resources

There are a number of different pathways that users can follow to find resources suitable to their needs.

Enter keywords or strings of words into the search box. For example:

The search currently reveals over 100 resources that can be further refined by using the buttons to filter or facet the search.

The list can be sorted by relevance, title, rating or popularity using the *Sort by* options. The collection can also be broken down into teacher or classroom resources. For NSW DEC users, there is the option of limiting the search to those resources contributed by the Department or to resources specifically aligned to NSW syllabuses for the Australian Curriculum. Resources contributed by other education jurisdictions, or shared by other users, or web-based resources can also be identified easily.

Individual search results provide a good overview of each resource, including a brief description, relevant learning areas, Year levels and date of publication to *Scootle*.
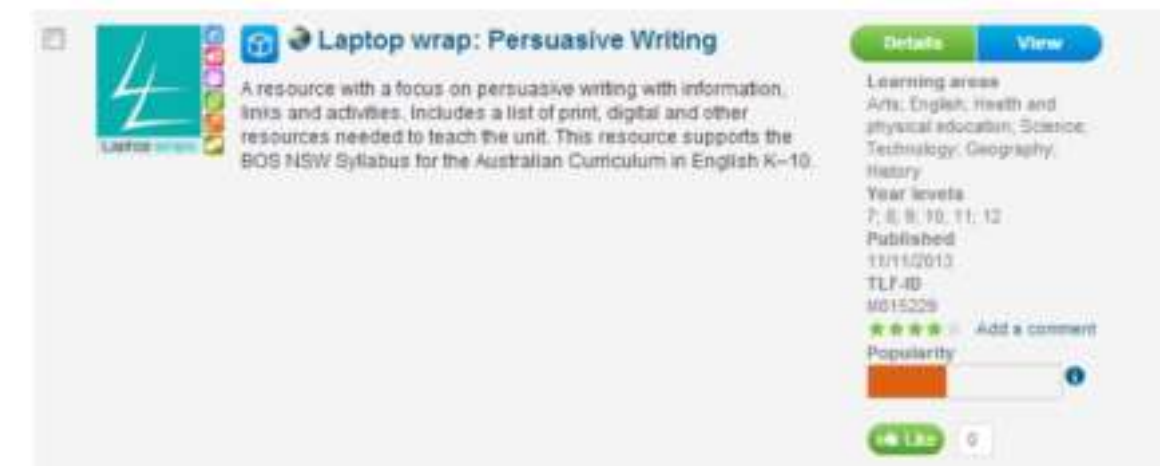
Another method of searching is to use a NSW syllabus code. These codes can be found in the online versions of the syllabuses, as in English K–10 Outcomes linked to content.

For example, entering the English syllabus code EN4-3B into the search box will reveal over 200 resources. By narrowing the search to NSW syllabus aligned resources, the highly rated resource *Putting the comma in its place* is found to have high relevance.

Using the *Details* button, more information is available to the searcher.

The Tab, *View in Australian Curriculum*, provides more valuable information about the resource, including other syllabus codes, curriculum content descriptions and links to general capabilities.

click to enlarge

Download resources

For NSW DEC teachers, the option is available to download the resources for classroom use. The Download button takes users to a NSW DEC page where the size of the resource is identified and the capability to *download* for local use provided.

This page also allows users to share the resource via social network channels.

NSW DEC Scootle also provides an *Advanced search* option that may be valuable for teachers looking over a collection of resources.

For example, a Kindergarten teacher who is teaching the new mathematics syllabus for the first time could follow the *Advanced search* button, click on the advanced search boxes for *K–2, NSW DEC resource* and select the Learning area of *Mathematics,* as seen in the following screenshot.

A selection of 11 Department resources is found including some recent Sites2See resources published by the Department.

By following the *View* button, the user can download the resource ready for use on the class whiteboard or on personal computers or tablets, as seen in the following screenshot.

Other tools

Department teachers also get access to other tools through *NSW DEC Scootle, including Learning paths, Improve, Community and Language learning space*. Links to these can be found on the main blue navigation bar on the *NSW DEC Scootle* homepage.

Learning paths allows teachers to integrate selected digital resources with learning tasks and make them available for students. Using a unique PIN,

students view and use the content and activities online.

Improve is a national formative assessment tool. Teachers can view and create tests in a student-friendly online environment. Currently there are 3340 tests and test items sourced from international, national and state programs for English, mathematics and science. Teachers can link test items to student resources.

Community is a national social networking tool that has over 5000 active users and over 320 teacher created network groups.

Language learning space is a website that provides game-based support for Chinese language learners. It allows teachers to develop flexible learning approaches and integrate digital resource into their classroom. Indonesian and Japanese versions will be added in 2014.

What about *TaLe*?

TaLe continues to be available to NSW DEC teachers. At present, *NSW DEC Scootle* is focused on providing resources for the four subjects for which the BOS NSW has developed a syllabus for the Australian Curriculum (English, mathematics, science and history).

As new syllabuses for the Australian Curriculum are developed, more resources will be added to the *Scootle* collection and *TaLe* will eventually be phased out.

Continued implementation support

While *Scootle* was under development, the Department has continued to build its support materials and professional learning packages for schools. By following *AC – NSW syllabuses for the Australian Curriculum: Implementation support* in the portal, users can access implementation advice, timelines,

professional learning and other resources to support implementation.

NSW DEC teachers are also able to access the BOS NSW *Program builder* through their portal or from *NSW DEC Scootle* and the implementation support pages.

Program builder

Program builder is an online tool, built exclusively for primary and secondary teachers in NSW, which allows teachers to build their teaching and learning programs, learning sequences and units of work. Initially released in March 2013, *Program builder* will continue to be enhanced throughout 2014.

The release of *NSW DEC Scootle* in November2013 has been the culmination of 12 months intensive work by officers in the Learning Systems team, NSW School Portfolio. As well as what teachers see, there has been a very complex technical infrastructure developed to support interoperability. This includes a new resource repository and extensive work in enhancing the metadata of the NSW resource collection. Thanks must go to project managers, Colleen Foley, Evan Bailey and Ian McKee from the Learning Systems team, and programmers, resource developers and curriculum experts who have supported this work.

Technical support for using *NSW DEC Scootle* can be requested at scootlehelp@det.nsw.edu.au.

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Just a few of the products available from our shop to support you in implementing the Australian National Curriculum across all Learning Areas.
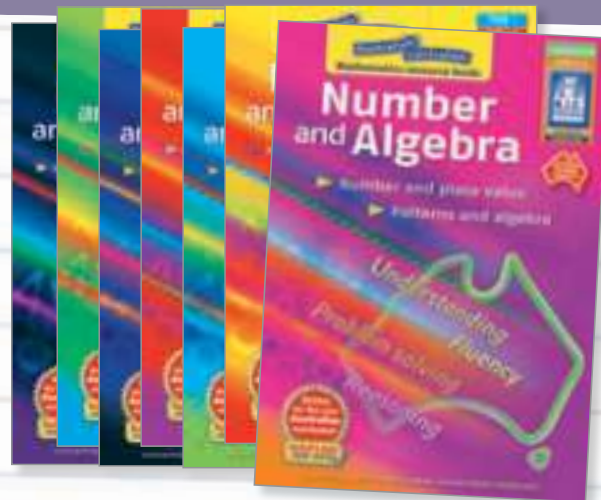
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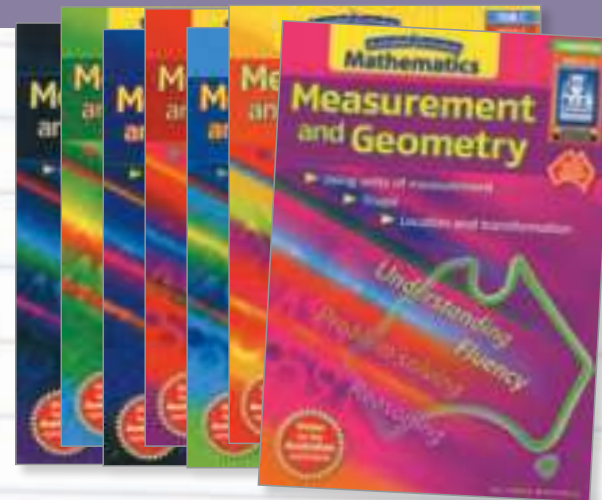
Australian Curriculum Measurement and Geometry

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Australian Curriculum Science
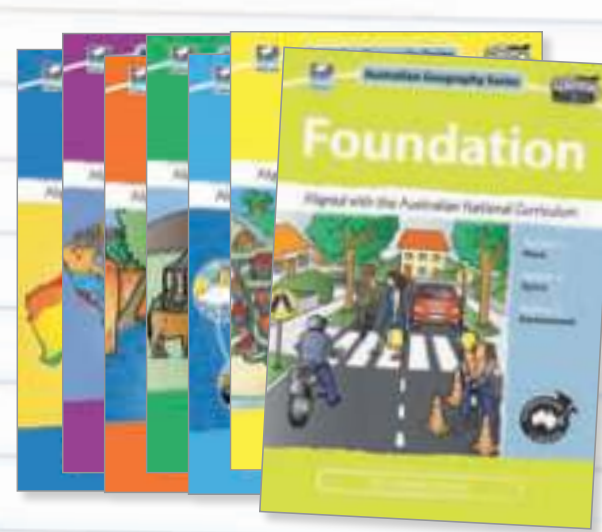
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SCHOLASTIC

Smashing apps

Laura Chaffey, is a Stage 3 teacher at The Junction Public School, in Newcastle, NSW. She integrates technology across all key learning areas (KLAs) in meaningful and engaging ways.

🐦 @laurachaffey
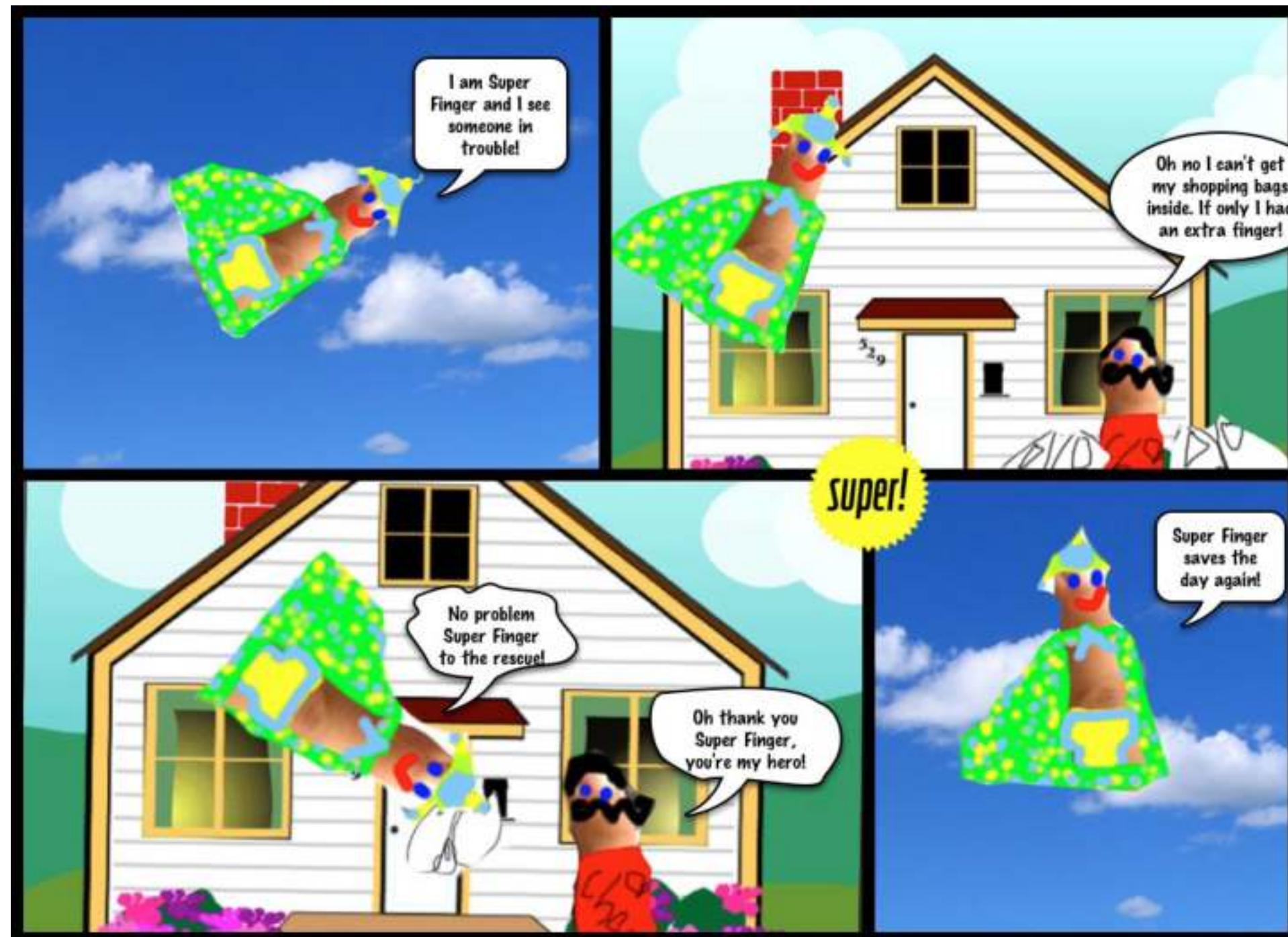
App smashing our way to multimodal texts

At The Junction Public School, our students love to use iPads as a tool to support their learning. When the first iPads were purchased and introduced 18 months ago, it was a learning experience for both staff and students on how they could be seamlessly integrated into our teaching and learning programs. However, we soon found that the students were already familiar with the technology and intuitively explored apps without needing to be given direct step-by-step instructions. In a short period of time, our students realised that one app usually did not allow them to produce a product with all the features they desired and they began experimenting with a variety of apps to create their final product. This process has been coined *App smashing* by Greg Kulowiec. He defines app smashing as:

... the process of using multiple apps in conjunction with one another to complete a final task or project.
Kulowiec, G 2013

Why smash apps?

App smashing allows students to engage in more complex cognitive structures as they seek to analyse and evaluate apps and their ability to assist them in creating a product that satisfies the task criteria. As students become familiar with a wider variety of apps, they will draw on their knowledge of previous projects to determine if a particular app will satisfy their needs for each new project. When asked about the benefits of using mobile technologies in the classroom, Violet from 5/6C responded:

The apps on iPads are awesome, and it is incredible for mankind to think of something as interactive as this. Using iPads bring[s] me

closer to modern technology. I love how we can use them to do class work, because we can experience different types of learning.

Links to curriculum

The *English K–10 syllabus* for the Australian Curriculum recognises the importance of exposing our students to a wide variety of digital and multimodal texts, and allowing them to create their own digital and multimodal texts. The table below illustrates where these opportunities exist within the new curriculum.

ES1	ENe-1A	ENe-2A	ENe-3A	ENe-4A		ENe-5A	ENe-6B	ENe-7B	ENe-8B	ENe-9B	ENe-10C	ENe-11D	ENe-12E
S1	EN1-1A	EN1-2A	EN1-3A	EN1-4A		EN1-5A	EN1-6B	EN1-7B	EN1-8B	EN1-9B	EN1-10C	EN1-11D	EN1-12E
S2	EN2-1A	EN2-2A	EN2-3A	EN2-4A		EN2-5A	EN2-6B	EN2-7B	EN2-8B	EN2-9B	EN2-10C	EN2-11D	EN2-12E
S3	EN3-1A	EN3-2A		EN3-3A	EN3-4A	EN3-5B				EN3-6B	EN3-7C	EN3-8D	EN3-9E

Key

1-2 content points	3 or more content points	the entire outcome

Table 1 Highlighted *English K–10 syllabus* outcomes provide opportunities for using digital and multimodal texts, *Using digital and multimodal texts K–6, p. 11*

Not surprisingly, Objective A, *communicate through speaking, listening, reading, writing, viewing and representing*, provides many valuable opportunities for teachers to expose their students to digital and multimodal texts. However, Objectives C and D provide students with limitless opportunities to express themselves creatively, imaginatively, interpretively and critically while communicating via different modes.

Technology, in the form of iPads, is one avenue that allows our school to provide students with engaging, creative multimodal projects. These challenge them to carefully consider their audience and purpose when creating a product and integrating a variety of skills while carrying out the task.

App smashing projects

Project 1: Comic strip

Task: Text innovation - Create a four panel narrative comic strip based around the *Superfinger* superhero character from *The 13-storey treehouse* by Andy Griffiths. The four panels must demonstrate a distinct introduction, problem, solution and resolution.

Apps smashed: Camera, Safari, *Hello oil painter, Superimpose, Strip designer.*

Outcomes:

EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language

EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts.

EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own.

Project overview

This was one of our first major *app smashing* projects. The task was introduced to students and, as a class, we brainstormed how we might create our *Superfinger* comics. Initial

suggestions included drawing our superhero and then photographing it, or drawing it in a drawing app and saving it to the photo roll. As students had previously used the app *Superimpose* to create hybrid animals, they were familiar with overlaying their drawing onto a background and removing unnecessary sections, so there was only a brief discussion on this part.

In pairs, the students begin their comics. While observing their creations, I noticed one group had taken a photo of their finger and imported it into the drawing app. I immediately had them use *AirPlay* to share their superhero character with the class, via our TV. The rest of the class thought it was very creative and, as a result, they all made their characters using this method. The final comics were fantastic and the students were especially thrilled to see Andy Griffiths' and Terry Denton's comments on our class blog.

Steps:

1. Students took a photo of their finger using the camera on the iPad.

2. Students opened the *Hello oil painter* app and imported their finger image. Using the drawing tools, the students add capes, faces, undies and anything else a superhero might need. Some students also chose to create

a villain to use in their comic strip. Completed superhero drawings were then saved to the photo roll.

3.   Students brainstormed and storyboarded their comic strip, carefully considering the setting and plot.

4.   Students located appropriate background images to provide a setting for their comic strip. Some chose to use *Safari* to search for images, while others took photos of the school environment to use. All images were once again saved to the photo roll of the iPad.

5.   Students opened the *Superimpose* app and selected their setting image as the background. Then, they imported their superhero as the foreground image. Using the mask and transform menus they removed any unwanted parts of the foreground image and positioned and resized their superhero appropriately. Once completed, the final image was once again saved to the photo roll.

6.   Finally, students opened the *Strip designer* app and imported their images into a four or five panel comic strip layout. They added narration, speech bubbles and stickers to tell their story. The final comic strips were exported as a jpg to the photo roll and then emailed to the teacher for sharing on the class blog.

Stage 2 student work samples

click to enlarge

Superfinger1

click to enlarge

Superfinger3

click to enlarge

Superfinger2

click to enlarge

Superfinger4

Project 2: Persuasive speech using *Tellagami*

Task: Ever wanted to go to Mars? Well now you can! The Mars One program is looking for the best candidates for the first human mission to Mars in 2023. Create a one minute oral presentation to convince recruiters that you are the best person for the program.

Apps smashed: *Safari*, *Google Earth*, *Tellagami*, *iMovie*.

Outcomes:

EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features

EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts.

Project overview

Tellagami is an app that enables students to create an avatar and record their own voice to accompany it. This app is great for students to create their own news broadcast, weather reports, information reports, or book reviews or summaries, as it allows students to customise the background to suit their topic. The following project was completed by one

group during literacy rotation time. They were targeted as needing more practice elaborating arguments.

Steps:

1. Students read an article about the Mars One program and then wrote a list of pros and cons about being a recruit and living on Mars for the rest of their life.

2. In pairs, students discussed and made a list of the interpersonal and intrapersonal skills that would be necessary to live on Mars for the rest of their life.

3. Students independently selected between three and five of the skills or personal attributes on their list and then provided evidence on how they could personally demonstrate each of the skills and/or personal attributes. They used a fishbone diagram to organise their information.

4. Students then located an image to use a background to their presentation. Some chose to use *Safari* and *Google* images, while others took a photo of an area of the school and some students also experimented with screen capturing an image from Google Earth and saving it to the photo roll.

5. Once a background image had been saved, students opened the

Tellagami app and created their avatar and imported their background. They then recorded their presentation using the voice recorder in the app. The maximum time allowed is thirty seconds, so students had to create two separate videos in *Tellagami*.

6. To complete the product students used *iMovie* to join their two clips together. The final video was exported to the camera roll and then uploaded to *YouTube* for sharing on the class blog.

NOTE: Viewing of student projects in the classroom, is initially achieved using *AirServer,* a program which, when installed on your PC, allows you to airplay your iPad screen to the computer for displaying on the SMART Board. Student and teacher feedback is given using this mode of sharing. Completed projects are uploaded onto *YouTube* to allow students to share their creations with their friends and family at home via our class blog.

Student work samples

Mars application – Echoe

Sam's Mars video

Project 3: News broadcast (The ultimate app smashing project)

Task: Create a weekly news broadcast to highlight important upcoming events and celebrate the successes of The Junction Public School. The news broadcast will be shown each week at the Primary assembly and uploaded onto the school website.

Apps smashed: *Intro designer for iMovie*, *iMovie*, *Green screen movie FX studio*, *Video in video*, *iMotion HD*.

Outcomes:

EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.

EN3-2A composes, edits and presents well-structured and coherent texts

EN3-5B discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts

EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts.

EN3-8D identifies and considers how different viewpoints of their world,

including aspects of culture, are represented in texts

EN3-9E recognises, reflects on and assesses their strengths as a learner.

Project overview

5/6C students thoroughly enjoyed learning how to create a weekly news broadcast after initially being inspired by the efforts of S2/3M students at Cardiff North Public School. The airing of the broadcast at assembly each week is always met by cheers and thunderous applause. Students in other classes have also expressed interest in filming segments and the project continues to grow. When asked about how she feels about being involved in our news broadcast each week, Hannah replied:

Creating The Junction News is an amazingly fun activity to do. I enjoy collaborating with my classmates to put together the news every week. It's a fun way to express what we do in our school. Together, we learn how to write good scripts, use iMovie and most importantly how to cooperate and listen to each other's ideas.

Steps:

1.	Students read the weekly newsletter and, as a group, list the events that need to be reported on as well as any additional personal interest stories they may wish to run. These are recorded onto the SMART Board by the designated news director.

2.	Once brainstorming is complete, the group assist the news director in storyboarding the news broadcast on the SMART Board. The news director then assigns roles to other members including writers, reporters and editors.

3.	The writers then begin writing their individual pieces, while the reporters visit other classes around the school to conduct interviews.

4.	Once all news pieces have been submitted, the news producer puts them altogether into a script ready for the anchors to read.

5.	Each of the anchors (News, Sport and Technology) record their reports. Sometimes, these are read in front of a green screen so that a video or image can be played behind the reporters using the *Green screen movie FX studio* app.

6.	Intros and outros are also created by the technical team using *Intro designer for iMovie* or *iMovie*. Students have also used the stop motion app *iMotion HD* to create intros to segments.

7.	Once all filming is complete, the editors take all of the footage and put it together in iMovie. If a small overlay video is to be used for a segment, they use the *Video in video* app. During this process clips are cropped, sounds are added, voice levels increased and transitions added between segments.

8.	The final step involves exporting the app to the camera roll and then uploading it to *YouTube* so it can be embedded into the school's webpage.

Students participating in the pre-production phase with the news director

The group assists the news director to storyboard the broadcast

Student work samples

News broadcast

Conclusion

The process of *app smashing* is now fairly commonplace in our classroom. As students set out to create a comic, puppet play, movie or artwork, they plan how they will go about it and brainstorm apps that will help them achieve their final product. The focus has moved away from me, as the teacher instructing them on what apps to use, to them making the decisions themselves after considering the pros and cons of what each app has to offer. I am always excited to see what they will come up with next! To keep up to date with our latest *app smashing* project, be sure to drop by our class blog, *5/6C @ The Junction*.

Visit Laura's *ICT with Miss C* website for more ideas on integrating technology in the classroom.

References and further reading

5/6C @ The Junction, The Junction Public School, accessed 25 October 2013.

Chaffey, L *ICT with Miss C*, accessed 25 October 2013.

Kulowiec, G 2013 'App smashing: Part 1', *The history 2.0 classroom*, EdTechTeacher blog, accessed 25 October 2013.

Learning resources:
engaging with
Asia

Ian Simpson is a Learning Designer with the NSW Department of Education and Communities' Learning Systems. He is currently working in collaboration with Sydney Living Museums, designing resources to complement and perpetuate the 2014 exhibition *Celestial City*.

In 2014, all secondary schools in the state will begin teaching the new *NSW History K–10 syllabus*. In accordance with one of the three cross-curriculum priorities, the new syllabus has a greater emphasis on Asia and Australia's engagement with Asia than before. Two new rich and engaging resources have been produced by the NSW Department of Education and Communities (the Department) to support teachers when programming and teaching the compulsory Depth study 3: *The Asian world*

Zhu Yu, *Street scenes in times of peace* (1279–1368)

Syllabus bites: *Ancient China*

The Syllabus bites series is designed to address gaps between current and new Board of Studies NSW syllabuses. They provide teachers with a flexible learning resource that can be used in the classroom to provide students with a range of engaging and interactive learning experiences.

Syllabus bites: *Ancient China* first explores China's diverse geography from the vast Gobi Desert to the impenetrable Himalayan Ranges before posing the question:

How much did features like these, as well as the Yellow and Yangtze Rivers, affect the development of ancient China internally, and in its relations with the outside world?

Screen shot from *Ancient China* resource

Students next examine, and then try to identify, the hierarchy of key groups in the ancient society from nobles to slaves. An empathy task, in which students use the sources they studied to re-create a day in the life of an ancient Chinese civilian, completes the resource. Throughout, there are a number of relevant websites, videos and quizzes to build knowledge as well as links for the *History K–10 syllabus and the Australian Curriculum*.

Syllabus bites: *The first emperor*

Complementing the ancient China resource, Syllabus bites: *The first emperor* considers the life, times and achievements of Qin Shi Huang. The *States at war* section takes a chronological look at the history of

ancient China until the victory of the aggressive Qin state and the anointing of Qin Shi Huang as the first emperor.
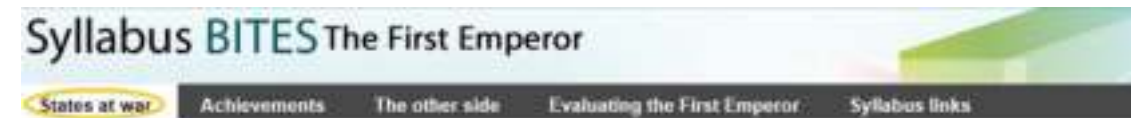
Screen shot of navigation tabs featuring *States at war*

Students then examine the measures taken to unite the country including the standardising of writing, currency and road widths, the building of the Great Wall of China and the contentious system of ruling known as *Legalism*. Some of the negative aspects of the emperor's reign are considered, such his confiscation and burning of books, and the execution of scholars who opposed him. Chinese beliefs in the afterlife are canvassed and pop-up images and text of the site housing the terracotta warriors will help students to understand the philosophy underpinning this vast complex.

Screen shots from *The first emperor* resource

In the last section, a historiographical evaluation of Qin Shi Huang's role in the development of ancient China is undertaken. The records and motives of the grand historian, Sima Qian are analysed as are those of other ancient, as well as modern historical writers.

Two activities then complete the resource. In the first, students are asked to design a tour of modern China, visiting sites that showcase the life and achievements of Qin Shi Huang. In the second, a question is posed:

Was the Emperor good or bad for the development of China?

Students research and prepare their cases before debating each other.

Other resources

But that's not all! Several other resources are applicable for studying Asia and Australia's engagement with Asia. The following table lists and describes some of these learning objects.

Sites2See: *The Chinese in Australia*

This page features an interactive created from a 50-metre long painted scroll at the National Museum of Australia, titled *Harvest of endurance* that represents two centuries of Chinese contact with, and emigration to, Australia. Includes direct links to other Museum resources that can assist students to connect with the themes of migration, ethics, values and the diversity of human experiences. (History 7–10)

SMART Notebook: *The technological legacy of ancient China*

An IWB resource examining inventions from ancient China and their legacy in the modern world. Also contains activities about understanding historical time and working with timelines. (17.1 MB Stage 4)

Syllabus bites: *Ancient India*

In this depth study students gain an appreciation of the complexity of Asian cultures throughout history and cover historical skills and concepts related to ancient India

International India

A multimedia resource focusing on India's experience of colonisation and globalisation, that asks students to reflect on diversity, democracy and human rights. It contains activities, audio, visual and print-based sources.

(Geography 7–10, History 7–10, Stage 4)

Journeys and connections

This resource displays objects related to stories of migration to Australia and covers human rights, diversity and democracy. Students locate and research relevant objects in their own community and create a digital story of migration. The resource uses objects from the Australian Journeys exhibition at the National Museum of Australia. (HSIE K–6, History 7–10, Stage 5)

Sites2See: *Australia and the Vietnam War*

Online resources for the Stage 5 History topic *Australia in the Vietnam War era*, including music, images and links to archival video clips from Australian Screen with teachers' notes.

Laptop wrap: *Voices of Vietnam*

A page with a focus on developing student opinion of Australia's involvement in the Vietnam War, with supporting activities and links to resources

Sites2See: *Remembering the forgotten war*

A web page containing links to websites, video and other resources about the Korean War including Australia's role in that conflict. Links to background information about the United Nations and the Cold War are also provided. (Stage 5)

Sites2See: *Korean language and culture*

Selected links to sites and activities to explore the language and culture of Korean-speaking communities. Links for language and culture.

Sites2See: *Ancient History at the British Museum*

Links to a collection of resources with themes of cities, religion, buildings, technology, writing and trade. Resources include interactive learning activities such as the workings of a Greek household. (Stage 4)
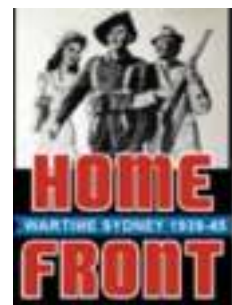
Home front: Wartime Sydney 1939–1945

A resource about the home front during World War II. Includes a large array of primary sources from the Historic Houses Trust exhibition of the same name. Sections are: Empire at war, Sydney under attack, Work or perish, Doing your bit, Love and war, War's end.

(Stage 5, HHT Connected Classrooms)

Laptop wrap: *Impact of World War II on Australian civilians*

A page with a focus on the impact of World War II on Australian civilians, addressing empathy in History and ethical use of sources, with supporting activities and links to resources.

Australia's place in the world [NSW DEC login only]

This unit of work for Stage 5 Geography focuses on Australia in its regional and global contexts. *Australia and the Asia-Pacific* investigates the countries that are geographically close to Australia. Students use a variety of maps and a ready reckoner to calculate distances. Two optional units included *are Physical features of the Asia-Pacific and Human features of the Asia-Pacific*. (PDF documents)

Coming resources

NSW DEC's Learning Systems is currently partnering with Sydney Living Museums (SLM), the public-facing identity of the Historic Houses Trust of NSW, in producing a collection of resources to complement the SLM 2014 exhibition, *Celestial City: Sydney's Chinese 1850–1900*. The material will consist of a:

- Stage 3 resource for the topic, *The Australian colonies*
- Stage 5 resource for Depth Study 2, Topic 2a, *Making a nation*
- video event including students, the exhibition curator and other experts.

These items are designed to be relevant and accessible after the close of the Celestial City exhibition and will be published in 2014.

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Photograph by Anne Southwell

Connecting with India

Carla Gillis, teacher librarian and SRC Coordinator at Great Lakes College Senior Campus on the Mid North Coast of NSW, was part of a school group that travelled to India to begin a Sister School relationship with Sanskriti School, New Delhi. Carla coordinates this new venture.

Stephen Nicholas, the founding Principal at Great Lakes College Senior Campus, initiated the sister school relationship with Sanskriti School, New Delhi, to support the cross curriculum priority of Asia and Australia's engagement with Asia.

A group of teachers and students from Great Lakes College Senior Campus have had a life changing experience making friends for life in India.

How did it happen?

Using *Skype* over the course of 2012, Great Lakes College Senior Campus student leaders were introduced to the Head Boy and Head Girl of Sanskriti and a relationship slowly evolved. Stilted and nervous questions and answers soon turned into easy familiarity and curiosity about new-found friends.

In recent years, Sanskriti School has hosted a Model United Nations (MUN) Conference, inviting schools from all over India, and the world. At this conference, students took on the role of a particular country to discuss and debate real political and historical issues. When an invitation arrived for a delegation from Great Lakes College Senior Campus to take part in this year's conference, it seemed only natural that this be the next step in the developing relationship.

In July 2013, a delegation of ten senior students, one teacher, one principal, and one parent went to India to attend the MUN conference, and to formalise the sister school agreement between Great Lakes College Senior Campus and Sanskriti School, New Delhi. The Memorandum of Understanding (MoU) was signed in the presence of a delegate of the Australian High Commission in India, Dr Peter Nolan, in acknowledgement of the importance of the relationship. The Australian Deputy High Commissioner, Mr Bernard Phillip, attended the last day of the conference, and the closing ceremony, in honour of the Australian delegation and the sister school relationship.

Signing the sister-school agreement

Why start a relationship with India?

India is similar and different to Australia. India has a long history of occupation by various cultures from the Arabs to the Moghuls and to the British. It is a vibrant, dynamic and diverse country from which there is much to learn.

Delhi – the school bus 🙂 🔊 MysteryBee

Modern India is a nation of rich diversity, with a growing economic power and influence in our region. This is recognised in the new Australian Curriculum and in the NSW syllabuses for the Australian Curriculum.

An understanding of Asia underpins the capacity of Australian students to be active and informed citizens working together to build harmonious local, regional and global communities, and build Australia's social, intellectual and creative capital.

Australia and Australia's engagement with Asia, Mathematics K–10

The Delhi metro 🙂 🔊 FREE SPIRIT 1

Sanskriti School

Arriving at Sanskriti School (the school gets its name from Sanskrit, a classic Indian language), we felt like we were with old friends. On the first day with our new sister school, our students attended senior classes and taught a Year 4 class about Australia.

The students attending Sanskriti School are similar in age and socio-economic status to students at Great Lakes College Senior Campus (Great Lakes CSC), so there was much to compare. Differences in technology application and delivery of education in the classroom were minor compared to the similarities. Some members of the Australian contingent were pleasantly surprised to find *They're just like us!*

Stephen Nicholas and Carla Gillis at the entry to Sanskriti School

Education only became compulsory in India in 2009 and the power of education is apparent as a means to escape the cycle of poverty. Considering that the population is estimated at over 1.2 billion people, places in universities are highly competitive and places in schools are highly prized. Anecdotally, an

ATAR (equivalent) of 95 apparently does not guarantee the university of choice — such is the competition for university education.

What is the MUN?

The Model United Nations (MUN) is a highly structured and rigorous framework for debating international issues. It reflects the structure of United Nations conferences and naturally lends itself to developing skills in public speaking, as well as the formulation and synthesis of ideas and solutions in response to arguments as they arise. Students take on the role of another country and begin to understand issues from that country's perspective.

Great Lakes CSC students participating in MUN

The MUN was beneficial on so many levels for our students. They were thrown in the deep end of some seriously multicultural arguments and some eye opening scenarios, and they came up smiling.

They developed an understanding and appreciation of issues about which they had not previously known. One committee debated whether the state of Kashmir should become independent – a very hot and local topic. Most importantly, the students' eyes were opened to viewpoints other than those of Australians. Understanding Asian perspectives is part of the Australian Curriculum and our experience at the

Great Lakes SSC student leaders, Amelia and Saul, at the closing ceremony of the MUN

MUN certainly helped our students become more aware of international issues.

> *Students understand the dynamic nature of social, cultural and political relationships within the region over time, and the role that individuals, governments and other organisations play in shaping relationships between peoples and countries.*
>
> *Australia and Australia's engagement with Asia, History K–10*

Relationships

Our commitment is to continue our relationship with India for the benefit of future students. The students who went to India have made presentations to Great Lakes College Junior campuses and to the Parents and Citizens Association. Soon, they will present to one of the sponsors, the local Rotary Club, about their Indian experiences, and will continue to pave the way for future India-Australia relations.

Politeness and respect are an essential element of relationships to India and so our students and staff have to consider carefully how to convey the good-natured and casual Aussie character in this more formal culture.

All the staff at Sanskriti School refer to

the Principal respectfully as *Ma'am* and it is evident that there is a deep respect and love for her from everyone. Our delegation handled the subtle changes required well.

Our ten students have been *Facebook*ing and *Skyp*ing their Indian friends ever since we returned home. A connection has been made, and an experience has been shared that will influence their understanding of India and Asia broadly. Not everyone can travel to India as we have but, now that a connection has been made with our school, the idea is out there for future students: *we have a sister school, we have a connection.*

International friends at Sanskriti School with Ayisha and Claudia from Great Lakes CSC

What's ahead?

Possibilities abound! *Skype* conferences are continuing and will be ongoing. Some will be formal, others less so. An emerging partnership through the University of New England and the NBN may see videoconferencing becoming an important part of larger group interaction. Who knows what this may facilitate? A delegation from Sanskriti School is in the pipeline, and further visits to Sanskriti by staff, students and parents, are a real possibility.

As we implement the NSW syllabuses for the Australian Curriculum, our staff will investigate ways to embed Aboriginal perspectives, sustainability and links between Asia and Australia into the Stage 6 curriculum. Our relationship with Sanskriti and India is a great platform for the latter.

Valued relationships, intercultural understanding and appreciation, and racial harmony are all possibilities when people come together in the spirit of cooperation and mutual respect.

References and further reading

India study program, Asia Education Foundation, accessed 25 October 2013.

Model United Nations Assembly (MUNA), Rotary International District 9710, accessed 25 October 2013.

Other MUNA sites, Rotary Model United Nations Assembly, accessed 25 October 2013.
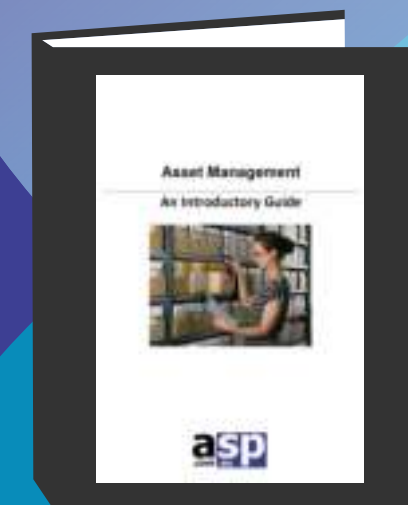
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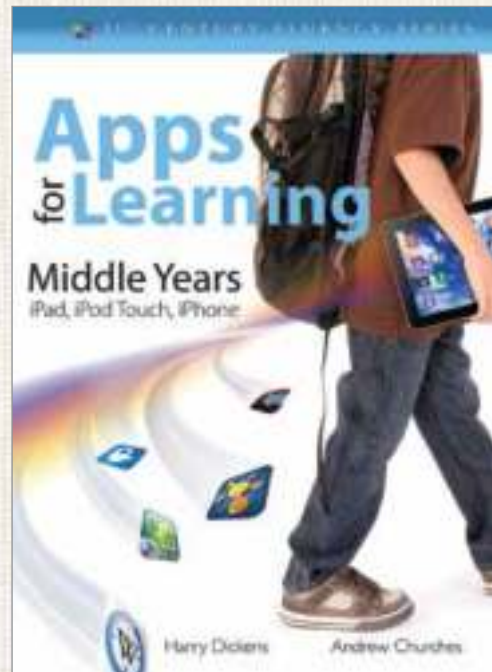
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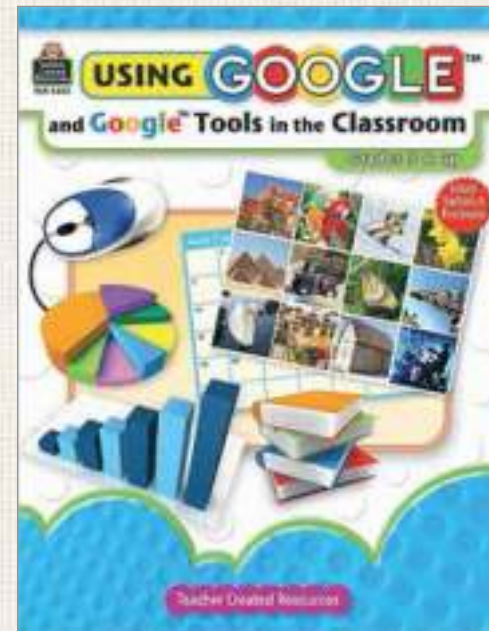
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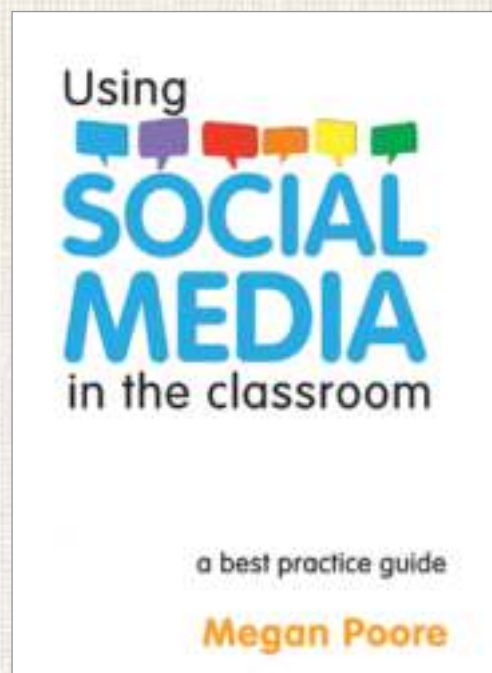
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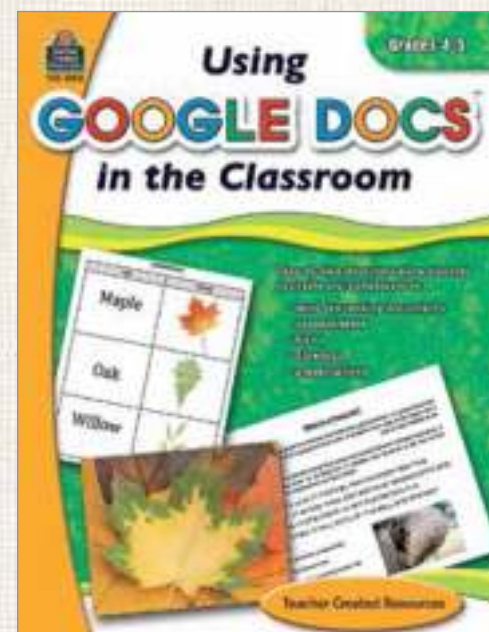
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SCHOLASTIC

Issues in
assessment
of general capabilities

Dr Robert Stevens, Manager, Research/Quality Assurance, in the Policy, Planning and Reporting Directorate, explores the issues and challenges related to the assessment of the general capabilities.

This paper is based on a literature review on the assessment of general capabilities. Kevin Bradburn, Paul Brock, Shantha Liyanage, Gerry McCloughan, Gail Miller, Margaret Mulcahy, Andrew Newman, Melissa Nyholm, Penelope Parsons-Lord and Louise Taggart contributed to an earlier draft of this paper – a literature review on the assessment of general capabilities.

21st century capabilities

Flourishing in the 21st century requires capabilities such as critical thinking, ethical understanding and creativity. With challenges facing developed countries early in the 21st century in mind, the Ministers of Education in Australia have committed to support all young Australians to develop such capabilities (MCEETYA, 2008, pp. 8–9). General capabilities such as these have been included in the Australian Curriculum (ACARA, 2012). These kinds of capabilities tend to elude measurement by standardised tests. Some writers claim that assessments for these capabilities do not exist (Fullan, 2010, p. 20). So, can they be measured at all and, if so, how can they be measured?

Left and right brain, ©iStockphoto.com/hidesy

In this paper I argue that these general capabilities are able to be measured. I then propose a framework for measuring these capabilities, consider its key features and implications for practice.

The approach to the assessment of general capabilities outlined in this paper is a tool that teachers might use if they wish to include the general capabilities in their planning and programming. Teachers may wish to emphasise general capabilities to tailor their program to the specific needs of individuals or groups. The NSW Department of Education and Communities (the Department) has developed a framework for the assessment of two general capabilities: literacy and numeracy. The framework is based on a progression of learning. The approach considered in this paper may be useful in assessing aspects of other general capabilities, particularly those that involve reasoning or complex knowledge.

General capabilities
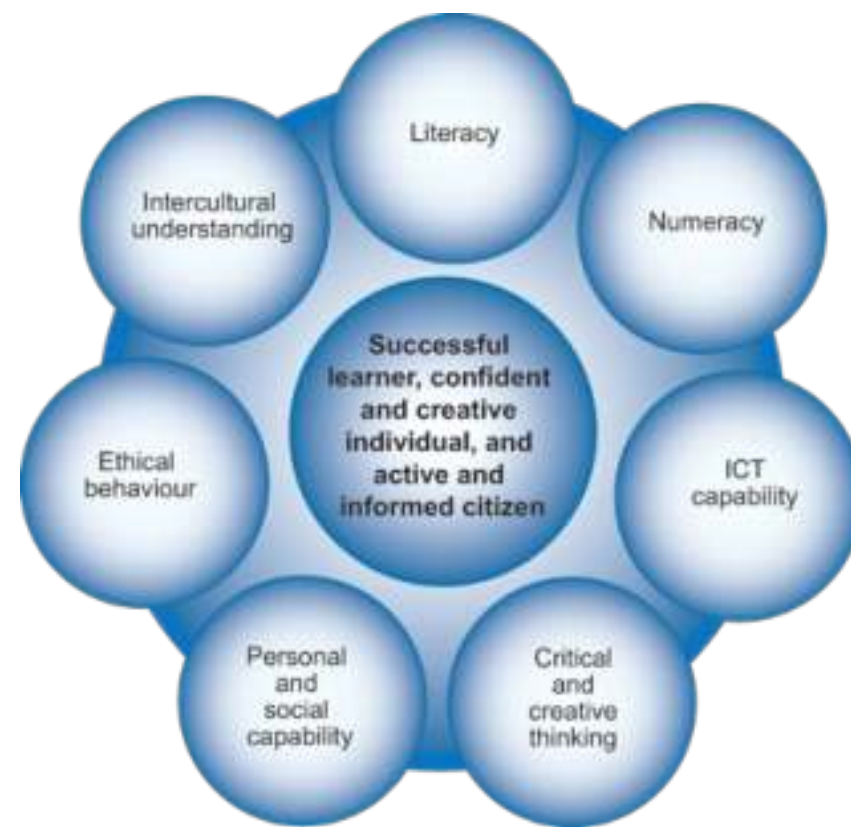
General capabilities are capabilities that are not specific to a discipline. The Australian Curriculum is underpinned by seven general capabilities. These are:

- literacy

- numeracy

- information and communication technology (ICT) competence

- critical and creative thinking

- ethical behaviour

- personal and social capability

- intercultural understanding.

*General capabilities in the Australian Curriculum ©
Australian Curriculum*, Assessment and Reporting
Authority, 2012.

By linking literacy and numeracy with these other general capabilities, ACARA suggests implicitly that the general capabilities are *new basics*. The general capabilities are accorded a status equivalent to the old basics – the 3 Rs – or literacy and numeracy. Each of these capabilities has an equal claim to being a basic capability – the foundation for further learning in the disciplines, and for future success in life.

In the *NSW syllabuses for the Australian Curriculum*, the general capabilities are embedded, along with cross-curriculum priorities, in the *Learning across the curriculum* content.

Cultivating general capabilities

How can the general capabilities best be cultivated?

The Organisation for Economic Cooperation and Development (OECD) states that to improve learning in school classrooms (not specifically general capabilities) both *direct and student-oriented instruction methods should be used*.

- Direct instruction is built around problems with clear, correct answers that can be learned quickly.

- Student-centred instruction is associated with the teacher facilitating students' own inquiry by allowing them time to find solutions to problems on their own before the teacher demonstrates how a problem is solved.

The OECD observes that, while there is no consensus in the literature on which approach is better, *an over-reliance on either approach is not recommended* (OECD, 2012, p. 138).

The cultivation of general capabilities also requires the balanced application of a range of different pedagogies. Indeed, the cultivation of general capabilities – knowing-how as distinct from knowing-that – may require more emphasis on particular forms of student-centred instruction. The Department's *Quality teaching framework*, and the research which informed it, reflects such pedagogical concerns.

Learning by doing

In his 1916 book, Democracy and education, the distinguished American philosopher and educator John Dewey suggested that we learn from experience. For Dewey, experience is not, as it is commonly thought of, a *mysterious conduit through which information is conducted from the external world into the mind*. Rather, according to Dewey, experience involves a combination of acting or doing or trying something and *feedback* from the world on that action. For Dewey, experience, and learning from experience, is not purely a passive undergoing but an active doing and trying.

Whether we learn to walk, to talk, to read, to write, to ride a bike, to perform,

or to think, we learn to do something by trying it, by giving it a go. We refine our ability through regular practice, taking account of the feedback we receive.

How can learning, as Dewey describes it, best be supported? Of particular importance in cultivating those capabilities involving reasoning (such as critical thinking and ethical understanding) is the use of a student-centred pedagogy, such as *Socratic pedagogy*.

Philosopher and educator Matthew Lipman developed and refined a dialogue-based inquiry approach to teaching critical thinking called *Philosophy for children* (1991). This approach is based on a *community of inquiry* in which children learn critical thinking by working with one another and building on each other's ideas, questioning each other's underlying assumptions, and suggesting alternatives. Engagement in a community of learning is a powerful means of learning as doing in the Deweyan sense.

An example of such an approach is the trial of ethics classes in NSW in which students engage in discussing ethical issues, guided both by purpose-built thought provoking teaching resources and questioning from the teacher (Knight, 2010, p. 47).

Assessing general capabilities: the SOLO model

How might general capabilities be assessed?

The Structure of the observed learning outcome (SOLO) taxonomy (Biggs, 1995; Biggs & Collis, 1982; University of Queensland, 2008) provides a systematic way of describing how a learner's performance grows in complexity when mastering varied tasks. The SOLO taxonomy postulates five levels of increasing complexity in growth or development of concepts or skills:

Prestructural	The task is engaged, but the learner is distracted or misled by an irrelevant aspect belonging to a previous stage or mode.
Unistructural	The learner focuses on the relevant domain and picks up one aspect to work with.
Multistructural	The learner picks up more and more relevant and correct features, but does not integrate them.
Relational	The learner now integrates the parts with each other, so that the whole has a coherent structure and meaning.
Extended abstract	The learner now generalises the structures to take in new and more abstract features, representing a new and higher mode of operation (Biggs & Collis, 1991, p. 65).

Implicit in the SOLO model is a set of criteria for evaluating the quality of a response to (or outcome of) a task utilising general capabilities. The quality (or richness or complexity) of a response to a complex task varies with the *relevance* of the considerations brought to bear on the task, the range or *plurality* of those considerations, and the extent to which these considerations are *integrated* into a whole, and *generalised* to or related to, broader contexts.

How might the SOLO taxonomy be used to assess general capabilities?

Critical thinking

Nussbaum (2010) characterises *critical thinking* as the ability to:

- think and argue for oneself, rather than defer uncritically to tradition or authority
- stop, reflect and analyse, so that crucial issues are not missed by haste and inadvertence (p 50)
- probe, evaluate evidence, write papers with well-structured arguments, and analyse the arguments presented in other texts (p. 55).

The following reasoning progression, based on a framework proposed by Songer (2009), captures Nussbaum's characterisation of critical thinking using the SOLO taxonomy. The levels are as follows.

SOLO level	Critical thinking progression
Prestructural	Student makes a claim.
Unistructural	Student makes a claim and gives a reason for that claim.
Multistructural	Student makes a claim and provides a range of (unrelated) reasons supporting that claim.
Relational	Student makes a claim, develops a valid argument for the claim, identifies objections and counter-arguments to the claim and replies to those objections and counter-arguments
Extended Abstract	Student makes a claim, develops a valid argument for the claim, identifies objections and counter-arguments to the claim and replies to those objections and counter-arguments, articulates and tests general principles supporting the claim.

A teacher using the SOLO framework for assessing an argument proposed by a student might seek evidence of:

- the reasons advanced in support of a claim. Are they relevant to that claim?
- the range of reasons advanced in support of a claim. Are a range of relevant issues considered?
- the integration of relevant considerations into a valid argument. Does the student develop a valid argument for the claim, identify objections and counter-arguments to the claim, and reply to those arguments?
- the application and testing of principles. Does the student identify a general principle in support of a claim, and test that principle?

Ethical understanding

Ethical understanding involves, in part, the application of reasoning to questions about the good life and how we ought to live.

In his book *The idea of justice*, Sen (2009) asks *What kind of reasoning should count in the assessment of ethical and political concepts such as justice and injustice?* Sen's answer, in a nutshell, is reasoning that is open*, impartial, objective and public* – or reasoned scrutiny from different perspectives.

While Sen suggests that the path of reason does not exclude taking note of the value of instinctive reactions ... this is consistent *with not giving our unscrutinised instincts an unconditional final* say (Sen, 2009, p. 51).

The idea of justice stresses the importance of public reasoning and the need to accept a *plurality of reasons* that may be sensibly accommodated in an exercise of evaluation (Sen, p. 394). Judgements about justice have to take on board the task of accommodating, and *integrating*, different kinds of reasons and evaluative concerns (Sen, p. 395).

Sen argues that the encounter of public reasoning should go beyond the boundaries of a state or a region – in a sense, generalised or considered in relation to atypical views from non-local contexts. This is, in part, because of the pertinence of other people's perspectives to broaden our own investigation of relevant principles, for the sake of avoiding under-scrutinised parochialism of values and presumptions in the local community (Sen, p. 402).

Justice 🄯 🄯 by *wit*

How can ethical understanding be assessed using the SOLO model? Suppose students are invited to develop arguments for or against the continuation of live animal exports. The quality of a response to this task might be assessed by considering:

- the relevance of the reasons provided in support of the conclusion

- the range of reasons provided

- the way these reasons are integrated into a clear argument.

An instinctive reaction for or against continuation of live animal exports (a prestructural response) is a useful first step but it would not be the end point of a high quality response to the task. A higher quality response requires the articulation of good reasons for the conclusion. A response that considers the interests of all those affected by the practice of live animal export, both human and non-human, (a multistructural response) will be of higher quality than a response that argues for or against live animal exports on the basis exclusively of animal or human welfare.

A higher quality (relational) response involves the development of a well-integrated argument for or against live animal exports that identifies objections and counter-arguments to the claim, and replies to those objections and counter-arguments.

An extended abstract response might consider the reasons that led New Zealand to ban live animal exports in 2003.

Creativity

The SOLO model appears to be appropriate to assessing tasks involving reasoning capabilities. How does it fare as a framework for the assessment of creative capabilities such as composing music or creating visual art?

eArt

Daniel Levitin (2006) suggests that music is organised sound. (If so, reasoning might be considered to be *organised* thought.) The basic elements of any sound are loudness, pitch, contour, duration, (rhythm), tempo, timbre, spatial location and reverberation. In music, these elements are organised into meter, key, harmony and melody (Levitin, p. 14).

Levitin notes that

The idea of primitive elements combining to create art, and of the importance of relationships between these elements, also exist in visual art and dance … what makes a set of lines and colours into art is the relationship between this line and that one; the way the colour or form echoes another in a different part of the canvas … When they combine harmoniously they give rise to perspective, foreground and background and ultimately to emotion and other aesthetic attributes.

Levitin, pp. 18–19

Levitin notes that

The appreciation we have for music is intimately related to our ability to learn the underlying structure of the music we like … and to be able to make predictions about what comes next. Composers imbue music with emotion by knowing what our expectations are and then very deliberately controlling when these expectations will be met, and when they won't.

Levitin, p. 111

If Levitin is right, the quality of a piece of art may be assessed by the level of organisation or structure in that work. A teacher may assess the quality of a piece of music composed by a student by assessing:

- the presence of *relevant* elements such as rhythm

- the extent of the range of musical elements

- how these elements are *integrated* into harmony and melody

- how these elements combine harmoniously in a song

- to what extent does the piece of music stretch the boundaries of the tradition and confront our musical expectations in a satisfying way?

The way in which the quality of musical composition is structured or organised appears to render it assessable in terms of the SOLO framework.

Features of assessment of general capabilities using the SOLO model

What are the features of the approach to assessment of general capabilities using the SOLO model?

A developmental perspective

The approach reflects a *developmental perspective*. The developmental perspective assumes that

> *… student performance on a given learning progression can be traced over the course of instruction … Assessing the growth of students' understanding of particular concepts requires a model of how student learning develops over a certain period of (instructional) time.*
>
> Wilson et al, 2012, p. 130

It is clear that the SOLO taxonomy adopts a developmental perspective on student learning reflected in a developmental perspective from prestructural through unistructural, multistructural, and relational to extended abstract.

Theory of learning

The SOLO model is informed by a constructivist view of learning that, in turn, informs inquiry-based pedagogical approaches.

This view of learning emphasises the importance of the active role of learners in developing their understanding through using existing ideas and skills to build *bigger* ideas and more advanced skills. Big ideas are ones that can be applied in different contexts (Gardner et al, 2010, p. 19–20).

The approach to assessment proposed in this paper would encourage the development of assessment and learning activities, with what the NSW *Quality teaching framework* characterises as of high intellectual quality, focused on producing deep understanding of important, substantive concepts, skills and ideas (NSW Department of Education and Training, 2003, p. 9).

Assessment of performance rather than ability

The SOLO framework is less a framework for assessing ability and more of a framework for assessing human creations such as arguments, artifacts and performances. To that extent, it is de-personalised – assessing performances, not people. The framework can be used to assess group performances just as readily as it can individual performances, or individual contributions to group performances.

Assessment for learning

Gardner argues that assessment of any kind should ultimately improve learning (Gardner, p. 2). The SOLO framework is clearly not just assessment of learning but assessment for and as learning. The kinds *of* activities that provide the richest data *for* the assessment of general capabilities are learning activities such as:

- writing papers with well structured arguments
- analysis of arguments presented in other texts
- preparing for and participating in discussions and dialogue, either face-to-face or online
- creating a piece of music
- researching an issue
- evaluating evidence.

These assessment activities are equally learning activities.

Making thinking visible

The SOLO framework has the potential to generate assessments that in the words of Binkley (2012, p.25)

> *… provide a window into students' understandings and the conceptual strategies a student uses to solve a problem. Further, by making students' thinking visible,*

> *assessments thus provide a model for quality practice.*

The SOLO framework clearly makes student thinking visible. It can be used to classify the quality of a performance, as represented by the sophistication of the assumed underlying logic of students' responses to assessment/learning activities.

Using a variety of assessments

Gardner (p. 42) proposes that

> *… assessment should be based on information of different kinds, including students' self assessments, to inform decisions about students' learning and achievements.*

The approach to the assessment of general capabilities described in this paper involves the use of a large variety of alternative, authentic ways to learn what students are capable of. Evidence of student learning may come from a wide variety of written and verbal communications that are part of learning activities, such as:

- essays
- papers
- research reports
- discussions with the teacher

- discussions with students
- student questions
- responses to questions
- artifacts that students create
- discussion of these artifacts
- student arguments
- broader student behaviour.

They could also come from standardised tests, such as PISA.

Implications for practice

The SOLO model is a useful theoretical model for the assessment of general capabilities. It also has practical significance. Teachers can use the criteria of relevance, plurality, integration and generalisation to assess the quality of rich tasks involving general capabilities. It can be used, with particularly good effect, in connection a student-centred pedagogy – such as *Socratic pedagogy*.

Teachers can also use the SOLO framework, in particular the five SOLO levels, to inform the development of rich assessment and learning tasks, to cultivate and assess general capabilities. In particular, the five SOLO levels could inform an assessment rubric that could be used in programming learning and assessment tasks. For example, the SOLO model provided the theoretical underpinning for descriptions of student levels of achievement in the *Essential secondary science assessment theoretical framework*. This framework is used to design and select items for the test, and is used as the basis for reporting student achievement in the test. It was developed using the

Board of Studies NSW *Science Years 7–10 syllabus* (2003), SOLO and classroom practice.

Teachers might use SOLO in conjunction with syllabus outcomes and classroom practice in their programming and planning. This could be done using the Board of Studies NSW *Program builder*, software that uses content from the new NSW syllabuses for the Australian Curriculum, to create scope and sequences and units. It enables teachers to add their own teaching, learning and assessment activities, alongside content.

The SOLO model and Socratic pedagogies merit rigorous testing in schools through action research, or teacher research, that involves investigations being done by teachers for teachers with the aim of improving student outcomes (NSW Department of Education and Training, 2010).

Conclusion

Good assessments of general capabilities do exist, and have existed for thousands of years. So do the corresponding *instructional practices*, such as *Socratic pedagogy*, to teach general capabilities.

This paper has presented a framework for assessment and learning of general capabilities. Whatever barriers exist to the widespread adoption of these pedagogies and assessments, it is not that they have never been tried, or tried and found wanting. The approach merits further testing through action research in schools.

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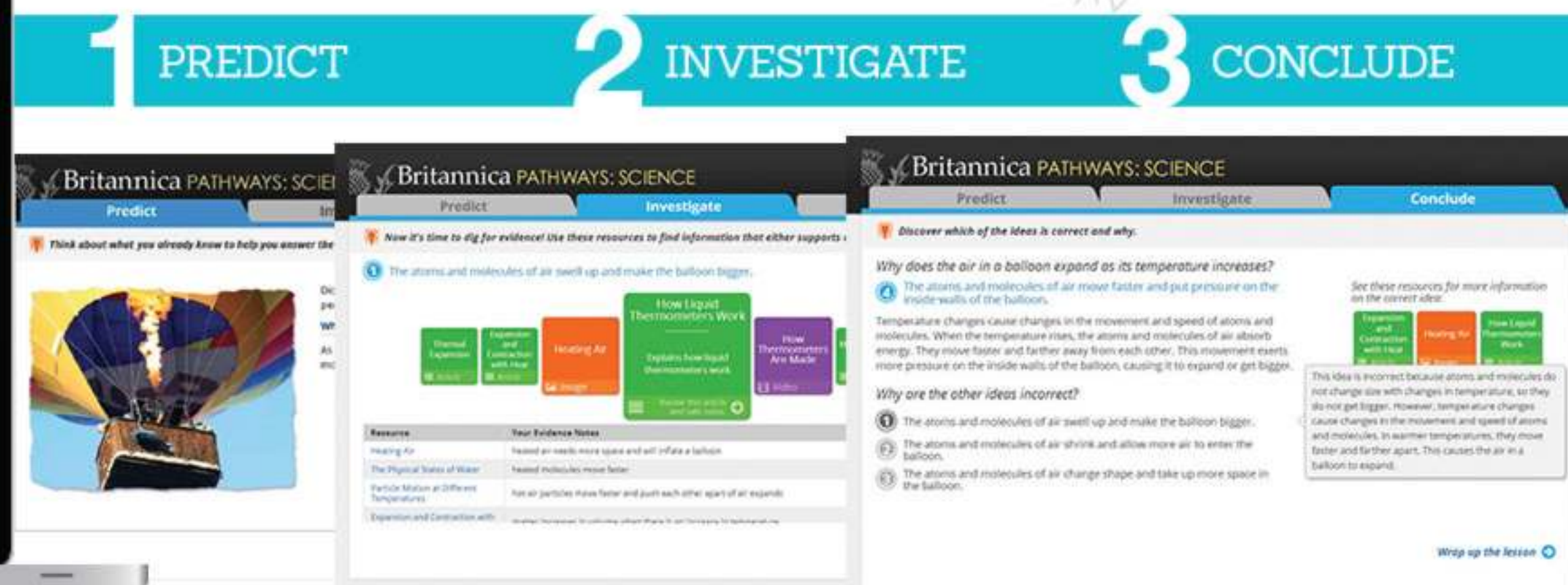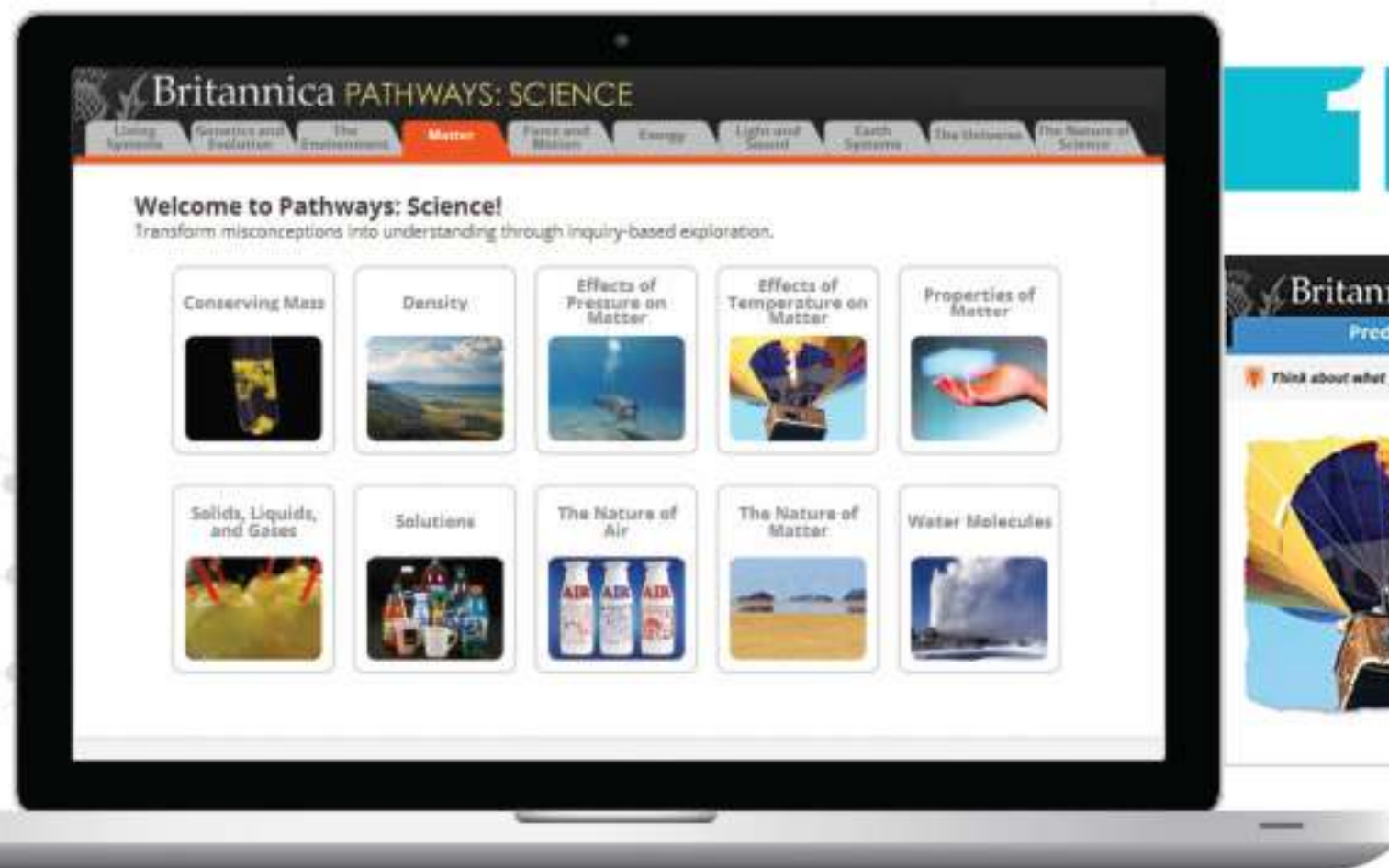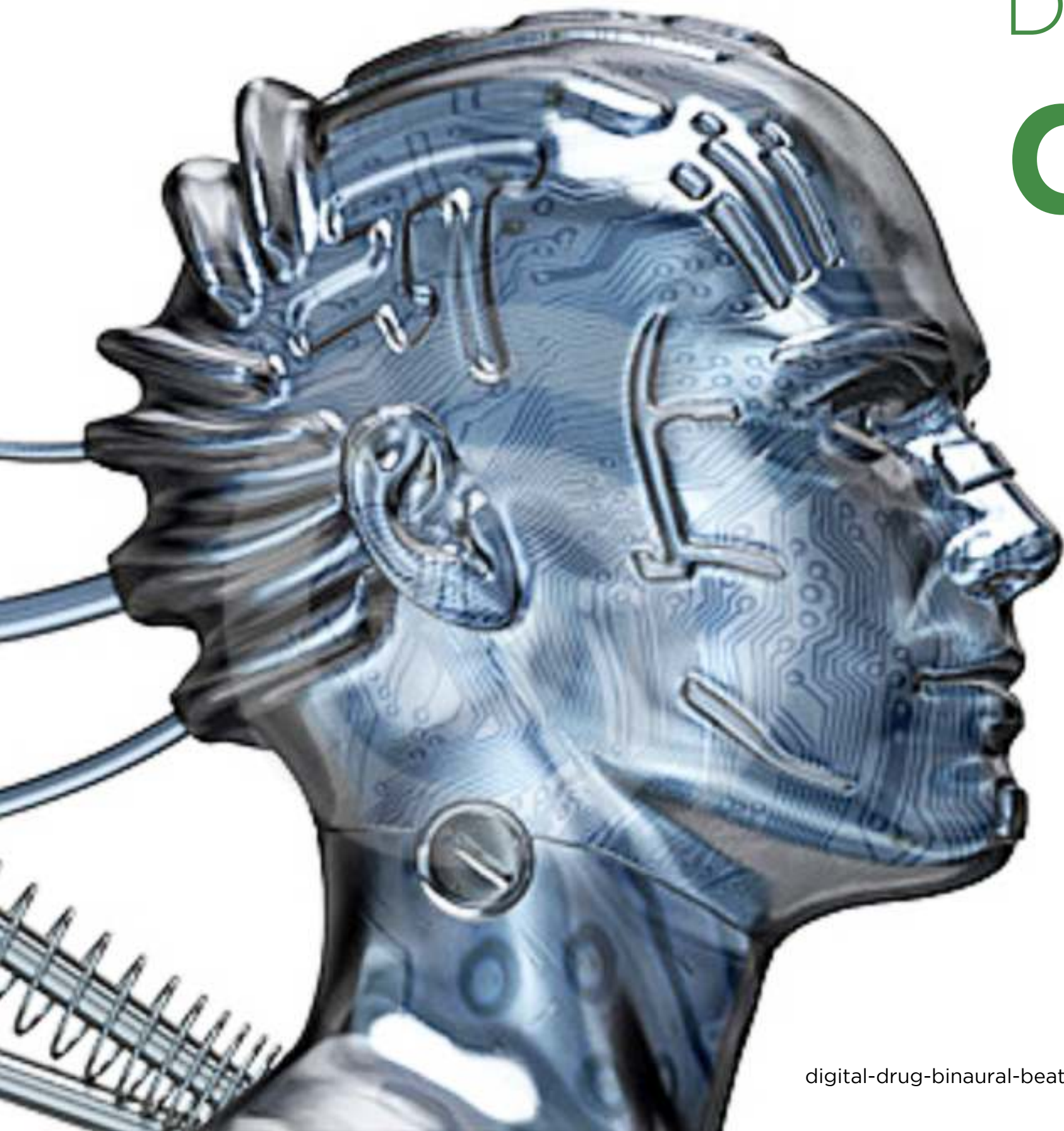
Designing inclusive
digital learning
environments

Greg Alchin, Rural Action Plan Officer, Rural and Distance Education, NSW Department of Education & Communities, overviews fundamental issues, with practical examples, for ensuring all learners have equal access to learning and resources.

The goal of education in the 21st century is not simply the mastery of content knowledge or use of new technologies. It is the mastery of the learning process. Education should help turn novice learners into expert learners—individuals who want to learn, who know how to learn strategically, and who, in their own highly individual and flexible ways, are well prepared for a lifetime of learning.

CAST, 2011, p. 4

digital-drug-binaural-beat-man 🅭 by <u>digitalbob8</u>

Introduction

Every school in Australia has legal obligations and responsibilities under Federal legislation such as the *Disability standards for education* (2005) to ensure that all learners with or without a disability are able to participate in learning on the same basis. To ensure that all learners are able to participate in learning on the *same basis* may involve the school taking reasonable steps to ensure that any adjustments required are made within a reasonable time. It is important to note that making these reasonable adjustments should not be confused with differentiating the curriculum.

Since the implementation of the Disability Discrimination Act (1992) and the *Disability standards for education* (2005), the shape of what constitutes a modern classroom has changed and continues to evolve. While there is greater use of ICT in these evolving digital learning environments, the potential of ICT to support a broad range of learner needs, is unrealised in many cases due to low levels of understanding of the technology, how learners process and respond to information when they interact with technology, and what this means from a learning design perspective. In light of these changes and the move towards a national implementation of the Australian Professional Standards for Teachers, the aim of this article is to examine:

1. What does compliance with legislative requirements look like in a modern school where much of the learning occurs in a blended learning environment or even totally online?

2. How do schools take proactive strategies rather than a reactive response approach to reasonable adjustment?

3. How do proactive strategies model criteria of the Australian Professional Standards for Teachers? In particular, Profession Standards: 2.2, 2.6, 3.3, 3.4, 3.5 and 4.1.

Permission to do things differently

There are several national initiatives that present educators with the opportunity and permission to design new learning materials and experiences in different ways. These include the introduction of the *Australian Curriculum, Australian professional standards for teachers* and the Australian Government's *Web Accessibility National Transition Strategy* for adoption and implementation of *Web content accessibility guidelines version 2.0* (WCAG 2.0). The key word is design. Design implies prior thinking around the specification of an object and its intended use in a particular environment by known users to achieve identified goals whilst subject to constraints.

Fundamental to the design of new learning materials and environments which increase engagement and outcomes for all learners is the application of a consistent, research based approach to the design process. Mace's Universal design (UD) is a proactive design strategy that can be implemented to achieve this goal. Universal design is the concept of designing all products to be attractive and usable to the greatest extent possible by everyone. For example, writing content in a clear and simple style and implementing intuitive navigational elements in your learning materials benefits all learners and, in particular, facilitates use by learners whose native language is not English, as well as learners with learning difficulties or cognitive disabilities.
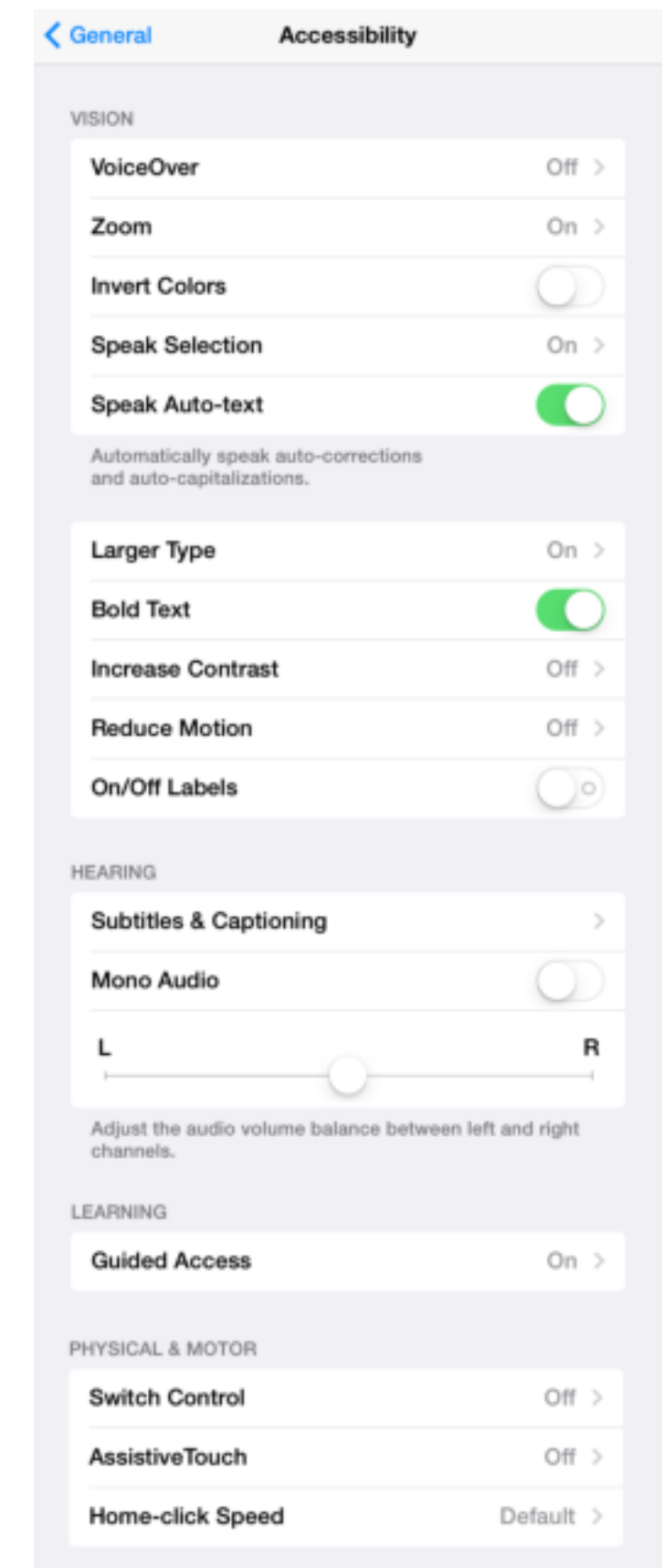
Inbuilt accessibility features on an iPad

Diversity and inclusiveness

Universal design (UD) benefits all learners by placing a high value on both diversity and inclusiveness. The core principles of UD as applied in the education context are:

1. Equitable use. The design of the digital learning materials and environment are useful and usable to learners with diverse abilities.

2. Flexibility in use. The design of the digital learning materials and environment enables a wide range of individual preferences and abilities.

3. Simple and intuitive use. The design of the digital learning materials and environment are easy to understand, regardless of the learner's experience, knowledge, language skills, or current concentration level.

4. Perceptible information. The design of the digital learning materials and environment communicates necessary information effectively to the learner, regardless of the learner's sensory abilities.

5. Tolerance for error. The design of the digital learning materials and environment minimises errors and easily allows for the correction of unintended actions.

6. Low physical effort. The design of the digital learning materials and environment can be used efficiently and comfortably and with a minimum of fatigue.

7. Size and space for approach and use. Appropriate size and space in the design of the digital learning materials and environment is provided to enable all learners to freely and easily interact and control it irrespective of their physical characteristics and abilities.

Design criteria

Before educators can universally design flexible learning materials and environments, they require answers about the learners and their context.

Learner variability

Universal design for learning (UDL) *is a framework that addresses the primary barrier to fostering expert learners within instructional environments: inflexible,* one-size-fits-all *curricula. It is inflexible curricula that raise*

unintentional barriers to learning. Learners who are in the margins, such as learners who are gifted and talented or have disabilities, are particularly vulnerable. However, even learners who are identified as average may not have their learning needs met due to poor curricular design ... UDL helps address learner variability by suggesting flexible goals, methods, materials, and assessments that empower educators to meet these varied needs.

CAST, 2011 p. 4

Building upon Mace's pioneering work on universal design is the ongoing pedagogical and neuroscientific research by the Center for Applied Special Technology (CAST) into universal design for learning (UDL). UDL extends universal design by incorporating research on such concepts as the Zone of Proximal Development, scaffolding, mentors, and modeling. Furthermore, UDL draws upon current neuroscientific knowledge that our learning brains are composed of three different networks, recognition, strategic, and affective. The key message for educators from CAST's research is that learner variability is as diverse and unique as our DNA or fingerprints and as such, learner variability is the norm rather than the exception.
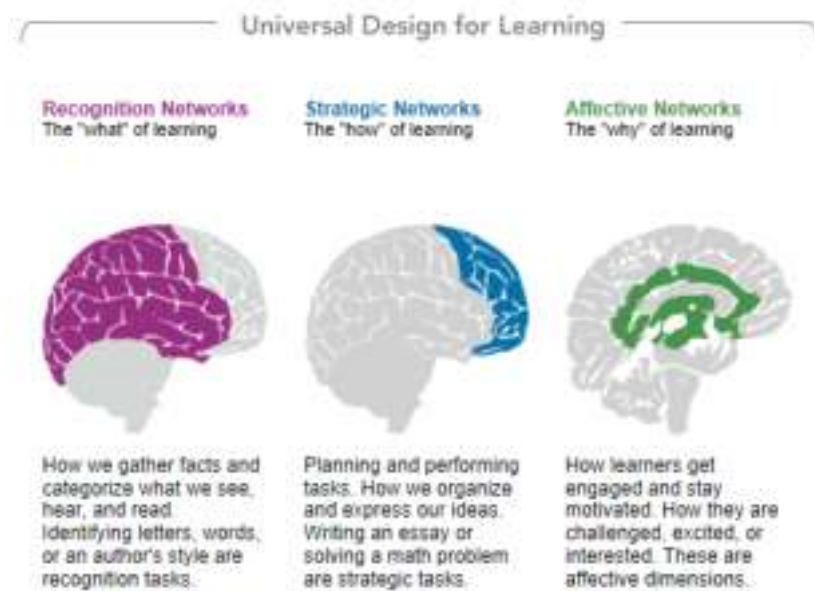
Screen shot: *Universal design for learning*, CAST

At a base level, educators recognise that all learners are different and that the only *norm* is learner variability. The crucial element is moving beyond just recognising that every learner is unique and asking how we nurture all learners to become expert learners. This requires considered thought about how we respond to learner variability.

We must ensure that learning materials and experiences provide flexibility in how learners:

• access information

• reflect upon it

• respond to it

• demonstrate understanding of it.

In other words, we must provide flexible goals, methods, materials, and assessments. By doing so, we create

learning environments that are engaging, accessible and culturally responsive, and that scaffold and sustain novice learners in their journey to becoming expert learners.

Anticipating learner variability

One of the curriculum design errors that educators can make is focusing on the content and or the technology first, rather than looking at who the learners are and what are the desired learner outcomes. Putting the technology and/or content first, predetermines our thinking about design of the learning and the needs of the learners. In the first phase of the design process educators should have a clear understanding of the:

• lesson or unit goal(s) and how they relate to specific learner outcomes

• barriers associated with the curriculum as it related to learner variability within their environment.

If these two points are teased out further, it involves educators understanding:

• learner preferences need for how they will:

　○ access and process information

　○ engage with the content

　○ express what they know and understand

• learner strengths and weaknesses

specific to the goals of the resource

• ideas on how to scaffold for learner variation in learner background knowledge.

Answers to these questions will greatly influence the design decisions educators make about the type and nature of content and interactions that is proactively designed into the learning materials and environment to support all learners.

Learning from industry

Learning from other industries or perspectives is a well-recognised technique for gaining fresh insight into any design issue. Both the World Wide Web Consortium (W3C) and Apple have developed design resources that are extremely useful reference points for educators in designing inclusive digital learning materials and environments. It is important to highlight that the W3C resources are quite technical documents, as are parts of the Apple's user experience guidelines for developers. That said, when the resources are deconstructed and distilled there is much that educators can learn from. The key points of the resources are discussed further in this document.

The W3C through its Web Accessibility Initiative (WAI) has developed two internationally recognized resources that

both web developers and governments reference and use as international standards. These resources are the Web *Content Accessibility Guidelines* (WCAG 2.0) and the *Guidance on Applying WCAG 2.0 to Non-Web Information and Communications Technologies* (WCAG2ICT).

Irrespective whether the digital learning materials and environments are web based or not, WCAG 2.0 are the standards to reference against. The reason being as noted by the Web Accessibility Initiative Taskforce is that *the majority of success criteria from WCAG 2.0 can apply to non-web documents and software with no or only minimal changes*. As Hollier highlights, the applicability of WCAG 2.0 to non-web ICT is no accident. Given that it was designed to be a technology-neutral standard, it stands to reason that it will be applicable for use in other technologies.

WCAG 2.0 are based upon four technology-independent principles of accessibility, which is then supported by techniques to achieve those principles as well as criteria for success. The four principles require that the content and how the content is interacted with and/or controlled must be perceivable, operable, and understandable to all learners. It must also be robust enough that if required, it can be reliably used

with assistive technologies such as a screen reader or switch. If any of these were unable to be met then learners with disabilities would be unable to use the learning material or environment.

The principles lay the foundation required for all learners who wish to equitably access and use web content. The successful application of these guidelines in the design of digital learning materials and environments is integral to compliance with *Disability standards for education* (2005).

Apple's *User experience guidelines* for mobile and computers provide software and website developers insight into design techniques for anticipating and responding to user variability that directly impact upon affect (engagement) and usability (productivity), both which are common concerns to all teachers. Apple's *User experience guidelines* incorporate both the *Human interface principles* and *User experience guidelines* which are based upon multi-disciplinary fields, incorporating aspects of psychology, anthropology, sociology, computer science, graphic design, industrial design and cognitive science. The discipline of education shares many common features with most if not all of these disciplines. Reflecting upon Apple's *User experience guidelines* some of the design questions that arise

in the education context are:

- How easily can learners accomplish basic tasks within the learning materials/environment the first time they encounter the design?
- How will learners perform higher-level tasks within the learning materials/ environment?
- How will learners recover from making an error?
- How well does the appearance of elements within the learning materials/ environment integrate with its function?
- How does the learning materials/ environment allow learners to transfer their knowledge and skills to another resource?
- How do learners directly manipulate onscreen objects?
- How does the learning materials/ environment provide learners with feedback of their actions or progress?
- What metaphors are used with objects and actions in the learning materials/environment to anchor learners' thinking?
- How does the learning materials/ environment leverage the wide array of inbuilt accessibility options to enable learners to personalise how they perceive content and interact with their devices?

- How are the goal(s) of the learning materials and specific learner outcomes communicated clearly to the learner?
- What potential misunderstandings, misconceptions, and areas where learners may meet barriers to learning did you identify?
- What strategies were applied to address the goals and learner variability?
- How are checkpoints embedded to ensure all learners are successfully meeting their desired outcomes?

Learning devices

21st century learners are not constrained to one type of learning device. Learners may be using anything from laptops to tablets or smartphones. Acknowledgement of this issue becomes another fundamental criteria of the design process. Successfully responding to this design criterion involves ensuring that learning resources and environments can be easily accessed from and used on a variety of learning devices. The key design suggestions for educators are to:

- use industry standard open file formats that work across devices. For example, for text documents use .rtf rather than the proprietary .doc or

docx. That said, while Adobe's .PDF has been an open standard for some years, it is recommended to move away from its use as not all devices can open PDFs and, in many cases, Acrobat documents have been based on inaccessible content.

- create content that is flexible enough to be able to reflow on any device without effecting structure and meaning, as screen sizes and orientation are not set.
- consider classes of tools that achieve a particular task rather than specific apps. It is no longer possible to guarantee every learner has the same software / apps on their learning device. For example, not all devices can use Microsoft Word and thus open .doc or .docx file formats. It is better to think of classes or types of open-ended apps such as text, photo, sound, spreadsheet and video editors, and presentation tools.

New ways of learning

Implementation strategies

As mentioned at the beginning of this article, the Australian Curriculum creates a requirement for new and or revised learning materials. This presents educators with the opportunity to ensure that all new digital learning materials and environments are

designed to be accessible and usable from the ground up. The requirement to ensure the accessibility of the digital learning materials applies not only to web content, but all digital content such as a word document, a video or a MultiTouch iBook.

As part of implementing a more accessible and usable learning environment, schools should:

- evaluate the digital learning platforms and authoring tools in use to examine if they support or hinder the creation of accessible and usable learning environments.

- identify the level of WCAG 2.0 compliance with existing learning materials.

- prioritise and establish timeframes for achieving WCAG 2.0 compliance with existing learning materials and environments.

- align the creation / curation of digital learning materials /environment against the Australian Professional Standards for Teachers. In particular; Standards 2.2, 2.6, 3.3, 3.4, 3.5 and 4.1.

Accessible and usable design principles

The design principles that follow are based upon the W3C's WCAG 2.0 guidelines and the *Guidance on Applying WCAG 2.0 to Non-Web Information and Communications Technologies*

(WCAG2ICT). Elements of universal design, universal design for learning and Apple's human interface guidelines have been intertwined as well. This is consistent with the draft Accessible Digital Learning Materials—Publisher/Developer Best Practices Guidelines recommended by the U.S. National Center on Accessible Instruction Material. The focus is on increasing learner inclusion, engagement and comprehension through universal usability. As such it includes but goes beyond accessibility.

Design Principle 1: The content of the learning materials/ environments must be perceivable to all learners

Ask yourself, what formats are the content in and how will the learner be able to personalise how the content is perceived?
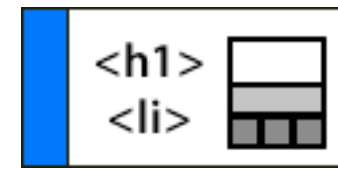
Semantic structure

Information structure is created by applying consistent paragraph styles such as titles, headings, body, lists, table headings. Information structure helps to ensure reading and navigation order is created in a logical and intuitive manner.
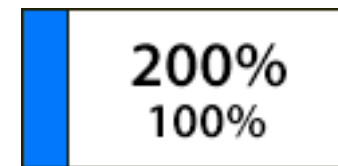
Resizable and reflowable

Content and in particular text should be adaptable and flexible to ensure it reflows cleanly irrespective of the font magnification of 200, device size, orientation.

Text alternatives for non-text content aids meaning

Every non-text element needs a text alternative (alt text) that provides an equivalent to the image content. As much as possible, accessibility descriptions should concisely focus on the content and function of each image rather than its visual appearance.

Captions and alternatives for audio and video content aid meaning

Closed captions are a text representation of the dialogue and other audio content in a video program. Closed captions benefit not only people with hearing difficulties, but also struggling readers and those learning in a second language. A minimal alternative is a text transcript.

Colour supports meaning but it cannot be the only form of meaning

Learners often can't distinguish or may override page colours. As such, colour cannot be the only way information is conveyed.

Sufficient contrast to make things easy to see and hear

The greater the difference between the key information (signal) to any distracters (background noise, colour contrast ratio), the better the comprehension.

Typographic

Font choice and line spacing impacts on reading efficiency (speed/ comprehension) levels. The readability of any given font is determined by the height of the lower case x and cross bar on the t. Serifs such as Times blur more on screen decreasing readability. Similarly single line can make the lines of a paragraph blur together. Using sans serif fonts such as Verdana with a line spacing of 1.2 - 1.3 increases readability.
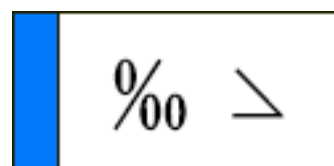
Mathematical

Use of Mathematical Markup Language (MathML) to describe mathematical notations as it captures both its structure and content.

Design Principle 2: The content of the learning materials / environments must be operable by all learners

Ask yourself, what formats are the content in and how will the learner be able to personalise how they control the elements within the learning materials?

Enough time to read, review and use content

If rich media is used, provide a play/pause/rewind button.

Moving content

Use animations sparingly as they can be a distractor. Best only used to demonstrate concepts or processes Avoid flashing or strobing content as it can cause seizures.
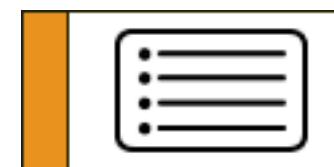
Location and order

The navigation order of links, form elements, etc. is logical and intuitive. An indication of the current page location is providing (breadcrumbs) as is specifying the current step in a sequence (eg Step 4 of 6 - adjusting the seat).

Functional control

All functionality should be able to be accomplished using multiple formats (keyboard, mouse and, where appropriate, gestures).

Ensure the link is recognisable and makes sense on its own

The purpose of each link (or form, image button or image map hotspot) can be determined from the link text alone. Avoid *Click Here* and other ambiguous links.
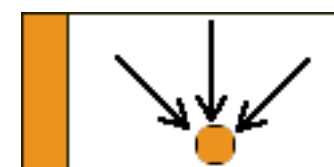
Multiple ways

Providing multiple ways to find content caters for a list of related pages, table of contents, site map, site search, or list of all available web pages.

Design Principle 3: The content of the learning materials / environments must be understandable to all learners

Ask yourself, what formats are the content in and how will the learner be able to personalise how they understand the elements within the learning materials?

Easily understand its meaning

Sentence structure should be clear and concise. The maximum reading age of the content should be 12 years. Usability and eye tracking research indicates lower reading efficiency on low resolution screens.

Glossary

Provides clarification of vocabulary and symbols for all learners for all ambiguous, unknown, or jargonistic words through a glossary, or other suitable method. This should also include the pronunciation.

Interact with the resource in predictable ways

Decrease cognitive load through consistent navigation and control elements in the resource.

Avoid and correct mistakes

If a learner makes an error, how does the resource provide suggestions for fixing the input in a timely and accessible manner?

Accomplish basic tasks the first time they encounter the design

How intuitive is the resource to use? What instructions, labels and cues are provided in context to enable the learner to complete the task?

Self-mastery/ feedback

Learners will remember 25% more information if there is a simple self evaluation activity with instant feedback at the end of long articles or topics.

In context support

Provide instructions, cues and coaches in context to help learner understanding and transference of knowledge.

Summaries

Summaries can be used to aid memory, and to maximise the transfer and generalisation of information.

Mind maps

Mind maps allow learners to see how ideas are connected, and to realise how information can be grouped and organised.
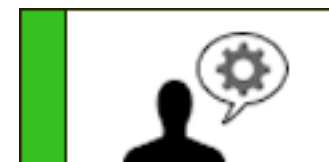
Virtual coaches

Virtual coaches can prompt learners to stop and think. Virtual coaches also enable the modelling of successful decision-making with competent mentors. As an alternative, use Call out boxes with a defined paragraph style.

Rich media

Rich media and multimodal formats such as simulations, images or interactive graphics can be more effective communicators of concepts or processors. Where possible, these rich media formats should be captioned or have an available text description.

Design Principle 4: The content of the learning materials/ environments must be robust for all learners

Ask yourself, what formats are the contents in, and how smoothly and seamlessly do the learning materials and environments work with inbuilt accessibility settings of different learning devices?

Control using accessibility options

1. Screen reader: Narrator or JAWS (PC), VoiceOver (Mac/iOS) or Eyes-Free (Android).

2. Single switch access.

Control using different devices and browser independence

Use across browsers, assistive technologies and mobile devices.

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Asia and Australia's
engagement
with Asia

Anne Southwell is the Senior Curriculum Support Officer for HSIE K–6. Anne is involved in a range of Australian Curriculum initiatives, evaluations and NSW Department of Education and Communities statewide consultations. The article examines the rationale, structure, subject emphasis and the inclusion in teaching and learning of Asia and Australia's engagement with Asia. The article endeavours to highlight the essence of this priority area for teachers.

Asia literacy

The NSW K–10 syllabuses incorporate *Asia and Australia's engagement with Asia* as a *Learning across the curriculum* priority embedded in the content of each syllabus. This priority ensures students learn about and recognise the diversity within and between the countries of the Asia region.

Students' develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region (ACARA, 2011). This understanding underpins the capacity of Australian students to be active and informed citizens working together to build harmonious local, regional and global communities, and to build Australia's social, intellectual and creative capital (Asia Education Foundation, 2011, p.4).

Seoul, Korea is a modern and vibrant city. Photograph by Anne Southwell

Overview - Asia and Australia's engagement with Asia, *YouTube*

The *Asia and Australia's engagement with Asia* learning across the curriculum priority is about the region of which Australia is a part: its diverse histories, geographies, societies, cultures, literatures, economies, languages and more. It is the story of engagement that may be told through the personal experiences of authors, historians, artists or individuals in some studies, but these simply provide a medium for understanding about the Asia region, not the reason for studying it (Asia Education Foundation, 2011, p.3).

The rationale for the inclusion of *Asia and Australia's engagement* with Asia is diverse and significant. It takes into account that the pace and scale of Asia's rise has been staggering. In a region rich in cultural, social, political and economic diversity, peoples' lives have been transformed, just as the world has been transformed.

Hundreds of millions of people have been lifted out

Motorbikes in traffic with boxes of Indonesian noodles, snacks and bananas. Photograph by Phillip Bradley.

of poverty, parts of the region have experienced a halving in their infant mortality rates and decades have been added to life expectancy. Nearly all the high-performing economies in Asia have deliberately set out to support prosperity by reforming policy and institutional settings. Many economies within the region have invested heavily in people and created a climate that has supported capital investments.

With the benefit of a good education, growing numbers of young people have found jobs when they have reached prime working age.

Open global trading systems and infrastructure to reduce transport costs have driven regional and global integration. More broadly, a global system of rules has allowed for greater stability and spurred

increasing levels of interdependence (Australian Government, 2012, p.35).

So what is life like now in Asia and how has it changed?

An example: How life has changed in Indonesia?

The experience of a child living in Indonesia tells the story of what has happened across large parts of Asia.

While there is room for improvement, access to immunisation, sanitation and nutrition means an Indonesian child can now expect to have a life expectancy into their late 60s, compared to just 45 if they'd been born in 1960 (World Bank, 2012d).

Around 18 per cent of Indonesians are living in poverty today, compared to 68 per cent in the late 1980s (World Bank, 2012d). The size of the Indonesian economy is now larger than Australia's (when adjusted for purchasing power parity) (IMF, 2012c).

Young children today will have had at least nine years of compulsory schooling, with plans for 12 years of compulsory education from 2014 (Yudhoyono, 2012).

Nearly a quarter of students who recently completed their secondary school education are enrolled in tertiary study (World Bank 2012d).

With economic growth and education, job choices have been transformed. As recently as 1990, a young Indonesian was most likely to have a job in agriculture. Now, the prospect of a city-based career in a professional service industry is a reality—and lifestyles are changing rapidly as a result (Australian

Government, 2012, p. 33).

Indonesia's education system, the fourth-largest in the world, has more than 50 million students and 2.6 million teachers in more than 250,000 schools. While average primary school enrolment rates are reasonably high, they vary across the country. Net primary school enrolment rates are about 60 per cent in poor districts compared to almost universal enrolment in more well-off districts (World Bank, 2012c).

The region's investment in its people has gone well beyond education. Governments have also invested heavily in improving access to sanitation, housing and clean water.

A virtuous circle has been created in which social development has accompanied and supported higher rates of economic growth, and these in turn have contributed to further improvements in broader indicators of wellbeing (Box 1:2 in Australian Government, 2012, p. 35).

Map of Asia, World Maps

Celebrate connections

The *Asia and Australia's engagement with Asia* priority provides the opportunity for students to celebrate the social, cultural, political and economic links that connect Australia with Asia. This priority has been developed around three key concepts:

1.   Asia and its diversity

This concept highlights the diversity within and between the countries of the Asia region, from their cultures, societies and traditions through to their diverse environments and the effects of these on the lives of people.

2.   Achievements and contributions of the peoples of Asia

This concept examines the past and continuing achievements of the peoples of Asia, identifies their contribution to world history and acknowledges the influences that the Asia region has on the world's aesthetic and creative pursuits.

3.   Asia-Australia engagement

This concept is about the nature of past and ongoing links between Australia and Asia, and develops the knowledge, understanding and skills, which make it possible to engage actively and effectively with peoples of the Asia region (ACARA, 2011).

What does this look like?

For English

The study of English provides learning opportunities for students to explore and appreciate the rich tradition of texts from and about the people and countries of Asia, including texts written by Asian

authors. They develop an understanding of the many languages and diverse Asian cultures and how they have influenced Australian culture. Through their study, students will develop an appreciation of the role Australia has played in Asia and the ongoing relationship Australia has developed with the countries that make up the Asian region (*English K–10 syllabus*)

For Mathematics

In their study of the NSW K–10 Mathematics curriculum, students investigate the concept of chance using Asian games and can explore the way Asian societies apply other mathematical concepts, such as patterns and symmetry in art and architecture. Investigations involving data collection and representation can be used to examine issues pertinent to the Asia region (*Mathematics K–10 syllabus*, 2012).

Children making a kite. Photograph by Phillip Bradley

For Science

Asia and Australia's engagement with Asia provides rich and engaging contexts for developing students' science and technology skills, knowledge and understanding. The *Science K–10 (incorporating Science and Technology K–6) syllabus* provides students with opportunities to recognise that the Asian region includes diverse environments. Students appreciate how interactions within and between these environments, and the impacts of human activity influence the region, including Australia, and have significance for the rest of the world.

The Asian region plays an important role in scientific and technological research and development in areas such as medicine, natural resource management and natural disaster prediction and management *Science K–10 syllabus*, 2012.

For History

History students develop an understanding of the diversity of the peoples of Asia and their contributions to the region and the world, and an appreciation of the importance of the region for Australia and the world. Students understand the dynamic nature of social, cultural and political relationships within the region over time, and the role that individuals, governments and other organisations play in shaping relationships between peoples and countries. Students develop an appreciation of the history of the Australian–Asian engagement and how this influences contemporary Australian society and relationships with the countries of Asia. They understand the long history of migration to Australia by people from Asia, and they acknowledge the contributions made over

time by Asian Australians to the development of Australia's culture and society. They also understand the ongoing role played by Australia and individual Australians in major events and developments in the Asia region (*History K–10 syllabus*, 2012).

There are three ways the Asia priority can be realised in teaching and learning:

	Examples from English	**Examples from History**	**Examples from Mathematics**	**Examples from Science**
Explicit reference to the Asia content in the NSW syllabuses for the Australian Curriculum	**Stage 4** EN4-8D identifies, considers and appreciates cultural expression in texts • investigate texts about cultural experiences from different sources, eg texts from Asia and texts by Asian Australians, and explore different viewpoints	**Stage 3** HT3-3 identifies change and continuity and describes the causes and effects of change on Australian society • stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war	**Early Stage 1** MAe-3WM uses concrete materials and/or pictorial representations to support conclusions • investigate different methods of adding and subtracting used in various cultures, eg Aboriginal and Torres Strait Islander methods involving spatial patterns and reasoning, Asian counting tools such as the abacus (Communicating, Problem Solving)	**Stage 5** SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues • describe how some technological developments have increased scientific understanding of global patterns in geological activity, including in the Asia-Pacific region
Opportunities for Asia content relating to culture in the relevant syllabus	**Stage 1** EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences • identify, explore and discuss the morals of stories from a variety of cultures, eg Asian stories, and identify their central messages	**Stage 5** HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia • analyse the changing relationship of Australia with other countries after World War II	**Stage 4** MA4-1WM communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols • identify line and rotational symmetries in pictures and diagrams, e.g. artistic and cultural designs	**Stage 3** ST3-8ES describes how discoveries by people from different cultures and times have contributed to advancing scientific understanding of the solar system • research the important contributions made by people from a range of cultures and organisations, using technologies of the time, to advancing scientific understanding of the solar system such as Aryabhata, Copernicus, Galileo, CSIRO and NASA
Further opportunities in the relevant syllabuses for the inclusion of Asia content.	**Stage 3** • recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses	**Stage 1** • identify days, holidays, events celebrated by students and their families and discuss cultural differences in days celebrated	**Stage 2** • explore and use different notations to record the date	**Stage 4** • investigate how people in different cultures in the past have applied their knowledge of the properties of elements and compounds to their use in everyday life, eg utensils, weapons and tools

Adapted from *Asia content in the Australian Curriculum: Asia and Australia's engagement with Asia*, p. 2

The dramatic shift in orientation towards Asia in the past 40 years has changed the face of Australian society and strengthened our connections with our region. The scope of our ties has been broad, driven by trade, migration, tourism, education and exchanges in business, arts, ideas and information.

Asia has become an important part of our Australian identity.

Australia's people-to-people links with Asia grew stronger throughout the 1970s and these connections deepened into the 21st century.

Cultural diversity is at the centre of Australia's identity. The face of Australia has changed dramatically in recent decades and Asia is now an important part of that identity. This includes the role of Indigenous Australians in defining Australian culture.

Indigenous Australians play a leading role in bringing Australia to the world. Contemporary Indigenous visual arts are one example of a highly regarded

The face of Australia has changed dramatically in recent decades and Asia is now an important part of that identity.

unique art movement being taken to the rest of the world. This includes frequent exhibitions involving leading Indigenous artists and their art works touring worldwide, including Asia, through initiatives of our national cultural institutions and Australia's diplomatic missions.

Presentations such as these demonstrate the vitality and uniqueness of Australian culture, which in turn assists Australia's national interests, including in our region. The inclusion of Asia and Australia's engagement with Asia is an important aspect of educating for the future.

Australian Government

AUSTRALIA IN THE ASIAN CENTURY

FACT SHEET

A PICTURE OF AUSTRALIAN SOCIETY

Asia has become an important part of our unique Australian identity.

A picture of Australian society fact sheet

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Confucius Institute

Evelyn Man, Confucius Institute Officer, Learning and Business Systems, NSW Department of Education and Communities, provides information about the range of services provided by the Confucius Institute.

新南威尔士州

教育与社区部

孔子学院

The NSW Department of Education and Communities Confucius Institute is a collaboration between the NSW Department of Education and Communities and Confucius Institute Headquarters (Hanban), China, in partnership with Jiangsu Provincial Department of Education. It is managed by the NSW Department of Education and Communities (the Department) Learning and Business Systems, based at Oxford Street, Darlinghurst.

The Confucius Institute is a non-profit organisation with a Board of Directors to oversee program planning, implementation and reporting. Its role is to deliver high level support for Chinese language and cultural education, including support for its affiliated Confucius classrooms. When fully operational, it will:

- facilitate engagement between the Department and China to foster cooperation and exchange

- provide support to teachers of Chinese in implementing NSW Chinese language syllabuses in primary and secondary schools

- provide professional learning opportunities for teachers of Chinese

- develop resources to support the teaching and learning of Chinese language and culture

- facilitate collaborative projects and activities between the Department and China

- facilitate the establishment of partner-school relationships between NSW schools and schools in China

- support the Chinese language proficiency test
- provide conferences for teachers
- coordinate opportunities for Chinese academics and cultural experts to engage with NSW teachers
- ensure that the Confucius Institute constitution and by-laws are observed.

Seven Confucius classrooms were officially established on 17 May 2013.

> The role of a Confucius classroom is to deliver support at a local level for Chinese language and cultural education.

Gregory Prior, Deputy Director-General, Schools, and Professor Xiaochang Ding, Deputy Director of Jiangsu Provincial Department of Education at the Official Launch

In NSW Department of Education and Communities schools, the role of a Confucius classroom is to deliver support at a local level for Chinese language and cultural education. All programs in Confucius classrooms are aligned to Board of Studies NSW Chinese language syllabuses.

The first seven Confucius classrooms in the NSW DEC are located at the following schools:

- Chatswood Public School
- Coffs Harbour High School
- Fort Street High School
- Kensington Public School
- Kingsgrove North High School
- Mosman High School
- Rooty Hill High School.

The Department's Confucius classrooms will:

- collaborate closely with the Department's Confucius Institute
- deliver exemplary teaching and learning programs for Chinese language and culture
- provide professional learning opportunities for Chinese teachers, including opportunities to observe and share teaching and learning programs

- contribute to a resource bank of quality assured teaching and learning materials for Chinese, including multimedia, for schools across the state
- establish a technology hub to facilitate communication between NSW schools and schools in China
- provide support at a local level for the Hanyu Shuiping Kaoshi (HSK) Chinese language proficiency tests for teachers and students, Youth Chinese Test for primary and secondary students and the Chinese Bridge-Chinese Proficiency competitions for secondary students
- provide opportunities for school community engagement with Chinese language and culture events.

Programs are taught by teachers employed by the Department working with volunteer teachers from China.

Each school with a Confucius classroom is linked to a sister school in China. The seven sister school relationships are:

- Nanjing Confucius Temple Primary School with Chatswood Public School
- Affiliated Middle School to Nanjing Xiaozhuang College with Coffs Harbour High School
- Nanjing No. 24 Middle School with Fort Street High School

- Nanjing Youfuxijie Primary School with Kensington Public School
- Xuzhou No. 1 Middle School with Mosman High School
- Xuzhou No. 13 Middle School with Kingsgrove North High School
- Xuzhou No. 3 Middle School with Rooty Hill High School.

The Department's Confucius Institute:

- coordinates applications to establish Confucius classrooms
- coordinates communication between Confucius classrooms and the Confucius Institute Headquarters in Beijing
- coordinates the preparation of reports and resource applications by Confucius classrooms
- facilitates the sharing of information and ideas among Confucius classrooms.

As a part of the support offered to schools, the NSW Department of Education and Communities Confucius Institute Chinese Language Teachers' conference was held in August 2013. The conference theme was *Teaching and learning Chinese language and culture in the 21st century and beyond.*

Teachers of Chinese participated in the Chinese calligraphy and paper-cutting workshop

Book displays at the 2013 NSW Department of Education and Communities Confucius Institute Chinese Language Teachers' conference

Further information about the Confucius Institute and Confucius classrooms is available.

New website
supports Asia in the
curriculum

Elisabeth Robertson, R/Languages Advisor, Secondary, NSW Department of Education and Communities, raises awareness about a new website to support student learning.

Online support

The NSW Department of Education and Communities has released a new website, *Our Asian stories*. The website supports the Australian Curriculum's cross-curriculum priority *Asia and Australia's engagement with Asia* and the general capability *intercultural understanding*.

Our Asian stories supports primary and secondary teachers in:

- embedding studies of Asia across the curriculum
- understanding the importance of teaching about Asia
- developing the skills required to successfully interact with people from other cultures
- teaching the languages of China, India, Indonesia, Japan and Korea.

The syllabuses supported include: The Arts, English, Geography, History and the priority Asian languages (Chinese, Hindi, Indonesian, Japanese and Korean).

The site contains:
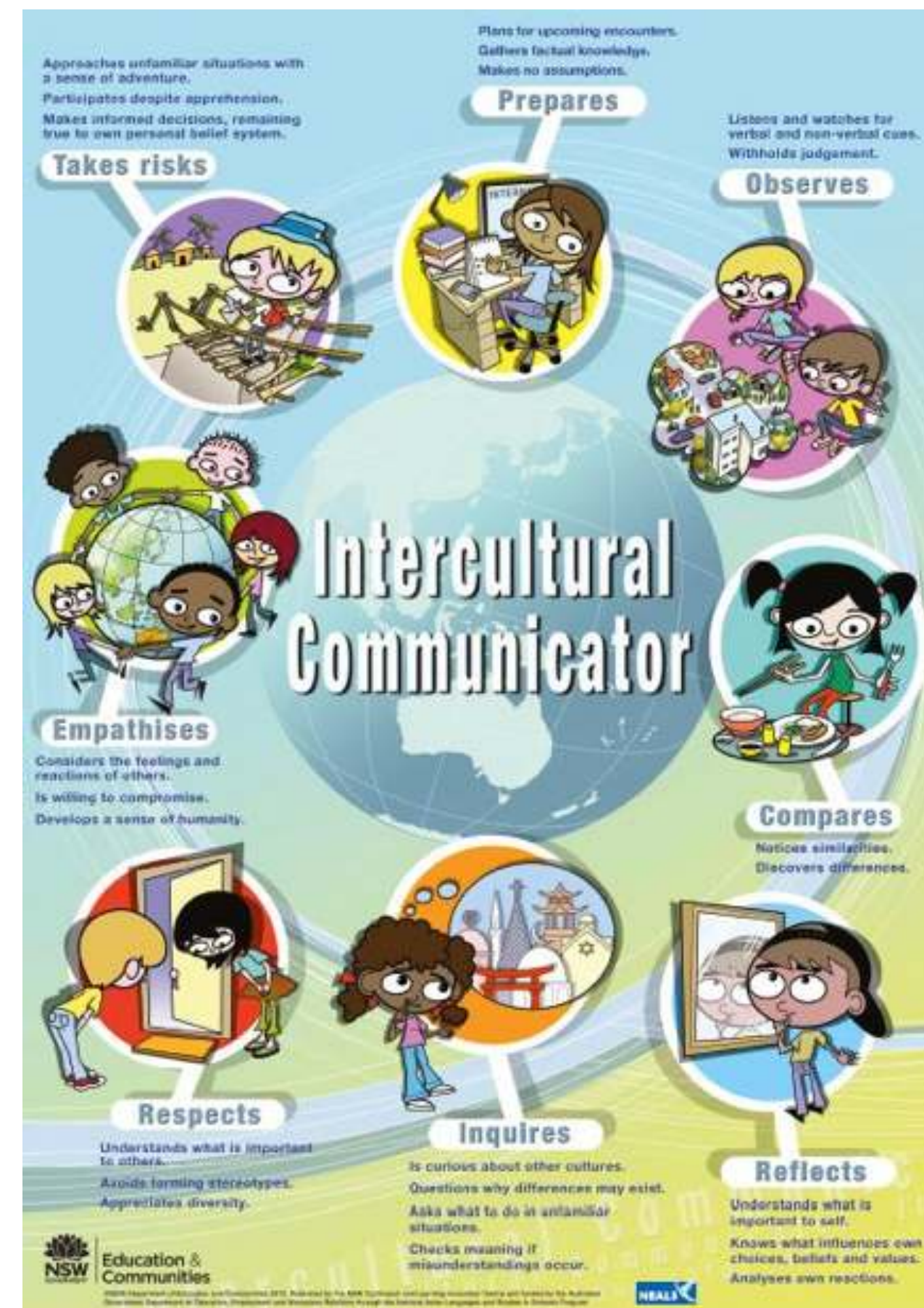
- background information about why Asia is a significant part of our curriculum, including links to key educational documents and websites
- a suite of resources which relate to intercultural communication, including a printable poster for display in the classroom
- information about sister schools and ideas for videoconferencing with a school in Asia
- a searchable gallery of resources developed by the NSW Department of Education and Communities

- a searchable gallery of teacher-developed resources.

The searchable galleries enable teachers to quickly and easily search for Asia-related content relevant to their subject area, country of interest and age group of their students.

For more information, contact:
Elisabeth Robertson 02 9266 8352

Tap into
apps

Jo Woodrow, Learning Design Officer, Learning Systems, describes 10 apps that NSW Department of Education and Communities has developed for student learning. The majority of the apps are available on the various app stores, with some available within excursion programs at institutions like Taronga Zoo and the Australia Museum.

Is there an app for that?
There probably is.

New apps

Apps have been designed and developed by the NSW Department of Education and Communities (the Department) with student learning and outcomes at the very core. There are a growing number of apps being developed across many key learning areas and year groups, from early learning to high school, and for parents.

App development is one of the fast growing areas of the Department's technology support.

The NSW Premier's Sporting Challenge

The *NSW Premier's Sporting Challenge* app specifically supports the NSW Premier's Sporting Challenge. Four young challenge ambassadors

use video messages to encourage Year 7 and 8 students to persist in their physical activity throughout the ten week challenge.

The app is available for iPhones and android phones. Students can record activities in real time, log past activities, store personal and team history, email results, and see their accumulated award level. The GPS facility will map their route and calculate distance and speed along with minutes spent during the activity. The app can also be used

Android welcome screen

in a personal computer but this will be without the GPS functionality.

A teaching and learning resource called B Active accompanies the app. It provides students with tasks and interactive online activities which are mapped to the curriculum. It provides teachers with links to the *Quality teaching framework, syllabus links* and explanatory teaching notes.

Android start screen

The *NSW Premier's Sporting Challenge* app is available at no cost on the

App store.

NSW Premier's Reading Challenge preview app

The *NSW Premier's Reading Challenge preview* app makes completing the NSW Premier's Reading Challenge easier than ever for students in Years K–9.

The free app enables students to search for books on the *NSW Premier's Reading Challenge* booklist, record the books they have read and track their progress in the Challenge. When online, the app records the books students have read in their Student Reading Record on the *NSW Premier's Reading Challenge website*.

The *NSW Premier's Reading Challenge preview* app has been developed in association with Microsoft. It is available from the Windows Store and can be downloaded free on any Microsoft Windows 8 device.

I have fun with faces
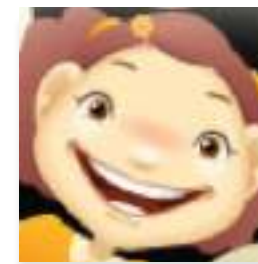
The *I have fun with faces* app engages young students in learning about a topic that is instantly meaningful — the face. Students soon understand that all faces are similar, but very different too. They learn to interpret expressions which help them understand the world socially and emotionally.

Front splash page

Students will enjoy:

- singing along to a well-known song about the face
- finding, labelling and creating the

parts of the face
- listening to and reading stories about the face
- completing harder and harder jigsaws of all types of faces.

The visually appealing activities are supported by audio which engages, guides and encourages the user. The four activities develop early literacy, numeracy and ICT skills for students in the year prior to school and in Early Stage 1. The app has been adapted from a *resource suitable for personal computers* which has teaching resources provided. These could be used in conjunction with the app.

Create a face page

The *I have fun with faces* app, widely downloaded around the world, is free on the App store and on Google play.

Taronga Zoo—Rainforest heroes

Students and the general public can experience Taronga Zoo's stunning Wild Asia rainforest trail guided by volunteer researcher Heidi Greentree. The *Rainforest heroes* app is incorporated into the Taronga Zoo excursion program, in which students create their own PDF field report using the photographs taken, observations made and information collected. This report can then be emailed as a record of their rainforest exploration and of their learning. Students can then use this report at school for further research and group work.

Rainforest heroes splash screen

The app includes the mystery, *Real heroes*, for students to solve. Once solved, it reveals the rainforest's reliance on much smaller creatures.

While using the app students can:

- explore the lush rainforest area of Taronga Zoo

- discover the amazing animals living in Taronga Zoo's Wild Asia rainforest trail

- virtually feed the animals their zoo diet

- take and choose photographs

- earn points as they discover and solve

- watch videos taken by the keepers

- hear the animals communicating

- change the timer to suit their needs in device settings

- clear or keep information in device settings

- create and email their own field report.

Rainforest heroes main work page

If on location at Taronga Zoo, students can also:

- use the binoculars to zoom in on the animals and their habitats

- take and upload their own photographs of the animals

- track their position on the map via GPS

- observe the animals and the signage to check field observations and answer questions.

The Rainforest heroes app is available at no cost for iPads on the App Store.

Rainforest heroes launch

Taronga Zoo provides iPads for this excursion when students are visiting onsite.

Information about the excursion program is available at *Plan an excursion*.

Taronga Zoo—Wild Australia

The second app for Taronga Zoo focuses on Australian animals. It is designed for students in Years 3 and 4 to use while they are part of the Taronga Zoo educational excursion program. Its focus is Australian animals. The app is applicable to Sydney visitors, Dubbo Western Plains Zoo visitors and also to visitors who are not at these location.

Wild Australia splash screen

The app allows students to discover the diversity and uniqueness of Australia's wildlife, and to be amazed by our beautiful, enchanting creatures. Guided by zoo keeper Rod and the GPS enabled maps for both Taronga Zoo at Sydney and Western Plains Zoo at Dubbo, students explore the fascinating Wild Australia trail. Their task is to create a PDF poster using the photographs taken, observations made and information collected. They then email their posters to use later to show others how to look after our wonderful Australian fauna.

Wild Australia work page

The app contains many videos to support learning, and accessibility features are available.

The *Wild Australia* app will be available at no cost for iPads on the App store very soon. The Zoo will provide iPads for this excursion, for school groups.

School A to Z

The School A to Z app is an essential tool for every parent of school-aged children. The app brings together a wealth of resources to help parents to understand and support their child's homework, whether it be spelling, times tables, projects or assignments. Visit the School *A to Z website* for more useful student and parent resources.

The *School A to Z* app features include:

- more than 350 easy-to-understand definitions of commonly used English terms from primary and high school, based on the current school curriculum, with graphic illustrations and help sheets
- nearly 300 definitions for *Maths A to Z* to help parents understand what is happening in their child's classroom. Each word has an easy-to-understand definition based on the current school curriculum, with graphic illustrations, help sheets and *how to* videos to help parents support their child's learning.

- *Technology A to Z* which explains the latest trends and terminology in language that parents can understand.
- the *Spelling bee game* which provides hours of spelling fun for students of all ages. It is powered by words from Australia's national dictionary, the Macquarie Dictionary (Macquarie Dictionary Data (c) Macquarie Dictionary Publishers, 2012). A leader board keeps track of progress and improvement through the three levels of difficulty. Students can even create their own games for their spelling homework.
- *the Maths monkey times tables challenge*. This engaging game challenges students to get the most number of correct answers before all of the bananas fall. Students choose which number to practise or use a random game.
- assignment help. Students can use the assignment starters for common classroom topics and themes.

Maths monkey's quest city bananas

The *School A to Z* app is ideal for

parents who want an easy-to-use guide to help their children with their homework.

The app is available at no cost on the App store for iPhone and iPad, and on Google play.

Maths monkey's quest

The *Maths monkey's quest* app is an entertaining educational game, designed to sharpen students' maths skills and recall. It is aimed at students from Years 3 to 8.

The app's features include:

- mathematics questions on topics ranging from addition and subtraction, to ratios and percentages
- game based learning in which the aim is to keep the bananas safe by shooting the correct answer. Students add bananas to level up.
- the option to achieve a higher score by keeping the worm away from your bananas. Students use the non-competitive practice track before starting.
- *Jungle* level (Years 3 and 4 students) which, when completed, unlocks the other game levels: *Beach* (Years 5 to

6), *City* (Years 7 and 8) and *Outback* (Years 7 and 8 – more advanced).

- a high scores leader board
- multiple player profile provision.

Maths monkey quest is available for $1.99 on the App store for iPhones and iPad and also on Google play.

Premier's Spelling Bee 2013 (This version is available only from the sponsor, Samsung Apps).

Premier's Spelling Bee 2013 app enables students to practise their spelling for the 2013 NSW *Premier's Spelling Bee* competition and for general spelling improvement.

Featuring almost 3000 words and corresponding sentences from the spelling competition, the app uses Australian spelling and Australian voices to ensure hours of spelling fun.

The app features two categories, one for junior and one for senior school aged children, with a number of levels

that increase in difficulty. Most adults would find the high levels in the senior category a challenge!

Produced as part of the 2013 *Premier's Spelling Bee* competition and supported by principal sponsor Samsung and official wordlist supplier *Macquarie Dictionary* (Macquarie Dictionary Data © Macquarie Dictionary Publishers, 2012).

The *Premier's Spelling Bee* 2013 app includes:

•   almost 3000 words and sentences featured in the 2013 NSW Premier's Spelling Bee

•   Australian spelling and voices

•   engaging game elements and graphics to make spelling enjoyable

Premier's spelling bee 2013 is available at no cost on the Samsung store.

Other apps for institutions

The Department has also worked collaboratively with two other cultural institutions to provide iPad apps to include in their educational excursion programs.

Surviving Australia

The Australia Museum app, *Surviving Australia*, provides middle to upper primary students a collaborative, problem solving scenario about

Australia's protected species of fauna and flora. Students take on the role of a customs official at border control. Their tasks include:

• searching bags

• identifying suspicious animals found

• finding out what the animals need to survive

• creating a suitable habitat for them

• arresting the smuggler and imposing an appropriate fine.

The app, and activities following its use, is intended to deepen each student's interest and understanding of

• the levels of status of threatened or endangered animals

• the interaction of essential habitat features

• threats to the habitat.

It will stimulate questioning and research into issues and solutions, such as programs that are already, or could be, put into place to protect threatened wildlife.
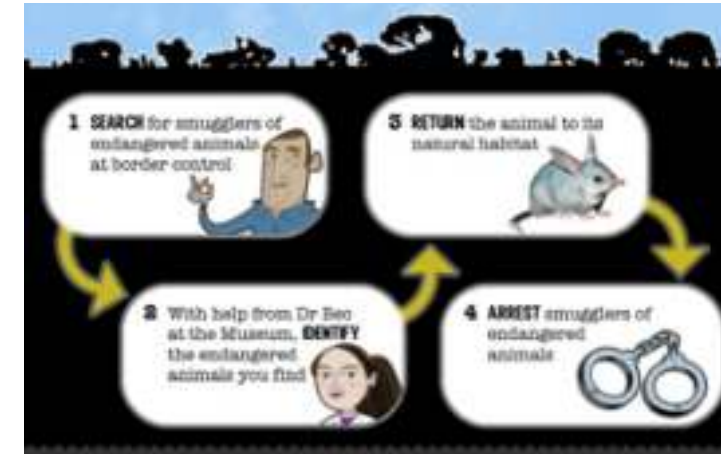
The customs official's role

Labyrinth in the library

The State Library of New South Wales excursion program also has an iPad app component for students in Years 3 and 4. The *Labyrinth in the library* app features a map that guides students around the sections of the library while they discover and answer questions about what they find.

Students discover information about Matthew Flinders and his cat Trim, Richard Bourke, the Shakespeare Room and many other wonderful secrets of this great institution.
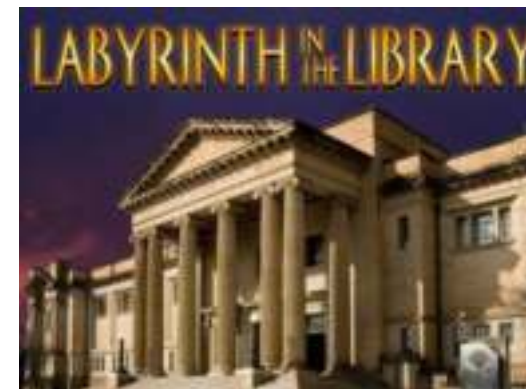
Labyrinth in the library splash

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Check out _ScanJournal Scoop.it!: Engage with Asia_ for curated resources to help teachers implement the cross-curriculum priority, _Asia_ and _Australia's engagement with Asia_.

Anzac voices

The comprehensive collection of letters, diaries and images from the ANZACs is a new exhibition at the Australian War Memorial, Canberra. The exhibition, _Anzac voices_, is open from 29 November 2013 to late November 2014. Many displays are available online.

Image from _ANZAC voices_, the Australian War Memorial website

Animated persuasive text

Just in case you missed this on the _NSW English K–10 Pinterest_ board … this resource _John Lewis Christmas advert 2013 – The bear and the hare_ could be shared to generate classroom discussions on English concepts such as characterisation, multimodality and persuasion.

Screen shot _John Lewis Christmas advert 2013 – The bear and the hare_ (YouTube videos need a teacher log in)

Why use Dewey?

Use this _video_ as an amusing resource to explain the need for Dewey classifications in libraries.

Screenshot: _The two Ronnies – the confusing library_ (YouTube videos need a teacher log in)

Searching for Asian literacy ideas?

Wonderful images of Japanese prints and Koto music bring the haiku poetry of Matsuo Basho to life. This would be a great video to share with your students.

Screen shot: _Matsuo Basho_ (YouTube videos need a teacher log in)

Digital textbooks in the future

Will the trend for using digital textbooks in tertiary institutions be recreated in schools? Access the infographic on this site, _AnsonAlex.com_, for statistical usage and ideas for future content and functions of digital textbooks. _The Digital textbooks future outlook infographic_ can be shared by CC BY-NC-SA.

resource reviews

Contents

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 can be 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 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 & Training
CEC	Content Endorsed Course
COGs	Connected Outcomes Groups from the Planning and programming framework

Abstract – indicates a resource is described rather than evaluated

Australian Curriculum springboard

How do living things survive in desert environments?

Outcomes:

A student:

- describes how structural features and other adaptations of living things help them to survive in their environment ST3-10LW
- describes some physical conditions of the environment and how these affect the growth and survival of living things. ST3-11LW

NSW syllabus for the Australian curriculum Science K–10 syllabus

Content:

- Living things have structural features and adaptations that help them to survive in their environment. ACSSU043
- The growth and survival of living things are affected by the physical conditions of their environment. ACSSU094
- NSW DEC teachers advice, implementation support and resources at
- *AC – NSW syllabuses for the Australian Curriculum* (intranet)

Review:

BIG RED KANGAROO

Big red kangaroo
SAXBY, Claire & BYRNE, Graham
Walker Books, Australia, 2013
ISBN 9781921720420

Visually striking, the strong illustrations in this picture book put the reader firmly in the desert landscape with Big Red and his mob of red kangaroos. The accompanying narrative effectively uses metaphor and other literary techniques to immerse the reader in Red's daily survival in the harsh, dry environment, and his fight to retain supremacy. Presented in two writing styles, the book also provides information about the adaptations of red kangaroos. The text, in different fonts, can be read separately or together. Clever use of colour, layout and media make this captivating text an interesting visual literacy resource. With a focus on *structural features and adaptations*, it supports Science Stage 3 content: *Living world*. It also supports the HSIE Stage 1 *Environments strand. Teacher notes* are available for download. G. Braiding

USER LEVEL: Stage 1 Stage 2 Stage 3

SCIS 1619663 $27.95

Resources:

- *Deserts in Australia*
- *Desert knowledge for kids*
- *Friends of the Australian Arid Lands Botanic Gardens*

Teaching and learning opportunities:

- List the structural and behavioural adaptations of red kangaroos and annotate a kangaroo image using labels or voice recording.
- Identify the features of desert environments and the challenges for living things.
- Conduct an investigation into an adaptation for survival, such as, minimising evaporation.
- Create a documentary *on a day in the life* of an animal that survives in a desert environment.
- Analyse the illustration style and media, and visual techniques, used in *Big red kangaroo* then select suitable media to create an artwork of desert environment.
- Analyse the literary techniques used in *Big red kangaroo* and compose a similar text set featuring another desert animal.

Professional resources:

- *Adaptations teaching unit* – Queensland Museum
- *Australian curriculum elaboration*
- *Big red kangaroo teacher notes*
- *Resource reviews*
- *Scootle*
- *Survival: kangaroo case study* – *Science Web Australia*
- *TaLe*
- *What is a desert?* – National Museum of Australia

Composing:

- *Book creator* free
- *Explain everything* $2.99
- *iMovie* $5.49
- *iStopMotion for iPad* $10.49
- *Keynote* $10.49
- *Prezi*
- *SonicPics* $2.99

Australian Curriculum springboard

How does creative language contribute to engagement and meaning?

Outcome:
A student:
Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts.
EN3-7C
NSW syllabus for the Australian curriculum English K-10 syllabus
NSW DEC teachers advice, implementation support and resources at
AC – NSW syllabuses for the Australian Curriculum (intranet)

Teaching and learning opportunities:

- locate, interpret and list examples of figurative language in texts, using OneNote (ON) on the IWB
- write poetry, short stories or captions for appropriate images drawing from the examples in ON
- create a cartoon strip using only one form of figurative language for characters' dialogue.
- present to audience. Validate the language choice – does it enhance meaning and engagement for intended audience?

Reviews extracts:

The true blue scouts of Sugar Man Swamp
APPELT, Kathi

Sublime artistry in writing is evident in this novel through characterisation, cohesion, humour, language forms and features and imaginative storyline. Reading this book is a delight and will be one to savour as students learn about engaging personally with texts … This is an opportunity to explore how figurative language is used in imaginative texts to create interest for the reader. This story of two racoons, official scouts ordained to protect the Sugar Man Swamp … this text demonstrates quality in the craft of composing literature. S. Rasaiah (Review Scan 32.4)

USER LEVEL: Stage 3   SCIS 1622871

Origins: a starter handbook
WEST, Tracey

While all the featured characters, vehicles and weapons are produced by LEGO, this short, graphic, reader style book stands alone. Bold, colourful illustrations and text variations add appeal. This can be further enhanced when used alongside the website. The legends of Chima is a thoughtful, beautifully designed television series for children where animal LEGO characters are brought to life as they try to restore peace to the land of Chima … Students could create a new character or tribe using the structure modelled in the book of personality, favourite activity and quote. Descriptions of the vehicles from the website could be used for related activities. Comparing the Land of Chima's natural resource, CHI, with Earth's natural resources could be a useful way to introduce discussion about balance and sustainability … G. Maugle (Review Scan 32.4)

USER LEVEL: Stage 2 Stage 3   SCIS 1604260

Resources:
Award winning books for students:
- Association for Library Service to Children – Caldicott Medal
- Association for Library Service to Children – Newbery Medal
- CBCA –Children's Book of the Year Awards
- What makes a truly great book? -Carnegie and Kate Greeaway Medals

Background information for reviewed books
- Kingdom of Chima
- The legends of Chima
- Plants and animals of the Louisiana wetlands
- Welcome to New Orleans - kids

Composing:
- Cartoon Story Maker
- Comic life introduction
- Drawinghub-how to draw videos
- My storymaker
- OneNote

Professional resources:
- Cartoon Story Maker in the classroom
- Figurative language Pinterest
- Join a reading adventure!
- PETAA – teaching resources
- Primary teaching ideas by syllabus and stage
- Program builder Board of Studies NSW
- Raps and book raps

- Resource reviews
- Scootle
- Shaun Tan: The lost thing, stories and more
- Suggested texts for the English K-10 syllabus
- TaLe

Australian Curriculum Springboard

How has the local community changed?

Outcomes:

A student

- describes and explains how significant individuals, groups and events contributed to changes in the local community over time HT2-2
- applies skills of historical inquiry and communication. HT2-5

NSW syllabus for the Australian curriculum History K–10 syllabus

Content:

ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory. (ACHHK061)

NSW DEC teachers advice, implementation support and resources at
AC – NSW syllabuses for the Australian Curriculum (intranet)

Composing:

- Book creator free
- iMovie $5.49
- PicCollage free
- SonicPics $2.99
- PhotoStory free

Reviews:

Welcome to my country

BURARRWANGA, Laklak
Allen & Unwin, NSW, 2013
ISBN 9781743313961
Narrated by Laklak, an Aboriginal woman of north-east Arnhem Land, this book explains the strong connection to Land and Place and kinship intricacies of the Yolnu Aboriginal people ... It is a culturally rich resource for the Cultures strand in HSIE and the History Stage 2 topic, Community and remembrance and could form the basis for ... a local area study with a focus on one language group.
G. Braiding (Scan 32.4)

My place for teachers

Developed to support the My place ABC TV series based on Nadia Wheatley's popular book, this attractive and comprehensive website contains extensive teaching activities, video clips, activity sheets and source materials ... Set from 2008 back to1788, My place illustrates the changes that occur to the physical space and its inhabitants at one location in Australia and shows varying perspectives in the personal stories of the children who lived there ... it strongly supports the ... History Stage 2 topic, Community and remembrance ...
G. Braiding (Scan 32.3)

Teaching and learning opportunities:

- Research the resource use of the traditional Aboriginal inhabitants of the local area.
- Compare early and current aerial photos of the local area using SIX maps, focusing on land use.
- Create photo collages of local historic images for each decade.
- Walk around the area and record features that have changed and stayed the same over time.
- Take photographs of current community features from the same angle as historic photos and splice together to show change and continuity.
- Create an illustrated timeline of significant events in the local community.
- Write or record a recount of a typical day in role as a past inhabitant.
- In the style of the My place television series, create a class movie telling the story of the local area through time. Allocate a time period to each student group.

Professional resources:

- My place – classroom ideas
- My place for teachers ACTF
- Places of significance – NSW Environment & Heritage
- Raps and book raps
- Scootle
- TaLe
- Then, now and tomorrow – Cockatoo island, Sydney harbour federation trust

Digitised collections:

- Flickr creative commons
- NSW State Records: digital gallery
- Trove

Resources:

- Aboriginal heritage
- Belonging by Jeannie Baker
- Indigenous language map
- Local historical society
- Local government
- My place by Nadia Wheatley
- My place: Series 1 trailer
- My place: Series 2 trailer
- SIX maps
- Window by Jeannie Baker

Australian Curriculum Springboard

It's a book, it's a film, it's an audiobook … and it's a graphic novel!

Outcomes:

A student

- uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies EN3-3A

- thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts EN3-7C

- effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies EN4-2A

- identifies and explains connections between and among texts EN4-6C
NSW syllabus for the Australian curriculum English K-10 syllabus

NSW DEC teachers advice, implementation support and resources at
AC – NSW syllabuses for the Australian Curriculum (intranet)

Review:

A wrinkle in time: the graphic novel
./.adapted and illustrated by Hope Larson
L'ENGLE, Madeleine

Farrar Straus Giroux, USA, 2012
ISBN 9780374386153

Fifty years after its original publication, this time travelling classic has been adapted to graphic novel format. An exciting story of Meg Murry, her unusual young brother and unexpected friend, *tessering* across the universe to find her lost father, it is suffused with page turning tension. The monochromatic, irregular, juxtaposed panels of the graphic format offer a new mode of reading that uniquely captures the natural and supernatural characters and the strange worlds beyond the Earth. It weaves a myriad of thought provoking intertextual links from science, literature and history into a story about love, friendship, self knowledge, good versus evil, and courage. Some very clever, creative visual images depict such inexplicable notions as the fourth and fifth dimensions. This is a most engaging representation of a popular classic novel. C. Sly

USER LEVEL: Stage 3 Stage 4   SCIS 1594185
$29.99

Resources:

- Book vs movie: *A wrinkle in time*
- A quest for *A wrinkle in time*
- Tesseracts and Madeleine L'Engle
- *A wrinkle in time* – audiobook read by Madeleine L'Engle
- *A wrinkle in time book trailer*
- *A wrinkle in time* – ebook
- *A wrinkle in time: the graphic novel*

Teaching and learning opportunities:

- Make a list of unusual words used in *A wrinkle in time*. Next to each one write a definition. Copy and paste the words and definitions into a word cloud generator.

- Using some of Mrs Who's quotations from famous people, or other famous quotations, create a slideshow with visuals that capture the essence of each quotation.

- Using *Glogster EDU* create a presentation that compares and contrasts *A wrinkle in time* in two different media formats.

- Create a double page graphic novel sequence of your favourite scene from the novel.

Professional resources:

- Math teacher's resource page for A wrinkle in time
- *Raps and book raps*
- *Resource reviews*
- *A theory of adaptation* (2nd edition, 2012) by Linda Hutcheon
- *A wrinkle in time* study guide
- *A wrinkle in time* teacher resources

Exploring:

- Various cross-media adaptations:
- *A wrinkle in time* (1962) by Madeleine L'Engle is available as a book, ebook, film (2003), audiobook (2011), graphic novel (2012)
- Similar literary texts adapted to different media include:
- *Coraline* (2002) by Neil Gaiman – prose fiction, film, audiobook, graphic novel, video game
- *Fahrenheit 451* (1953) by Ray Bradbury – prose fiction, film, audiobook, graphic novel
- *The invention of Hugo Cabret* (2007) by Brian Selznick – original book format, film.

Composing:

- *Animoto*
- *Comic life* – create a story in comics format
- *Glogster EDU*
- *Mixbook* create an e-book
- *PhotoPeach* – create a slideshow story with narrative captions.
- *PowerPoint* – create a story presentation.
- *Storybird* – create a digital story.
- *Strip designer*
- *Vuvox* – create an e-narrative
- *Wordle* – create a word cloud title.

Australian Curriculum Springboard

Myths, magic and multiculturalism

Multimodal narrative Stage 4 and Stage 5 Years 7–10

Dragon fire breathing

Outcomes:

A student:
- identifies, considers and appreciates cultural expression in texts EN4-8D
- questions, challenges and evaluates cultural assumptions in texts and their effects on meaning EN5-8D

NSW syllabus for the Australian curriculum English K-10 syllabus

NSW DEC teachers advice, implementation support and resources at

AC – NSW syllabuses for the Australian Curriculum (intranet)

Teaching and learning opportunities:

- make a list of characters from *Ubby's underdogs* noting the cultural background of each. Copy and paste the list into Tagxedo or Wordle to generate a visual summary
- employing written and visual content, create a flyer for a dragon movie to be shown at the Sun Pictures Cinema in Broome
- working in groups, create an exciting audio-visual trailer for *Ubby's underdogs*

Review:
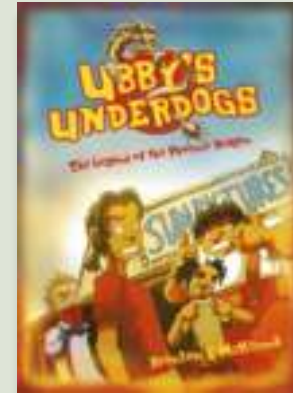
The legend of the Phoenix Dragon
McKENNA, Brenton E.

Magabala Books, WA, 2011 (Ubby's underdogs)

ISBN 9781921248313

Sai Fong is suffering from a strange illness and has travelled from China with her uncle, Yupman Poe, in the hope of finding a cure in a new land. They arrive in the coastal town of Broome, in northwestern Australia. It is 1940 and Broome is the hub of a lucrative pearling industry that attracts people of many different nationalities. Ubby, a streetwise Aboriginal girl, and her motley gang known as the Underdogs befriend Sai Fong. Under their questionable guidance, she quickly learns some of the more quirky customs of the township. But danger is lurking and Sai Fong's presence in Broome stirs the mythical Sandpaper Dragon from its slumbers. According to legend, long ago the allusive Sandpaper Dragon assisted an ailing young Phoenix Dragon from China. Myths, magic, multiculturalism, and general mayhem are intertwined in an exciting graphic novel by an Indigenous Australian author. A fast-paced, vibrant story, this volume is an engrossing first part of an adventure trilogy. The visual and verbal tracks of the narrative are skilfully executed and embed thought provoking ideas on culture, class, customs, individual talents and friendships. It is a rich, multifaceted tale that can extend students' understanding and appreciation of multiculturalism. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5   **KLA:** English

SCIS 1509322   Paper $24.95

Resources:

- Another moment of history at Sun Pictures
- *The Binna Binna man* (1999) by Meme McDonald & Boori Monty Pryor
- Brenton E McKenna talks about his book, *Ubby's underdogs*
- The circle of the dragon
- *Claw of the dragon: the diary of Billy Shanghai Hamilton* (2008) by Patricia Bernard
- *Dragonkeeper* series by Carole Wilkinson
- The Dreaming
- *My Girragundji* (1998) by Meme McDonald & Boori Monty Pryor
- *My home Broome* (2012) Tamzyne Richardson & Bronwyn Houston
- *My place* (1994) by Nadia Wheatley
- *Once in Broome* (2007) by Sally Bin Demin
- Once in Broome by Sally Bin Demin
- *The rabbits* (2000) by John Marsden & Shaun Tan
- Sun Pictures history
- Ubby's underdogs by Brenton McKenna
- Ubby's underdogs trailer

Professional resources:

- The Binna Binna man book rap
- Deadly by James Fosdike (digital comics)
- Identity: Sharing our stories rap
- My Girragundji book rap
- Teacher notes for My home Broome
- Teacher notes for My place
- Teacher notes for The rabbits
- Resource reviews
- TaLe
- Ubby's underdogs - Magabala books

Composing:

- Animoto – audiovisual presentation tool
- Comic life – create a story in comics format
- How to make a book trailer
- PhotoPeach – create a slideshow story with narrative captions
- Pixlr-o-matic – for photo effects
- PowerPoint – presentation tool
- Tagxedo – create a word cloud
- Wordle – create a word cloud

Australian Curriculum Springboard

Reading and viewing texts in different media

Outcomes:

Objective A
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:
communicate through speaking, listening, reading, writing, viewing and representing
NSW syllabus for the Australian curriculum English K–10 syllabus

This resource package could support EN1-4A and EN2-4A.

NSW DEC teachers' advice, support and resources at AC – NSW syllabuses for the Australian Curriculum (intranet).

Learning across the curriculum:

- Ethical understanding
- Literacy
- Personal and social capability
NSW syllabus for the Australian curriculum English K–10 syllabus

Composing

- blogging
- *Comic Life* software or app
- *Padlet*

Review:

Dandelion
DAVIS, Galvin Scott & ISHINJERRO, Anthony
Random House Australia, NSW, 2013
ISBN 9780857981028
Employing rhyming text and evocative, cinematic visuals, this charismatic picture book sensitively captures the haunting experience of bullying for young students. Themes of power, fear and courage are exposed visually through Ishinjerro's whimsical use of scale, colour and light. The story unfolds through a series of sinister black and sepia illustrations, peppered with unwelcome appearances by the bullies' large, black silhouettes. Young readers are encouraged to empathise with the protagonist, Benjamin Brewster, who is purposefully depicted without a face. Despite some clumsy rhyme, the written text provides solid opportunities for exploring language features and literary devices, including personification, alliteration and characterisation. Also available as a best selling app, its atmospheric music and engaging interactive features make it ideal for collaborative exploration via an IWB. Students will particularly enjoy blowing seeds from the illuminated dandelion and observing the result! Although the text does not outline specific strategies for dealing with bullying, it ultimately explores the symbolism of the dandelion (lion's tooth) to proffer an uplifting message about the power of imagination to overcome personal fears. Used in conjunction with NSW DEC's bullying policy, guidelines, and recommended interventions, this enchanting text could provide support for schools preventing and responding to student bullying. T. Kenny USER LEVEL: Stage 1 Stage 2 KLA: English
SCIS 1593475 $19.95; app $1.99

Dandelion children's book app – behind-the-scenes 1
by proteinone

Teaching and learning opportunities:

- Construct a blog for quality literature studied in class.
- Compare the picture book and the original app version of the text.
- How does each version help the reader to see the story from Benjamin's perspective?
- Discuss the visual, written and multimedia techniques that authors use to create likeable and non-likeable characters in their texts, using appropriate metalanguage. Create a *Padlet* wall as a class to record these techniques.
- Compare other texts, across various media, with similar themes or which portray strongly likeable and non-likeable characters. e.g. Peter H. Reynold's picture book and wordless short film, *I'm here*.
- Imagine you are Benjamin at the end of the story. Now that you are feeling brave, what practical strategies could you use to fix the bullying? Think/pair/share: record these ideas on a new *Padlet* class wall.
- If you were writing a sequel to *Dandelion*, what would happen? Share your ideas with the class to find the best plot idea.
- Together, create a storyboard to plan and narrate this sequel. Outline each scene using the *Comic life app* (or *Comic life software*), projected on an IWB. You may wish to act out each scene and take photos using an iPad to easily compose your storyboard. Remember to use some of the characterisation techniques you identified earlier to make your characters come alive!

Related texts:

- *The Allen adventure* iPad app
- *Beating the bullies: how did Ben help himself* by Lucy Blunt. Reviewed in *Scan 32(2)*
- *Dandelion* iPad app
- *Desmond and the very mean word: a story of forgiveness* by Desmond Tutu & Douglas Carlton Abrams. Reviewed in *Scan 32(3)*
- *The friendship matchmaker goes undercover* by Randa Abdel-Fattah. Reviewed in *Scan 32(2)*
- *I'm here* by Peter H. Reynolds. Picture book and wordless short film. Reviewed in *Scan 31(2)*
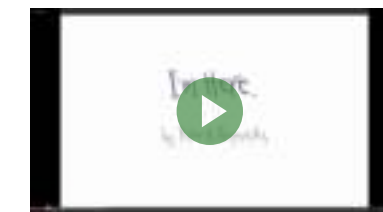
- *Wonder* by J. Palacio. Extension: Stages 3-4. Reviewed in *Scan 31(3)*

Professional resources:

- *Bullying interventions: information for school executive, learning support teams or student welfare teams*, NSW DEC
- *Bullying. No way!*, Safe and Supportive School Communities (SSSC) Working Group
- *Bullying: preventing and responding to student bullying in schools guidelines*, NSW DEC
- *Bullying: preventing and responding to student bullying in schools policy*, NSW DEC
- *I am inspiration!: emotional intelligence, key to success* by Arna Baartz. Reviewed *Scan 31(3)*
- *National Centre Against Bullying* (NCAB)
- *Resource reviews*
- *Scootle*
- *TaLe*
- *Teachers' resources*, Random House Australia

Australian Curriculum Springboard

Representations of childhood

Outcomes:

A student:
Objective A: *communicate through speaking, listening, reading, writing, viewing and representing*
Objective C: *think in ways that are imaginative, creative, interpretive and critical*
Objective D: *express themselves and their relationships with others and their world*
NSW syllabus for the Australian curriculum English K–10 syllabus

This resource package could support EN4-1A, EN4-2A, EN4-5C, EN4-6C, EN4-7D, EN4-8D.

NSW DEC teachers' advice, support and resources at AC – NSW syllabuses for the Australian Curriculum (intranet).

Composing
- *Animoto*
- Blogging
- *iMovie* $5.49
- Padlet

Review:

Rules of summer
TAN, Shaun
Hachette, NSW, 2013
ISBN 9780734410672

Stirring the imagination with its rich, quirky artwork, this new picture book by Shaun Tan is a sheer delight. Blending elements of impressionism, surrealism and steampunk, the visual narrative draws the reader into an intriguing world of summer adventures. Each double page spread offers a curious maxim to live by. The bizarre rules are justified through the content of the illustrations, which depict the dire consequences that may befall anyone who does not adhere to such regulations. Apart from its aesthetic appeal, the value of this book lies in the way it implores readers of all ages to create and recreate the narrative on each reading. It offers a wonderful springboard for a number of educational activities, including storytelling and creative writing in a variety of modes; discussions on etiquette, responsibilities and obligations; studies on sibling relationships; exploring ways creativity can transcend the mundane; investigations of various art movements; and much more. C. Sly

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 **SCIS 1626346** $24.99

Shaun Tan talks about Rules of summer – the origin and ideas by HCBoz

Teaching and learning opportunities:

- Think, pair, share: what is your personal interpretation of *Rules of summer*? Create a Padlet wall as a class to record these different interpretations.
- Create a blog post, describing (i) How your experiences of childhood colour your interpretation of the text, and (ii) How Tan positions the reader to convey his message? (What techniques are used? e.g. visual metaphors.)
- Select an artwork from *Rules of summer* and use it as the basis of a short story.
- Read and view a range of related texts. What do these texts suggest about the following concepts and experiences? How are these ideas about childhood represented?
    - o childhood innocence?
    - o childhood imagination?
    - o childhood friendships?
    - o childhood anxieties?
    - o the commercialisation of childhood?
    - o the influence of geography, history and social context on our experiences of childhood?
    - o gender?
    - o representation of parents?
- Hold a class debate on: *Literary texts present an accurate representation of childhood.* (e.g. Consider Tan's gritty, sometimes uncomfortable and melancholic depictions in *The red tree* and *Rules of summer*; against the sunnier, idealised and anesthetised constructions of childhood in novels by Enid Blyton and JK Rowling etc.)
- Use Animoto (or an alternative tool) to compose a short film about a typical summer experience from your childhood.

Professional resources:

- Davey, G 2011, *Rights and representations of Australian childhood: to 1955*, NFSA, accessed 25 October 2013
- Engel, S 1999, Looking backward: representations of childhood in literary work, Journal of Aesthetic Education, vol. 33(1), pp.50-55, accessed 25 October 2013
- *Illustrator Shaun Tan talks to Michael Cathcart about Rules of summer [HD]* by ABC Radio National
- *Reading visual images*
- *Resource reviews*
- *Rules of summer* preview site
- *Rules of summer teachers' guide* by Robyn Sheahan-Bright
- *Rules of summer* website: Shaun Tan discusses his text. Videos include Origin and ideas, Rules and rabbits, Themes, Background and place, Falcons, and Favourites/fishing.
- *Shaun Tan: The lost thing, stories and more rap*
- *TaLe*
- *Visual literacy and picture story books*
- *The visual literacy toolbox*

Related texts:

Picture books
- *Kampung boy* (1979) by Lat
- *My place* (1998) by Nadia Wheatley and Donna Rawlins
- *An ordinary day* (2001) by Libby Gleeson and Armin Greder
- *Playing the shape game* (2011) by Anthony Browne and Joe Browne
- *The red tree* (2001) by Shaun Tan
- *Voices in the park* (1998) by Anthony Browne

Multimedia
- *Dandelion app* (2013) by Calvin Scott Davis, Anthony Ishinejrro and Protein, $1.99
- *I'm here* (2008) by Peter H. Reynolds. Picture book and wordless short film. Reviewed *Scan 31(2)*
- *Rules of summer app* (2013) by Shaun Tan & Wheelbarrow, $7.49
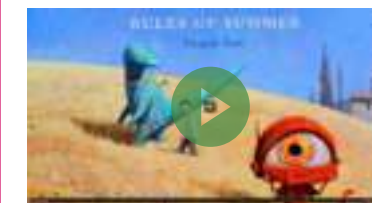
Rules of summer by Shaun Tan by The Sydney Morning Herald

Fiction
- *Adventures of the wishing-chair* (1937) by Enid Blyton
- *The circus series* (1938-1942) by Enid Blyton
- *The curious incident of the dog in the night-time* (2003) by Mark Haddon
- *The golden day* (2011) by Ursula Dubosarsky. Reviewed *Scan 30(4)*
- *Harry Potter* series (1997-2007) by JK Rowling
- *Lord of the flies* (1954) by William Golding
- *The magic faraway tree* (1943) by Enid Blyton
- *Wonder* (2012) by R.J. Palacio. Reviewed *Scan 31(3)*

Nonfiction and poetry
- *Donkeys can't fly on planes : stories of survival from South Sudanese refugee children living in Australia* (2012), published by Kids' own publishing.
- *Family values* (2011) by Wendy Cope. Reviewed *Scan 31(3)*
- *Girl! - The ultimate guide to being you* (2012) by Anna Barnes. (Also see the book's blog.)

Australian Curriculum Springboard

Present & past family life
Stage 1
Years 1 & 2

Prized green beans ℹ️ by *Lee J Haywood*

What family traditions are the same and different to our grandparents?

Outcome:

A student
- communicates an understanding of change and continuity in family life using appropriate historical terms HT1-1
- demonstrates skills of historical inquiry and communication. HT1-4

NSW syllabus for the Australian curriculum History K–10 syllabus

Content:

Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications. ACHHK030

NSW DEC teachers advice, implementation support and resources at

AC – NSW syllabuses for the Australian Curriculum (intranet)

Review:

A new year's reunion
LI-QIONG, Yu & CHENG-LIANG, Zhu
Walker Books, London, 2012
ISBN 9781406338577

family traditions of Chinese New Year are woven throughout the narrative and clearly illustrated in the full-page illustrations. This picture book can be used as a visual literacy resource as visual features, such as framing, angles, salience and symbolism, are effectively used to communicate meaning. Providing a window into Chinese culture, and presented through the eyes of a small child, this engaging book supports the HSIE Stage 1 *Cultures* strand, the History Stage 1 topic: *Present and past family life* and the cross-curriculum content: *Asia and Australia's engagement with Asia*. G. Braiding

USER LEVEL: Early Stage 1 Stage 1

KLA: English; History; HSIE; Creative Arts

SCIS 1592175…$16.95

Teaching and learning opportunities:

- Create digital photo collages in *PicCollage* of family traditions and celebrations.
- Analyse picture book illustrations of family traditions and discuss the character's emotions and feelings.
- Invite grandparents to speak about family traditions.
- Annotate photos of family celebrations using text and voice in *SonicPics* to create a slideshow.
- View historical images of family traditions. Dress up and recreate the photo. Transform it to the present.
- Bring in treasured objects and tell their story and significance.
- Interview each other on camera about family traditions and special objects and embed into a slide show or class eBook.
- Take on the role of a relative from the past and recount a family celebration as a participant.
- Discuss traditional Aboriginal family customs.

Professional resources:

- *Celebrations* – BOS NSW
- *Celebrating together* – NSW DEC Curriculum Support
- *Exploring family life: my past, present and future*
- *Let's eat* – *Teachers' notes*
- *Papa and the olden days* – *Classroom ideas*
- *Past and present family life* – BOS NSW
- *Resource reviews*
- *Scootle*
- *Small objects, family stories* – Asia Education Foundation
- *TaLe*

Resources:

- *How times change* – ESA
- *Let's eat* by Ana Zamorano & Julie Vivas
- *Mirror* by Jeannie Baker
- *Papa and the olden days* by Ian Edwards & Rachel Tonkin
- *V&A Museum of Childhood*
- *Wilfrid Gordon McDonald Partridge* by Mem Fox & *Julie Vivas* and video
- *Wilfrid Gordon McDonald Partridge rap*

Composing:

- *Book creator* free
- *Explain everything* $2.99
- *Idea Sketch* free
- *iMovie* $5.49
- *PicCollage* free
- *SonicPics* $2.99

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:

Icons used:

App	app for iPad/iPhone/iPod touch; app for Android
(wrench icon)	digital authoring tool; learning platform software
(monitor icon)	ebook; ejournal; online database
(hand icon)	interactive; e.g. game; learning object
(media icon)	media presentation; e.g. podcast; slide show; digital story; video; audio
(globe icon)	website
$	must be purchased
(barcode icon)	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.*

For the term of his natural life

Based on the 1870s novel by Marcus Clarke, this app presents a condensed and enhanced version of the novel, which is the story of Rufus Dawes, who was wrongly accused of murder and transported *for the term of his natural life* to Australia. This classic novel, which has never been out of print, is enhanced in this app by video clips from the 1983 mini-series, produced by Patricia Payne and Wilton Schiller, as well as by archival images, historical documents, maps and text notes. Extracts from the 1927 silent film of the same name are included. The easily navigable app allows the user to jump between text and film, and view timelines and historical documents to more fully understand the life of a convict in Australia. It could serve as a useful introduction to historical fiction for English K–10 Stage 5 students, and is directly relevant to achieving outcome HT3-1 in Stage 3 History K–10, though the content is of a level of difficulty which would require careful selection of extracts and film clips. The app is directly relevant to the topic – *The Australian colonies*, and the key inquiry question: *What do we know about the lives of people in Australia's colonial past and how do we know?* L. FitzGerald

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	AC; English, HSIE
SYLLABUS:	English K–10; History K–10
PUBLISHER:	Minton Investments Pty Ltd, Australia
REVIEW DATE:	25/10/2013 [F]
SCIS 1625464	$10.49

For the term of his natural life trailer (YouTube videos need a teacher's log in)

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

Trove

A valuable, free resource for students and teachers of history, *Trove* is a portal to rich and wide-ranging digitised collections of historical objects, images, newspapers, journals, diaries, music and maps. Drawing from national and local collections, the vast database enables ready access to over 300 million sources, including many which could support learning and teaching within the *NSW syllabus for the Australian curriculum History K–10*. With its electronic text translation feature, the repository's collection of digitised Australian newspapers is particularly impressive, enabling full text searching of articles and advertisements, including those from *The Sydney Morning Herald* (1842–1954). To help users organise and save their research, the site provides options for creating public or private lists and adding private tags. Students will find plenty of opportunities to interrogate and compare diverse information sources, as they sift through the evidence to develop their understanding of lives, societies and attitudes of the past. G. Braiding

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA:	AC; HSIE
SYLLABUS:	History K–10; History

PUBLISHER: National Library of Australia, ACT

REVIEW DATE: 25/10/2013 [025.0425]

SCIS 1418670
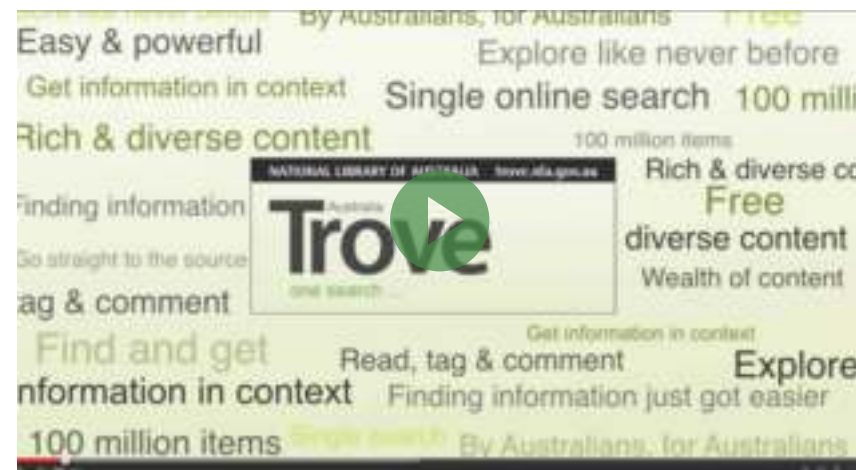
What is Trove? by TroveNLA

Objects through time

Tracing the history of migration in Australia, beginning with the Aboriginal people, who settled Australia around 50 000 years ago, to almost the present, this website overviews Australian migration and illustrates it with sources such as maps, journals, paintings, objects and photographs. The site could provide support for the History Stage 2 topic: *First contacts* and the Stage 3 topic: *Australia as a nation*, particularly regarding the key inquiry question: *Who*

were the people who came to Australia? Why did they come? This resource also has relevance to the History Stage 5 Depth Study: 2A: *Making a nation*. The website is easy to navigate using the *Australian migration history timeline* and contains information that is accessible to students, although some Stage 2 learners may find it text heavy. Of particular value to Stage 5 students is the additional detail provided about some of the objects, outlining their provenance and significance. Teachers notes and a set of PDF fact sheets are also included on the site. G. Braiding

USER LEVEL: Stage 2 Stage 3 Stage 5 Professional

KLA: HSIE

SYLLABUS: History K–10

PUBLISHER: NSW Migration Heritage Centre, NSW

REVIEW DATE: 25/10/2013 [304.8]

SCIS 1637909

Families of fortune by NSW Migration Heritage Centre

How times change

The focus of *Australian curriculum: History* for Foundation to Year 2 students is an awareness of family history and community heritage. The layout and appearance of this interactive site make it engaging and informative for its target audience. A colourful tree with branches labelled *At school*, *Toys and games*, *Family*, *At home* and *Getting around* invites beginner researchers to investigate further. Each selection asks a series of pertinent questions about change over time and includes video interviews, audio files, photographs, teacher questions and interactive tasks and games to assess understanding. *Teacher overview* outlines how oral histories and primary sources assist in the pursuit of skill development and the analysis of historical evidence. S. Rasaiah

USER LEVEL: Stage 1

KLA: HSIE

SYLLABUS: History K–10

PUBLISHER: Education Services Australia, Vic

REVIEW DATE: 25/10/2013 [306.09]

SCIS 1627547

	Scan the SCIS barcodes to select eresources for your collection.

Getting it together: From colonies to federation

Packaged into three themes, *People and places, Road to federation and Celebrations* and *futures*, this credible resource adopts an inquiry approach to help students explore Australia's social and political journey toward Federation. The site comprises a series of investigations, activities and source materials. Resource sheets collate primary sources, such as political cartoons, newspaper articles, speeches and biographies, for students to analyse and draw conclusions from the historical evidence. The content is available both as a website and as downloadable PDF packages. While the sources and activities are highly relevant, the content is sometimes text heavy, and both the website and PDFs have a textbook feel. The website also lacks a search facility, making is difficult to navigate efficiently. There is no immediately obvious reference to Aboriginal perspectives or place in society during this period. Additional resources would be required to address this. With appropriate teacher support, the site could be a useful resource for aspects of class and independent inquiry in the Stage 3 topic: *Australia as a nation* and the Stage 5 Depth Study: 2A: *Making a nation*, both within the *NSW syllabus for the*

7–10; HSIE K–6; Modern History Stage 6

Australian curriculum History K–10.
G. Braiding

USER LEVEL:	Stage 3 Stage 5 Professional
KLA:	AC; HSIE
SYLLABUS:	History K–10, History 7–10
PUBLISHER:	Museum of Australian Democracy, Old Parliament House, ACT
REVIEW DATE:	25/10/2013 [321.8]
SCIS 1628787	

Ned Kelly at the State Library of Victoria

Available for Andriod and Apple devices, this free app enables students to use rich primary and secondary source material to undertake historical inquiry into Ned Kelly's life, personality, capture, trial and legacy. Accompanying the Ned Kelly display at the State Library of Victoria, this detailed resource compiles more than 200 zoomable photographs, letters, sketches and maps to document the various interpretations of this iconic Australian bushranger. Although well structured and user-friendly, the app lacks regular opportunities for students to reflect on their reading and check their understanding of the comprehensive content. However,

coupled with teacher support and questioning, it is well positioned to help students explore historical concepts and skills in the *NSW syllabus for the Australian curriculum History K–10*, including *perspectives, contestability, research,* and *analysis and use of sources.* It could also assist Years 7–10 students undertaking either the current History Elective course or the new *Australian curriculum: History* Life Skills course in investigating the lives of *heroes or villains* in history. Users not possessing a tablet device can freely access a selection of the app's content, including the accompanying video, via the library's website. T. Kenny

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	AC; HSIE
SYLLABUS:	History K–10; History Elective 7–10
PUBLISHER:	State Library of Victoria, Vic
REVIEW DATE:	25/10/2013 [364.155]
SCIS 1638260	

Kelly armour video by State Library of Victoria

Anniversaries celebrated by member states

UNESCO celebrates the contribution of personalities, works and events that have enriched cultural understanding in member states. By commemorating these significant anniversaries, the organisation seeks to give them worldwide recognition. From Angola to the United States of America, this chronology highlights dates from the 1000th anniversary of poets, authors, architects, scientists and musicians. Noteworthy events, such as the anniversary of Martin Luther King's *I have a dream* speech, are included. *Publications* (accessed via the right hand menu) includes documents which celebrate anniversaries of eminent personalities and historic events which occurred from 2004–2011, while *Celebrations* leads to the naming of international days, weeks, years and decades. The inclusions on this site could deepen understanding of the impact that events and people in history have had on global peace, particularly for Stage 5 History students exploring *The modern world and Australia*. S. Rasaiah

Scan the SCIS barcodes to select eresources for your collection.

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	History K–10
PUBLISHER:	UNESCO, France
REVIEW DATE:	25/10/2013 [394.2]
SCIS 1627558	
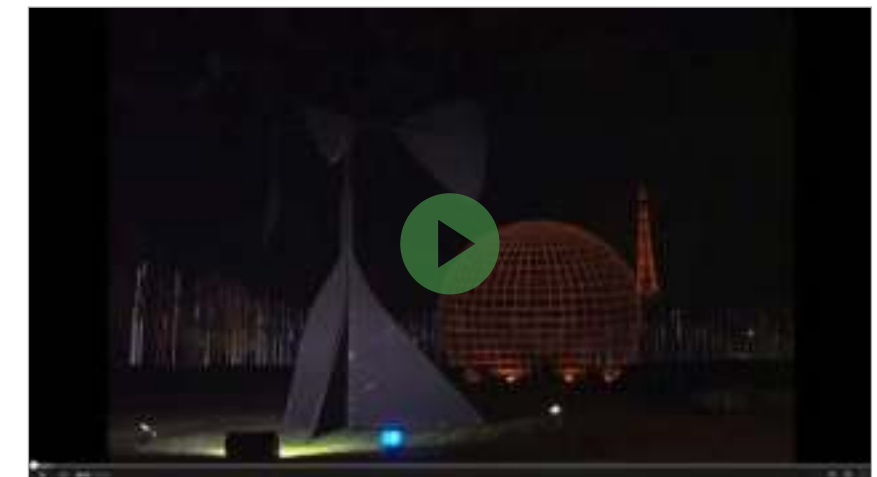
The history of UNESCO by UNESCO (YouTube videos need a teacher's log in)

Britannica pathways. Science

Containing visually attractive, quality information, this interactive online tool adopts an inquiry-based learning approach to help students in later Stage 3 to Stage 5 identify and correct common misconceptions in science. The resource resembles a flexibly designed digital textbook, and each lesson pathway is mapped to the steps in the inquiry process, assisting students to *predict,*

investigate and conclude. Most lesson sets contain videos, images, articles and other materials from *Encyclopaedia Britannica's* extensive collection, which are suitable for sharing interactively using an IWB. These hand-picked resources lead students on a learning journey, helping them to use evidence to support, reconsider or refute their original predictions. As always, teachers are advised to preview all lesson components to ensure content and literacy demands are appropriate.

Individual student progress can be monitored in *My dashboard*, once teachers have created unique student logins for their class. Logging on independently, students can save predictions, notes, explanations and conclusions, enabling teachers to monitor and report on their achievement of outcomes. A brief *student progress report* can be downloaded as a CSV spreadsheet, outlining which lessons students have completed, and a detailed record of students' responses can also be viewed online or printed. Alternatively, content can be explored collaboratively in small groups or via teacher-led delivery. For secondary teachers, each lesson set takes about two periods to complete, so teachers should utilise and sequence them carefully within the science program.

Britannica pathways. Science addresses curriculum standards relating to the NSW syllabus for the *Australian curriculum Science K–10 (incorporating Science and Technology K-6)*, though, in the preview version provided for review, some lessons rely heavily on American resources and examples. There is an emphasis on *knowledge and understanding* and some *science inquiry skills*. Many topics in the module, *The environment*, address *sustainability*. *Literacy* and *Critical* and *creative thinking* general capabilities are also central to the inquiry learning approach. Modules, such as *The universe* and *Light and sound*, relate closely to the syllabus, though topics or themes within a module may vary broadly in their depth. Primary teachers, in particular, may find that the content and resources in some topics go beyond the demands of the relevant syllabus substrand, and may only be useful to students with a particular passion for the theme. For example, the topics under *Living things* and *The environment* are covered in much greater depth than the requirements of the substrand, *Living world*.

Useful teacher support is also provided. For each lesson set, printable *Teacher notes and lesson materials* offer: background information; sequenced instructions; an outline of the objectives, topics and time required; and links

to curriculum standards. The reading level of encyclopaedia articles is also indicated. Teachers should note that these articles differ significantly in their assumptions about students' existing knowledge, scientific literacy, and general literacy and numeracy skills. Students may need support with technical vocabulary, since no glossary is available. Audio recordings of articles can be played, though the mechanical, computer generated voice is unlikely to engage young learners.

Navigation is intuitive, although there is no search facility. The two tiered browse directory provides a straightforward entry point for users selecting from the available lessons. Content is grouped into science modules, topics and lesson sets, which are available from the homepage. In learning environments where a range of devices may be used by students to access digital content, this flexible, browser based resource is compatible with any computer or tablet with an internet connection. Lesson worksheets, articles and notes pages can also be printed for offline use.

The strength of this interactive resource lies in its constructivist approach. By structuring tasks in which students conceptualise and verbalise their current understandings, before they undertake learning experiences which build and challenge these conceptions, *Britannica*

pathways. Science adopts a powerful pedagogical methodology. Suitable for revision, enrichment or homework, this well structured site offers a range of material which could easily supplement most science programs. Teachers could enhance its effectiveness by incorporating appropriate first hand investigations. Such experimentation would further support the cognitive conflicts which students experience when addressing misconceptions and restructuring their conceptual framework, before applying their new understanding to different situations. A free trial of this subscription based resource can be requested via the Encyclopaedia Britannica Australia website. D. Alford & R. Morante

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional

KLA: AC; Science

SYLLABUS: Science K–10

PUBLISHER: Encyclopaedia Britannica, USA

REVIEW DATE: 25/10/2013 [500]

SCIS 1639551 $POA

Scan the SCIS barcodes to select eresources for your collection.

Britannica pathways: Science by Encyclopaedia Britannica Australia

Museum Victoria's field guide to Victorian fauna

A simple, accessible resource for Australian animal studies, this free app contains photographs and descriptions of over 730 species, including birds, mammals, reptiles, amphibians, fish and invertebrates. Although focused on Victorian wildlife, it details many animals which are also found throughout most of Australia. Available for Android and iOS devices, the app is well-organised and easy to search, browse and navigate. For each animal, there are photographs and succinct information about the animal's diet, habitat, taxonomy and endangered status. For many, audio recordings of animal calls are also available. Species distribution is provided on a map of the state of Victoria only. The simplicity of

the app's design and the credibility of its content could make this a valuable resource for students conducting field work or researching and composing information reports as part of the Science Stages 1 to 3 *Living world* strand. G. Braiding

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: Science; SciTech
SYLLABUS: Science K–10, Science & Technology K–6
PUBLISHER: Museum Victoria, Vic
REVIEW DATE: 25/10/2013 [591.9945]
SCIS 1638246

Field guide app demonstration video by Museum Victoria (YouTube videos need a teacher's log in)

iMovie

One of the most versatile video editing apps available, with a multiplicity of classroom applications, *iMovie* has recently enjoyed an update for IOS7.

With a cleaner, simpler interface, this increasingly powerful video creation tool now makes it even easier to manipulate video footage using new features, including split screen, picture in picture, green screen, and video speed adjustment. Editing tools are more conveniently located via the *adjustments bar*, the *undo* button is prominently positioned, there are 14 new trailer templates, and completed videos can be shared instantly and seamlessly. Transitions are automatically added and themes can be applied, enabling learners to concentrate on content, rather than the mechanics of layout. This highly engaging app could be used for digital storytelling, creating visual texts, presenting research, synthesising knowledge, and demonstrating learning across the KLAs. G. Braiding

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
KLA: AC; CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS
SYLLABUS: Creative Arts K–6; English K–6; English K–10; English 7–10; HSIE K–6; Photographic & Digital Media 7–10;

Photography, Video & Digital Imaging CEC Stage 6
PUBLISHER: Apple, USA
REVIEW DATE: 25/10/2013 [778.59]
SCIS 1543015 $5.49
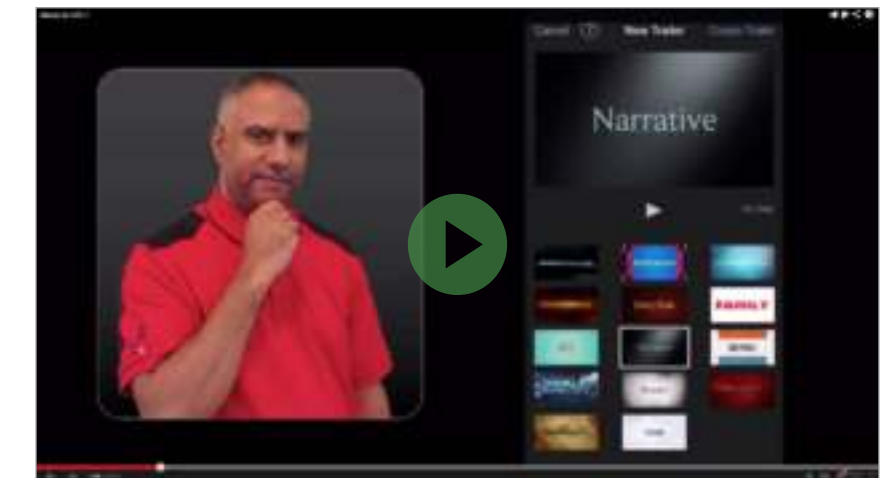
iMovie for iOS 7 by My Apple podcast (YouTube videos need a teacher's log in)

Book creator

Images, text, audio narration and video can be combined in this intuitive app to create digital and multimodal texts which can be printed, opened in *iBooks* or exported as PDFs. Well suited to supporting literacy learning across the KLAs, this is a great tool for composing picture books, presenting narratives and recounts, writing and illustrating procedures, and presenting research. Images and video are easily inserted from the camera roll and can

include photographs, hand-drawn illustrations, and diagrams created in a drawing app. Books are created using the international EPUB 3 standard and clearly written *support* is available. The free version of the app permits users to create one ebook, while upgrading to the paid version ($5.49) allows unlimited ebook creation. (Schools intending to purchase the paid app should note that it is available with a 50% discount for bulk purchases under Apple's volume purchase program.) With teacher supervision, books can also be shared with parents and the school community via email and social media, or published to the iBookstore, allowing students to enjoy the benefits of publishing for an authentic audience. The app particularly supports English Stages 1 to 3 content, *Expressing themselves* and *Writing and representing*; Science Stages ES1 to 3 content, *Working scientifically: communication*; and the History Stages 1 to 3 historical skill, *Explanation and communication*. G. Braiding

USER LEVEL: Early Stage 1 Stage 1
                Stage 2 Stage 3 Stage 4
                Stage 5

KLA: AC; CA; English; HSIE;
                Languages;
   Mathematics; PDHPE;
                Science; SciTech; TAS

SYLLABUS: English K–10; History
                K–10; Science K–10

PUBLISHER: Red Jumper, UK
REVIEW DATE: 25/10/2013 [808]
SCIS 1567276
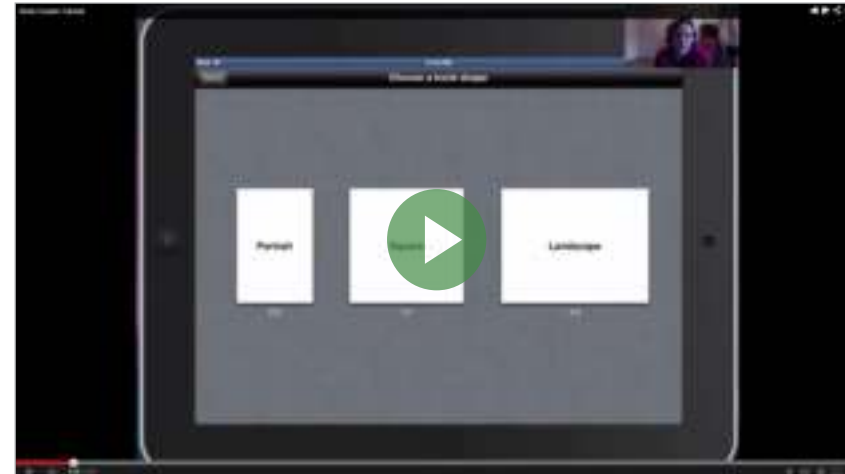
Book creator tutorial by Bronwyn McLeod (YouTube videos need a teacher's log in)

Historic figures

Part of the *BBC history* site, this section contains a comprehensive alphabetical list of biographies of famous and infamous figures throughout history. The information on this site supports the rationale of the *Australian curriculum: History* which observes that the *study of History from Kindergarten to Year 10 investigates the actions, motives and lifestyles of people over time.* Students may find that the range of historic figures and the synopsis of each figure on this site enables them to select an appropriate case study for participation in programs such as *Night of the Notables*. While the inclusion of images,

videos and primary sources is sometimes limited, the language of each biography is concise and accessible for lower secondary students. S. Rasaiah

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History K–10
PUBLISHER: BBC, UK
REVIEW DATE: 25/10/2013 [920]
SCIS 1627553

Discover collections

Beautifully presented, *Discover collections* combines explanatory text with valuable primary sources, including images, manuscripts, journals, diaries and maps, to tell the story of British settlement in Australia. Using the vast collection of the State Library of NSW, themes include *Indigenous Australians; Voyages of discovery; Exploration; Eureka! The rush for gold;* and other aspects of colonisation. These resources could support inquiry in the History Stage 2 and 3 topics: *Community and remembrance; First contacts; The Australian colonies;* and *Australia as a nation.* The quality and clarity of the images is extraordinary and most have an interactive element, enabling viewers to engage closely with the source, using elements such as magnifiers. As most of the interactive elements use Adobe Flash

Player, these sections are not accessible on iPads, nor can they be copied into documents or presentations. Among the collection, students undertaking *Aboriginal Studies Stage 6* will also find digital copies of selected HSC major projects from 2007 to the present, facilitating convenient access for students in remote and regional areas. G. Braiding

USER LEVEL: Stage 2 Stage 3 Stage 4
                Stage 6 Professional
KLA: AC; HSIE
SYLLABUS: Aboriginal Studies Stage
                6; History K–10; HSIE
                K–6
PUBLISHER: State Library of NSW,
                Australia
REVIEW DATE: 25/10/2013 [994]
SCIS 1531245

NSW Government State Records. Digital gallery

Providing online access to digital photographs and other records from the NSW State archives collection, this site could offer strong support for learning and teaching within the *NSW syllabus for the Australian curriculum History K–10.* The resource has particular relevance to the Stage 2 topic: *Community and remembrance* and the Stage 3 topic:

Australia as a nation. In Stage 5, it could support both *Topic 2A: Making a nation* and *Depth Study 3: Australians at War.* The galleries are organised in topics within themes, such as Food and clothing, Military, Sport and Women in the records. Each gallery collates quality primary source material, typically with links to related resources and a short explanatory overview of the gallery topic. An extremely useful feature of the site is Photo investigator, a searchable database of photographs dating from the late 1800s to the present, which is suitable for students from Stage 2 upwards. G. Braiding

USER LEVEL: Stage 2 Stage 3 Stage 5 Professional
KLA: AC; HSIE
SYLLABUS: History K–10; HSIE K–6; Modern History Stage 6
PUBLISHER: State Records, NSW
REVIEW DATE: 25/10/2013 [994.4]
SCIS 1637904

Scan the SCIS barcodes to select eresources for your collection.

Browse our images on **Photo Investigator**

professional reading

Resources are listed in Dewey order

Instashare

Ideal for sharing files within a personal work space, this free app uses bluetooth or wi-fi to enable file transfers between iOS, Mac and Android devices. Somewhat similar in concept to *Dropbox* and *Droplr*, the service provides a fast and efficient method of moving photos, PDFs, videos, documents and presentations, without the inconvenience of using USB cables. With its drag and drop interface, the app is simple, slick and intuitive to use. File transfers typically occur in a matter of seconds, though larger files can encounter some difficulty. The app could be a useful tool for individuals working in project teams, enabling them to easily share materials between users and across platforms. Users should also note that the free app contains some advertising. An ad-free version is available as an in-app purchase for $0.99, and Mac users can purchase the application for their computers for $2.99. According to the *Instashare*

website, a Windows version is also coming soon. G. Braiding

USER LEVEL:	Professional
KLA:	AC; CA; English; HSIE; Languages; Mathematics; Science; SciTech; TAS
PUBLISHER:	Lukas Foldyna, Prague
REVIEW DATE:	25/10/2013 [004.6]
SCIS 1638256	

Instashare by TwoManShow

Paper camera

This simple app for iOS, Blackberry and Android applies a range of artistic filters to photographs and displays them in real time through the camera lens. Users are free to experiment with effects before committing to them, as the enhanced subject matter is viewed live through the app. Some filters, such as *granny's paper*, can be used to mimic early lithographs and photographs. As an activity to build an understanding of varying *perspectives*, an historical concept in the *History K–10 syllabus*, students could don costumes and use the app to *step into* an historical photograph. After shooting the recreated scene, they could take additional photos, from different perspectives. Easy and enjoyable to use, the app contains sketch, comic and pop art effects which also support visual arts and visual literacy skills. Both stills and video can be recorded, and effects can also be added to images imported from the camera roll. G. Braiding

USER LEVEL:	Stage 1 Stage 2 Stage 3 Stage 4
KLA:	AC; CA; English; HSIE
SYLLABUS:	CAPA K–6; English K–10; History K–10; Visual Arts 7–10
PUBLISHER:	JFDP Labs Limited, UK
REVIEW DATE:	25/10/2013 [006.6]
SCIS 1639925	$1.99

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

Paper camera - JFDP labs by JFDPLabs

CogDogRoo: Alan Levine's October 2007 trip down under

One digital story, presented using 50 different Web 2.0 tools on this sprawling wiki, illustrates the potential for digital tools to communicate ideas. Here, the story of Dominoe, Alan Levine's Dalmatian dog, is told in a variety of ways using tools grouped under categories such as *Slideshow tools*, *Timeline tools*, *Mixer tools*, *Audio tools*, *Video tools* and *Presentation tools*. Contributions to the wiki are included under each category and teachers are advised to select suitable, age appropriate examples for their students. The credibility of this site for use in education is evident in strategies such as the need to storyboard and find copyright-free media files before compiling a digital story. Users should note that much of the site's content has

also been transferred to Levine's new site, 50+ Web 2.0 ways to tell a story. S. Rasaiah

USER LEVEL: Professional
KLA: AC; English
SYLLABUS: English K–10
PUBLISHER: Wikispaces, USA
REVIEW DATE: 25/10/2013 [006.7]
SCIS 1418818
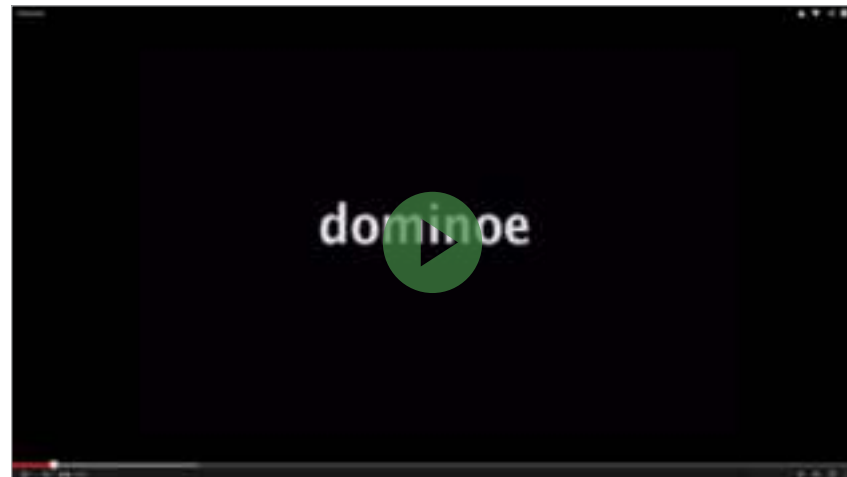
Dominoe by Alan Levine

How to build a digital library

Relevant for individuals, companies and educational institutions, the second edition of this book is designed for technical and non-technical audiences and covers all media, including text, images, audio and video. Co-written by Ian H. Witten, David Bainbridge and David M. Nichols from the Computer Science Department at New Zealand's University of Waikato, this 2009 edition

has been completely rewritten to reflect current software developments. Samplers of the preface and chapter 1 are available via the website, and interested users can click on the cover image to purchase the book online. Key features, such as how to Search the book, Preferences for reading, and How to read the documents are introduced on this site. Interactive lists of the chapters and information contained in them are provided in Figures and Tables. A full text PDF of the 2003 edition can also be accessed freely. Teachers interested in this topic may additionally enjoy viewing the accompanying TED talk by Brewster Kahle, digital librarian and founder of the *Internet archive*. S. Rasaiah

USER LEVEL: Professional
PUBLISHER: New Zealand Digital Library Project, NZ
REVIEW DATE: 25/10/2013 [025.0028]
SCIS 1638000

Brewster Kahle: A free digital library by TED

Disposed to learn: schooling, ethnicity and the scholarly habitus

WATKINS, Megan
Bloomsbury, London, 2013
ISBN 9781441177117 [306.43]

The Australian educational context, according to the authors, provides a rich multicultural framework to document the relationship between ethnicity and dispositions for educational achievement. This context, defined as complex and not fully explored, is the basis for the theoretical and empirical study to unpack the attributes of successful learners, their desire to learn, think critically and develop scholarly habits. There is a range of case studies, which focus on primary students of Anglo-Australian, Chinese and Pasifika backgrounds, that provides data for the study. Given the complexity of defining these ethnic groups, drawing conclusions about the links between cultural backgrounds with academic performance and achievement may seem problematic. The reader may find some of the answers in the lessons learnt from this complex research. F. Whalan

USER LEVEL: Professional
SCIS 1619421   Paper $49.99

Indigenous service: investigating the wartime experiences of Aboriginal and Torres Strait Islander people from the First World War to the present: a resource for secondary schools

COLE-ADAMS, Jennet
Dept of Veteran's Affairs, ACT, 2013
ISBN 9781877007774   [355.088]

A comprehensive coverage of the roles and experiences of Aboriginal and Torres Strait Islander people in wars and conflicts is found in this book. The wealth of resources to enhance this study includes photographs, letters, poems and paintings. Some of these have been duplicated in the primary and secondary volumes. There are also teaching activities; background information for teachers and further resources. With direct links to the Australian Curriculum, each teaching topic is preceded by *Key inquiry questions* and the relevant Knowledge, understanding and historical skills. Teachers would need to exercise discretion in selecting learning experiences for their students from

these detailed and expansive texts. Teachers of the Core Study – *Depth Study 3: Australians at war* topic *the participations of Aboriginal and Torres Strait Islander people* would find this an invaluable resource. Similarly, Stage 3 teachers completing the topic *Australia as a nation* would find practical teaching strategies and ready to use resources in the similarly titled primary schools book. B. Hull

USER LEVEL: Professional
KLA: HSIE
SYLLABUS: History K–10
SCIS 1602153 Paper $24.95
              (www.awm.gov.au/shop)

Similar reviewed title:

Indigenous service: investigating the wartime experiences of Aboriginal and Torres Strait Islander people from the First World War to the present: a resource for primary schools

SCIS 1602149

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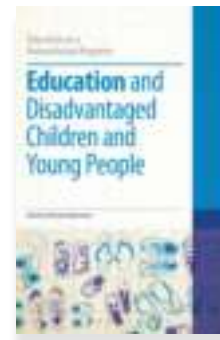
Education and disadvantaged children and young people

/Edited by Mitsuko Matsumoto

Bloomsbury, UK, 2013
ISBN 9781441117960 [371.826]
A collection of international case studies comprises the core content that investigates the disconnection between reality and rhetoric for disadvantaged children. An instructive global overview of educational disadvantage provides statistical evidence of the extent of worldwide marginalisation of young people and their access to an acceptable standard of schooling. The case studies are born out of decade-long civil war, as described in the case of Sierra Leone, or situations where children are the innocent victims of political and armed conflicts in high poverty backgrounds described in the case studies of India and Africa. The issues addressed range from educational responses to school dropouts to building community-centred schools. The success stories of innovative approaches to engaging educational communities to redress disadvantage provides insights about

transferable quality approaches while deepening the understanding of factors that fuel educational disadvantage. F. Whalan

USER LEVEL: Professional
SCIS 1622007 $49.99

Children's books to movie adaptations

Understanding the different ways that ideas can be represented in texts is one of the key competences of the *English K–10 syllabus*. Supporting outcome EN3-3A, this site contrasts a diverse range of well-known children's book covers with their corresponding movie posters. Students can compare the visual effects of these book covers and movie adaptations as they relate to the concepts of audience and purpose. As pairs of covers and posters are situated next to each other, differences between them are clear. Students, analysing the impact of the graphics, may readily identify the approaches that composers of texts, including media texts, have used to engage their target audiences. ACMI's *Guide to film analysis in the classroom* may also deepen learners' understanding of films as texts. After viewing the book covers and movie posters, an interesting follow-up activity

could involve students illustrating their own interpretation of a familiar book as a different type of text. S. Rasaiah

USER LEVEL: Professional
KLA: English
SYLLABUS: English K–10
PUBLISHER: Fairfax Media, NSW
REVIEW DATE: 25/10/2013 [741.6]
SCIS 1639958

From Rapunzel to The little red riding hood, beloved children's classics as minimalist posters

Fifteen posters depict classic children's stories in a graphic minimalist style on this creative site. Each poster represents the essence of the tale, usually only one salient feature, requiring prior knowledge of the story and a degree of lateral thing to identify the title. Honing their skills in distilling the main idea or theme as they read, students may find the uncluttered symbolism in these images readily explains this concept. Inspired by these model posters, students could compose their own visual representations of novels, using simple tools like *Wordle* or *Tagxedo* to evidence their textual understanding through the selection of pertinent keywords. For new *Tagxedo* users, the

accompanying video provides a brief tutorial on the site's main features. Using the collection of posters as a springboard for students' graphic compositions supports the teaching of components in the *English K–10 syllabus*, as students learn to respond to visual narratives and recreate texts imaginatively. S. Rasaiah

USER LEVEL: Professional
KLA: AC; English
SYLLABUS: English K–10
PUBLISHER: Brain Pickings, USA
REVIEW DATE: 25/10/2013 [741.6]
SCIS 1637747

Tagxedo by Adam Bellow

Scan the SCIS barcodes to select eresources for your collection.

Guide to film analysis in the classroom: ACMI education resource

Designed for teachers to use in the classroom, this PDF sets out concepts and teaching strategies for analysing films as texts. The guide provides valuable support for the study of Objective D in the *English K–10 syllabus* in which students are required to demonstrate how different viewpoints are represented in texts, including media texts. Sections such as *Characterisation, Narrative, and Close analysis: production elements* explain the choices made in filmmaking, including character development, settings and camera angles. Targeted focus questions allow for explicit teaching of every aspect involved, from minute details to the overall product. By considering and responding to these questions, and those posed in the accompanying video, students could also compare the audience and purpose of selected books that have film adaptations. S. Rasaiah

USER LEVEL: Professional
KLA: AC; English
SYLLABUS: English K–10
PUBLISHER: ACMI, Vic
REVIEW DATE: 25/10/2013 [791.4301]

SCIS 1627524
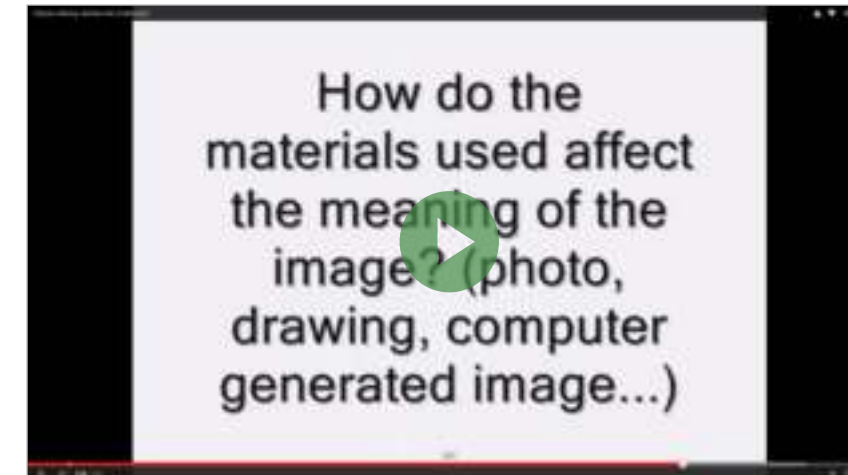
Visual literacy across the curriculum by A Ballett

Filmmaking across the curriculum: a beginner's guide

Responding to and analysing the language forms and features of a wide range of texts is a component of Objective A in the *English K–10 syllabus*. To fulfil the requirements of outcome EN3-3A in this objective, students need to recognise multimedia elements such as film techniques. This comprehensive site outlines strategies which foster the development of skills, knowledge and understanding in areas of filmmaking, including creative design, music, camera techniques and editing, and teamwork, time management and planning. This information is embedded in PDFs outlining the three stages of film production: *Pre-production*, *Production* and *Post-production*. These

clear, step-by-step guides contain links to copyright considerations, presentation ideas and worksheets, as appropriate to the process. The use of an inquiry approach to the study of filmmaking allows students to reflect on the bigger picture while considering the importance of key details that impact on the quality of the final product. Students can also view a selection of prize winning videos in the *Made by kids* section of the ACMI website, like the accompanying short film about aluminium can manufacture and recycling. S. Rasaiah

USER LEVEL: Professional
KLA: AC; English
SYLLABUS: English K–10
PUBLISHER: ACMI, Vic
REVIEW DATE: 25/10/2013 [791.4302]
SCIS 1627539
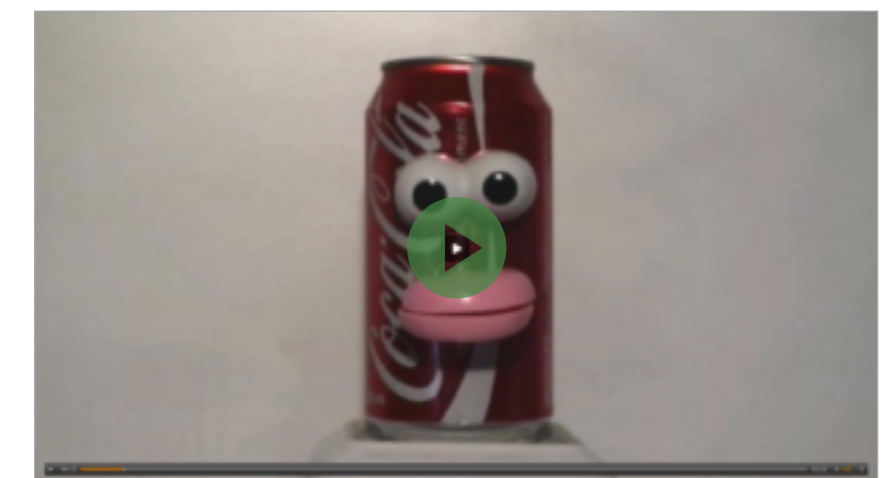
Long live the can by Andreas Stoffel

SonicPics

Perfect for adding audio narration to slide shows of images, this highly intuitive, simple app is ideal for digital storytelling. Images can be imported from the camera roll and sequenced, text captions can be added, and then a sound track can be recorded. The speed at which the slides scroll is controlled by the author, via finger swiping, allowing complete control of the slide presentation. The app could be used to create a podcast, present a collection of historical sources, explain a procedure or sets of instructional steps, or analyse a series of visual literacy images. It could also be harnessed to compose recounts or narratives, or to reflect on recent learning experiences. With seamless options to save finished products to your iPad *Library* or computer, or to share online via email or *YouTube*, this is a straightforward and effective communication and presentation tool. G. Braiding

USER LEVEL: Professional
KLA: AC; CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS
PUBLISHER: Humble Daisy Inc., USA
REVIEW DATE: 25/10/2013 [808]
SCIS 1639946 $2.99

What's appening - SonicPics by EPISDTVStudio

My place for teachers

Developed to support the *My place* ABC TV series, based on Nadia Wheatley's popular book, this attractive and comprehensive website contains extensive teaching activities, video clips, activity sheets and primary source materials. On the associated *My place television website*, the multimodal, interactive elements are highly appealing in their presentation, although they require Adobe Flash to operate. Pitched at students, this site illustrates the changes that occur to the physical space and its inhabitants at one location in Australia between 1788 and 2008, and shows varying perspectives through the personal stories of the children who lived there. *My place for teachers* guides educators through each time period with video clips and supporting classroom activities. A detailed, quality resource, it could provide strong support for the Stage 1 topic: *Present and past family life*, the Stage 2 topic: *First contacts*, and the Stage 3 topic: *The Australian colonies*, all within the *NSW syllabus for the Australian curriculum History K–10*. G. Braiding

USER LEVEL: Stage 1 Stage 2 Stage 3 Professional
KLA: HSIE
SYLLABUS: History K–10
PUBLISHER: Australian Children's Television Foundation, Vic
REVIEW DATE: 25/10/2013 [A823]
SCIS 1452813

ASLA 2011. Deborah Cohen – My Place: A multimodal destination that brings to life Australian history by CSU-SIS Learning Centre

must be purchased

The Library of Congress. Teachers. Using primary sources

Engaging students with primary sources is an essential and powerful tool in teaching history, enabling learners to use *critical and creative thinking* to interrogate historical evidence in ways which are central to historical enquiry. This website provides information for teachers on how to use primary source material effectively in the classroom, outlining clear steps for educators and sample questions for students which develop the History Stages 1 to 5 historical skill: analysis and use of sources. Key sections include *Why use primary sources?, Citing primary sources, Copyright and primary sources* and *Finding primary sources*. The site also features printable teacher's guides and a basic primary source analysis tool which scaffolds learners' analysis of objects, photographs, printed texts, manuscripts, maps, political cartoons, sheet music, motion pictures and sound recordings. G. Braiding

USER LEVEL: Professional
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History K–10; HSIE K–6; Modern History Stage 6

PUBLISHER: Library of Congress, USA

REVIEW DATE: 25/10/2013 [907]

SCIS 1637971

picture books

Resources are listed in alphabetical order by author
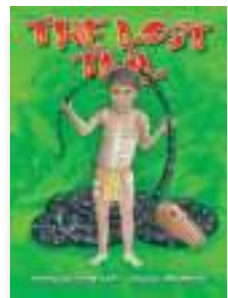
The lost tail

BERNARD, Patricia & OKTOBER, Tricia

Ford St, Vic, 2013

ISBN 9781921665868

Set in the highlands of Papua New Guinea, this is the story of Nura, a young boy excited to perform a snake dance in the annual Goroka Show dance competition. The exotic and colourful costumes and headdresses worn by the dancers of all ages are featured in the vibrant realistic illustrations, providing a window into the rich tribal and cultural traditions of PNG. Students may relate to Nura on his journey through the jungle and mountains and experience the sites he encounters along the way, such as rainforest animals, spirit figures, mud men and ghost dancers. This picture book is visually rich and supports the HSIE *Cultures* strand and the History Stage 1 topic, *Present and past family life*. G. Braiding

USER LEVEL: Stage 1 Stage 2

KLA: AC; HSIE

SYLLABUS: HSIE K–6; History K–10

SCIS 1592707 $22.95

Noah Dreary

BLABEY, Aaron

Viking, Vic, 2013

ISBN 9780670077182

The latest cautionary tale from Aaron Blabey is about an unfortunate, resilient boy, who literally loses his head from complaining too much. Eventually realising that he is lucky to be alive, Noah begins to see his glass as half full, rather than half empty. With gentle, ironic humour, this picture book is useful for the Early Stage 1 HSIE unit, *Meeting needs*, and when addressing concepts of resilience and character building with Stage 3 students as per *Our middle years learners: engaged, resilient, successful*, (NSW DEC, 2006). A former ambassador for *National Literacy and Numeracy Week*, Blabey features in numerous online interview clips and book trailers which are all excellent resources for an engaging author study. I. McLean

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3

KLA: HSIE; PDHPE

SYLLABUS: HSIE K–6; PDHPE K–6

SCIS 1620544 $24.99

Aaron Blabey - writer by DEEWRmedia (YouTube videos need a teacher's log in)

Banjo and Ruby Red

GLEESON, Libby & BLACKWOOD, Freya
Little Hare, Vic, 2013
ISBN 9781921541087
Border collie, Banjo, and hen, Ruby Red, have a civilised, predictable, but competitive farmyard rivalry. This charming and moving picture book presents many contrasts and similarities making it an excellent choice for students building field knowledge about farming practices and concepts. Delightfully reinforced by Blackwood's illustrations, the book is a propitious resource to discuss tolerance and difference with students, or to support the Early Stage 1 HSIE unit, *Places we know*, and the Stage 1 HSIE unit, *The need for shelter*. Gleeson's extensive range of award winning books are well supported by her frequently updated website containing numerous *Vimeo* and *YouTube* presentations.
I. McLean

USER LEVEL:	Early Stage 1 Stage 1
KLA:	HSIE
SYLLABUS:	HSIE K–6
SCIS 1620542	$24.95

Libby Gleeson video by Mark Waters – producer
(YouTube videos need a teacher's log in)

Megumi and the bear

GOLD, Irma & PHILLIPS, Craig
Walker, NSW, 2013
ISBN 9781921977909
Inspired by the illustrator's visit to Japan, this gentle picture book depicts a little girl's friendship with a very cuddly bear cub. Playing, dancing and sledding in the snowy forest, the two enjoy each other's company until, one day, the bear does not come and Megumi is distraught. When the seasons change and the forest is green again, Megumi's bear friend reappears and...*Megumi feels her mouth grow into a smile*. Discussions about where the bear may have gone and what hibernation means might follow the

reading of this book This story supports *Asia and Australia's engagement with Asia* in the learning across the curriculum content of Australian Curriculum: English.
S. Rasaiah

USER LEVEL:	Early Stage 1
KLA:	AC; English
SYLLABUS:	English K–10
SCIS 1609424	$27.95
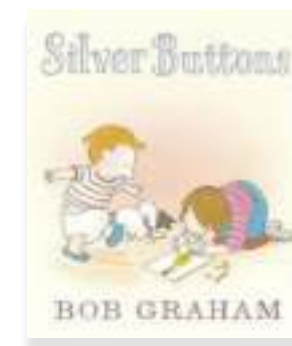
Silver buttons

GRAHAM, Bob
Walker Books, UK, 2013
ISBN 9781406342246
Responding to texts is an integral objective in the *English K–10 syllabus.* This inspirational picture book encourages students to think creatively and imaginatively as they reflect on the big idea inherent in this story. A single moment is captured as a baby stands for the first time. What is happening within Jodie's house, in her street, over the neighbourhood and across the sea to China as her brother Jonathan takes his first step? Camera angles vary from close-up to bird's eye view as the activities expand to encompass what happens during that exact minute until Jonathan falls *on his little pink knees*. The clever clues in the cameo

illustrations give rise to what is coming on the ensuing pages. Responding to this text is almost compulsory; curtailing class discussions about how this story develops the concept of time will be the issue for teachers. S. Rasaiah

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	AC; English
SYLLABUS:	English K–10
SCIS 1619703	$27.95

What's Dad doing?

GHALL, Susan & WESTENBERG, Cheryl
National Library of Australia, 2013
ISBN 9780642277916
Dad is a ringtail possum and his son, Pat Possum and friend, Wesley Wombat, explore the house to find out what dad is really doing. Despite asking questions about stereotypical activities such as watching television, reading the newspaper or mowing the lawn, the youngsters discover that the reality is much different. Dad is feeding the baby, chatting to grandma and pegging out the washing. This informative picture book illustrates the facts at the end of the story. Readers discover that ringtail possum parents share child minding and home building duties and that they

are the only species of possum to do this. This combination book serves to entertain as well as inform its readership. The entertaining scenes of family life and the surprise element in the lift-the-flap style are perfect for its audience. S. Rasaiah

USER LEVEL: Early Stage 1
KLA: SciTech
SYLLABUS: Science & Technology K–6

SCIS 1622729   Paper $17.99

Wild

HUGHES, Emily
Flying Eye Books, UK, 2013
ISBN 9781909263086

The illustrations of the Hawaiian composer of this stylish picture book demonstrate her empathy with nature and her understanding of what happiness can look like in the most unlikely of situations. A feral child is raised in nature, taught to speak by birds, to eat by the bears and how to play by foxes. When human animals try to analyse and civilise her she reacts in an explosive rage and cheerfully returns to where she belongs- where she is *happily wild*. The words are carefully chosen, with all the action taking place in the

paintings. The expressive faces of the adoptive family and the commanding gazes of the child reveal all her emotions, as her once serene existence is challenged. S. Rasaiah

USER LEVEL: Stage 2
SCIS 1624730 $29.95

A new year's reunion

LI-QIONG, Yu & CHENG-LIANG, Zhu
Walker Books, UK, 2012
ISBN 9781406338577

Translated from Chinese, and set in China, this is young Maomao's story of her father returning from working away from home to join the family to celebrate Chinese New Year. The family traditions of Chinese New Year are woven throughout the narrative and clearly illustrated in the full-page illustrations. This picture book can be used as a visual literacy resource as features such as framing, angles, salience and symbolism are effectively used to communicate meaning. Providing a window into Chinese culture, and presented through the eyes of a small child, this engaging book supports the HSIE Stage 1 *Cultures* strand, the History Stage 1 topic: *Present and past family life*, and the cross-

curriculum content: *Asia and Australia's engagement with Asia*. G. Braiding

USER LEVEL: Early Stage 1 Stage 1
KLA: AC; English; HSIE
SYLLABUS: English K–10; History K–10; HSIE K–6

SCIS 1592175   Paper $16.95

The windy farm

MacLEOD, Doug & SMITH, Craig
Working Title Press, SA, 2013
ISBN 9781921504419

Using subtle nuances, the story unfolds about a contented family that lives on the windiest farm on windy hill. Mum's ingenuity uses the power of the wind to turn their misfortune around and selfish, rich Uncle Jeff falls on hard times as his oil well dries up. Students will connect with inferential touches such as the reasons why Grandpa doesn't blow away and Uncle Jeff does. The composers have meshed an entertaining picture book with messages about environmental sustainability. Teachers could use the deft language in this book to teach concepts such as characterisation and writer's intent. *Teachers' notes* are available on the publisher's website. S. Rasaiah

USER LEVEL: Stage 1 Stage 2
KLA: AC; English; SciTech
SYLLABUS: English K–10; Science & Technology K–6

SCIS 1591548 $24.95

Energy 101: wind turbines by US Department of Energy (YouTube videos need a teacher's log in)

Riley and the jumpy kangaroo: a journey around Canberra

Ford St, Vic, 2013 (Riley)
ISBN 9781925000023

Part of a series in which cartoon character, Riley the little aviator, travels around capital cities, this picture book is about a trip to Canberra. Riley visits Canberra's major tourist attractions. These are illustrated in an unusual style, in which cartoon characters have been overlaid on graphically altered

photographs. The tale of Riley's travels is presented humorously in the text. Clever use of words and phrases create a sense of speed and urgency as Riley dashes from one place to another, leaving the National Library *faster than a librarian's stamp*. The book is an enjoyable way for students to be introduced to Canberra's icons. Those who have already been there would enjoy revisiting the attractions through the book. Teaching notes are available. G. Braiding

USER LEVEL: Early Stage 1 Stage 1
SCIS 1615985 $22.95

Scarlett and the scratchy moon

McKIMMIE, Chris
Allen & Unwin, NSW, 2013
ISBN 9781743315156
Children's drawings complement Chris McKimmie's recognisable art in this touching picture book about the loss of pets. Scarlett misses her two dogs, Holly and Sparky, and finds it hard to sleep *…I had clouds in my eyes*. Emotions are conveyed in a combination of minimalist collage effects and vibrant artwork surrounded by signs and symbolism. The arrival of two new dogs transforms Scarlett's world and sunflowers show the reader how the mood has shifted

from grief to joy. By giving students opportunities to interpret the meaning of the unconventional pictures and text this book fulfils the requirements of Objective C in the *English K–10 syllabus*. S. Rasaiah

USER LEVEL: Stage 1
KLA: AC; English
SYLLABUS: English K–10
SCIS 1610064 $29.99

Everyone can learn to ride a bicycle

RASCHKA, Chris
Schwatz & Wade, 2013
ISBN 9780375870071
This frenetic picture book evokes the overwhelming nostalgia of trepidation, determination and exhilaration that can come from learning to ride a bike. A patient father takes his young daughter through all the tentative steps; choosing a bike, fitting the helmet and training wheels, negotiating hills and ponds, and finding the courage to keep climbing back after frequent falls. The sequential illustrations are a delight, making the book readily accessible to those readers who need more support with written text. Useful for teaching the Stage 1 HSIE unit, *Transport*, this resource would also complement introductory PDHPE

sessions in *Safety on wheels*. A short video clip features two-time Caldecott Medal winner, Raschka, describing the features of some of his memorable works. I. McLean

USER LEVEL: Stage 1 Stage 2
KLA: HSIE; PDHPE
SYLLABUS: HSIE K–6; PDHPE K–6
SCIS 1616396 $24.94

Chris Raschka, Once upon a book by Studio B films Entertainment (YouTube videos need a teacher's log in)

Ted

RUDGE, Leila
Walker, NSW, 2013
ISBN 9781921977503
Ted is a long time canine resident of the local pet shop, always overlooked by customers, even though he looks so smart in his knitted jumper. Ted escapes to the circus, competes in a pet beauty

pageant, and even tries out as a guard dog, all unsuccessfully, until he sees a girl's *Wanted* poster on a wall. After a wonderful afternoon of frolicking with his new owner, there is one more surprise awaiting Ted at his new home. This richly illustrated picture book has much to explore and discuss. It could be used to develop the skill of prediction, and would be a useful resource to complement, or introduce, the Early Stage 1 HSIE unit, *Meeting needs*. I. McLean

USER LEVEL: Early Stage 1 Stage 1
KLA: AC; English; HSIE
SYLLABUS: English K–10; HSIE K–6
SCIS 1598669 $27.95

Big red kangaroo

SAXBY, Claire & BYRNE, Graham
Walker Books Australia, 2013
ISBN 9781921720420 [599.2]
Visually striking, the strong illustrations in this picture book put the reader firmly in the desert landscape with Big Red and his mob of red kangaroos. The accompanying narrative effectively uses metaphor and other literary techniques to immerse the reader in Red's daily survival in the harsh, dry environment and his fight to retain supremacy. Presented in two writing styles, the book

also provides information about the adaptations of red kangaroos. These two styles are distinguished by different fonts and can be read separately or together. Clever use of colour, layout and media make this fabulous text an interesting visual literacy resource. With a focus on *structural features and adaptations*, it supports Science Stage 3 content: *Living world*. It also supports the HSIE Stage 1 *Environments* strand. Teachers' notes are available for download. G. Braiding

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	AC; English; HSIE; SciTech
SYLLABUS:	English K–10; HSIE K–6; Science & Technology K–6
SCIS 1619663	$27.95

Red kangaroo by tomb0171 (YouTube videos need a teacher's log in)

Rules of summer

TAN, Shaun
Hachette, NSW, 2013
ISBN 9780734410672

Stirring the imagination with its rich, quirky artwork, this new picture book by Shaun Tan is a sheer delight. Blending elements of impressionism, surrealism and steampunk, the visual narrative draws the reader into an intriguing world of summer adventures. Each double page spread offers a curious maxim to live by. The bizarre rules are justified through the content of the illustrations, which depict the dire consequences that may befall anyone who does not adhere to such regulations. Apart from its aesthetic appeal, the value of this book lies in the way it implores readers of all ages to create and recreate the narrative on each reading. It offers a wonderful springboard for a number of educational activities, including storytelling and creative writing in a variety of modes; discussions on etiquette, responsibilities and obligations; studies on sibling relationships; exploring ways creativity can transcend the mundane; investigations of various art movements; and much more. C. Sly

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
KLA:	English
SYLLABUS:	English K–10; English Stage 6
SCIS 1626346	$24.99

Screenshot: *Illustrator Shaun Tan talks to Michael Cathcart about Rules of summer* [HD] ABC Radio National

The selfish giant

WILDE, Oscar
Allen & Unwin, NSW, 2012
ISBN 9781742376509

A classic story of the triumph of good over evil is interpreted with lavish, Victorian style oil paintings by Ritva Voutila. Wilde's 19th century story for children is about a giant who built a wall around his garden to keep children out. His selfishness results in a world shrouded in winter misery. Until he realises the error of his ways, he cannot hope to welcome in a change of season in his once beautiful garden. Voutila is an accomplished Australian based artist and school performer. Her classically styled illustrations help us to imagine the traditional setting of Wilde's moral tale. This picture book could be useful as a springboard for discussions about classic literature, the seasons or giants in fiction. It could also support studies in art appreciation for students to achieve outcomes VAS2.3 and VAS3.3 in the *Creative Arts K–6 syllabus*. M. Feneley

USER LEVEL:	Stage 2, Stage 3
KLA:	AC; CA; English
SYLLABUS:	Creative Arts K–6; English K–10
SCIS 1582209	$29.99

Goldilocks and the three dinosaurs

WILLEMS, Mo
Walker, UK, 2013
ISBN 9781406347296

Mo Willems' humour, applied to a traditional fairy tale, results in this tongue-in-cheek picture book that is sure to have universal appeal. The comedy emanates from the bold illustrations and the dialogue, which hints at why the dinosaurs were hiding Someplace Else and definitely NOT waiting for an unsuspecting child to come along. Goldilocks is portrayed as a poorly

unsupervised child who barged into a strange house and ate vast quantities of chocolate pudding. The conclusion is extended with a link to the familiar story of *The three bears* and a final word to the dinosaurs. The end papers add to the amusement and complete the tone of the book. This text would be a valuable inclusion to a study of fractured fairy tales and intertextual referencing and would support understandings of the differences between literal and inferred meanings. S. Rasaiah

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	AC; English
SYLLABUS:	English K–10
SCIS 1616347	$24.95

Goldilocks and the 3 dinosaurs by youtube ms (YouTube videos need a teacher's log in)

Granny Grommet and me
WOLFER, Dianne & BLAIR, Karen
Walker, NSW, 2013

ISBN 9781921720161

The Granny Grommets, a lively group of grandmothers who regularly surf at Albany's Middleton Beach, provided the inspiration for this uplifting picture book. In surfer slang, a *grommet* describes a young, inexperienced surfer. Several surfing terms are integrated into this story of how granny and her friends introduce a nervous child to the ocean. Snorkelling, paddling and exploring rock pools together, the grandchild witnesses the support and camaraderie of the grannies and learns to appreciate the wonderful things beneath the waves. Beach and sun safety tips are included at the conclusion of the story. This text could support outcome ENe-7B of the *English K–10 syllabus*. S. Rasaiah

USER LEVEL:	Early Stage 1 Stage 1
KLA:	AC; English
SYLLABUS:	English K–10
SCIS 1592179	$27.95

Granny Grommet and Me By Dianne Wolfer and Karen Blair by Read2uChannel (YouTube videos need a teacher's log in)

fiction younger

Resources are listed in alphabetical order by author

Hold on tight
ACTON, Sara
Scholastic, NSW, 2013
ISBN 9781742833491

During a walk in the park on a blustery autumn day, a mother asks her daughter to hold on tight to her hand so she won't blow away. Moving from the literal to the imaginative in one turn of the page, the little girl mentally explores the possibilities of being blown away – riding the leaves, chasing fairies, bouncing on clouds, being caught in raindrops. Told in two line rhyming text, each thought is presented across at least one double ink and watercolour spread, each simply depicting wind and floating and then the more sinister potential of thunder and rain. Demonstrating an understanding of consequences, the girl finally decides that perhaps it might be better to hold on to her mother, at least for now. S. Morton

USER LEVEL:	Early Stage 1
SCIS 1610065	$24.99

The true blue scouts of Sugar Man Swamp
APPELT, Kathi
Atheneum Books for Young Readers, USA, 2013
ISBN 9781442421059

Sublime artistry in writing is evident in this novel through characterisation, cohesion, humour, language forms and features and imaginative storyline. Reading this book is a delight and will be one to savour as students learn about engaging personally with texts. Explanation may be needed as the composer uses southern American vernacular and references animals, birds and reptiles that inhabit swamps and bayous. This is an opportunity to explore how figurative language is used in imaginative texts to create interest for the reader. This story of two racoons, official scouts ordained to protect the Sugar Man Swamp, morphs into a tale of ecological vandalism, family ties and family history and a yeti-like creature who lords over

the wetland with his trusty rattlesnake, Gertrude. Unconventional yet eminently believable, this text demonstrates quality in the craft of composing literature. S. Rasaiah

USER LEVEL: Stage 3 Stage 4
SCIS 1622871 $19.99

The true blue scouts of Sugar Man Swamp - Book trailer by Laurel Kathleen (YouTube videos need a teacher's log in)

The Nelly gang

AXELSEN, Stephen
Walker Books, Australia, 2013
ISBN 9781921977916

Set in the Victorian gold fields in 1860, this graphic novel follows young heroine Nelly as she sets out on a trip to Sydney after her father strikes it rich. When bushrangers kidnap her father, Nelly embarks on a danger-filled adventure with her friends, Miro and Jin, and finally uncovers an impersonator and the kidnapper. The cartoons are visually rich and engaging and contain an array of details of goldfield life including stores, camps, diggings and a breadth of 1860s characters including Chinese and European immigrants. Although the story is fictitious, the book relates to the History Stage 3 topic: _The Australian colonies_. Students could compose their own historical text in comic style using an app such as _Comic life_. G. Braiding

USER LEVEL: Stage 2 Stage 3
KLA: AC; HSIE
SYLLABUS: History K–10
SCIS 1619639   Paper $19.95

The Nelly gang trailer by Stephen Axelsen (YouTube videos need a teacher's log in)

King Pig

BLAND, Nick
Scholastic Australia, NSW, 2013
ISBN 9781742834955

There is so much that _King Pig_ offers to the reader. On the surface it is a fine example of visual literacy, where the illustrations provide humorous insight to the text. On the first page, King Pig wonders why he isn't universally adored, with the illustrations quite clearly showing that he enforces his view of ruler and subjects. Beyond this, however, emanating from the pages are springboards for discussions around friendships and how to make and keep them, about simple misunderstandings and perceptions, about leaders and leadership styles, and empathy. Coming to understand the error of his ways, King Pig makes an effort to remedy the situation with a moderately successful result, which might further promote the concept of persistence and interpersonal relationships in general. S. Morton

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English; PDHPE
SYLLABUS: English K–10; PDHPE K–6
SCIS 1609573 $24.95

Eerie [series]

CAREY, S
Penguin Books Australia, 2013 (Puffin)

The challenge is proclaimed, _Goosebumps_ are for chickens! Delving into contemporary computer gaming and collectibles cultures, and encounters with zombies, _Eerie_ endings are perhaps more ambiguous and sinister than those of its competitors. Stark, eye catching, line illustrations are by Christopher Nielsen. Upcoming adventures are previewed on the trailer. For the completists, the back covers of the 13 slim, fast-paced volumes are jigsaw pieces, which can be arranged to reveal a secret image. A gripping bonus story, _Monster me_ by Bob Lea, about a boy who seemingly transforms into a _were-creature_, is serialised across the series. I. McLean

USER LEVEL: Stage 2 Stage 3 Paper $9.99 each
Reviewed titles in this series:
Game over   SCIS 1596384
Hunter and collector   SCIS 1596162
Thriller   SCIS 1612314

Eerie series TVC by PenguinKidsTVC (YouTube videos need a teacher log in)

Little and Lo in the city

CHIM, Wai

University of Queensland Press, 2013 (Chook chook)

ISBN 9780702249754

Second in the *Chook chook* series, Mei is forced to accept her mother's second marriage and learn to share a home as a blended family with her two pet chickens, Little and Lo. This charming narrative weaves a blend of traditional Chinese rural life, contemporary city life and changing family structures. After running away from home, her rather innocent chickens cause much mischief as Mei befriends Cap, an orphan boy living alone in the city. Through their adventures and friendship, the reader is exposed to written Chinese symbols,

traditional greetings, Asian cultural practices and the art of caring. The final chapter in the book outlines some mathematical strategies for tic-tac-toe tricks. The author's website links to her speech on *Exploring the role of children's books in Asia literacy at the Asia Education Foundation* (AEF) conference, Asia literacy in the Australian curriculum. Following the conference, Wai was inspired to collate her own list of *Asia literacy resources*. These authentic texts are valuable school resources *English K–10*. L. Williams

USER LEVEL: Stage 2
KLA: English
SYLLABUS: English K–10
SCIS 1619217 Paper $14.95

Asia literacy in the Australian Curriculum: children's' literature by Wai Chim

Tiger thief

CLARKE, Michaela

Nosy Crow, UK, 2013

ISBN 9780857631374

As a first novel, inspired by Indian culture, this fantasy ticks the boxes for fast-paced adventure. From a circus family, Sharat and his white tiger Emira are pivotal to the prophecy of returning harmony to the City of Jewels from the evil stronghold of Rookh and the sorceress Mohini. The value of integrity over greed is evident throughout the plot. With roots deeply bound in Indian mythology, they encounter the gods of Krishna, Shiva and Kali and spirit jinnis, sadhus, ghuls and demons. While the narrative provides minimal character intrigue and few inferences, much can be drawn from the concept of imagery towards developing an understanding of social and cultural aspects of Asia. This resource supports the *English K–10 syllabus* cross curriculum capability, *Asia and Australia's engagement with Asia*. With the suspense of hidden identities revealed, intrigue, and an unresolved conclusion, it is likely Sharat and his friend Aya will appear in further adventures. L. Williams

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K–10
SCIS 1618629 Paper $15.99

Michaela Clarke discusses Tiger thief by Nosy Crow (YouTube video needs a teacher's log in)

New Guinea moon

CONSTABLE, Kate

Allen & Unwin, NSW, 2013

ISBN 9781743315033

It is 1974 and sixteen-year-old Julie McGinty's holiday in New Guinea is the result of a torrid argument with her mother. There has been little contact with her father, Tony, a pilot in the Highlands of New Guinea and Julie relishes the opportunity to escape her mother's strongly held beliefs in feminism and social justice. What Julie doesn't expect is that she will use these same beliefs in gaining a greater understanding of the Independence movement of New Guinea. The underlying racism to the

indigenous population and their cultural heritage, the role of women, indigenous and ex-pat and the role and influence of missionaries are all explored sensitively through Julie's inquisitive eyes. On a more personal level, we see Julie mature as the story progresses as she analyses both Ryan and Simon who are competing for her affections. The novel takes Julie on a journey of discovery, from an aimless teenager to one with a purpose and place to be – New Guinea. This novel supports the general capability of intercultural understanding in the Australian Curriculum. S. Morton

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: AC; English; History
SYLLABUS: English K–10; History K–10

SCIS 1594289 $16.99

Horrendo's curse

FIENBERG, Anna & SIMARD, Remy, adapted by Alison Kooistra
Allen & Unwin, NSW, 2013
ISBN 9781743315262

A much loved humorous tale about high-seas adventure and extremely rude pirates is now available in graphic novel format. Living in a village that is annually plundered by pirates,
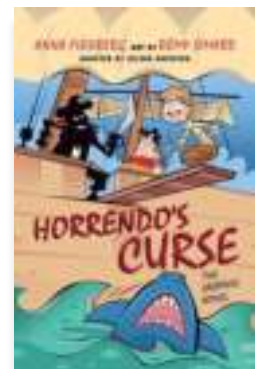
who abduct 12 year old boys to work as their slaves, Horrendo is ill-equipped for the experience. Unlike the other boys, who have been taught to be aggressive and abusive, Horrendo has been cursed since birth to be excessively polite and respectful. The zany comedy created by these conflicting perspectives is skilfully represented in the visual and verbal adaptation. Bright, colourful, irregular sized panels create the rollicking paced action while the verbal track delivers a range of dialogue including highly inventive rude remarks, and an array of onomatopoeic utterances and sounds. Communicating a wealth of information through an accomplished array of facial expressions, this exciting multimodal narrative is a worthy choice for exploring visual literacy codes with young readers. C. Sly

USER LEVEL: Stage 2 Stage 3
KLA: AC; English
SYLLABUS: English K–10
SCIS 1623265   Paper $14.99

The 39-storey treehouse

GRIFFITHS, Andy & DENTON, Terry
Pan Macmillan Australia, 2013

ISBN 9781742612379

Andy and Terry have achieved much since their supposedly hastily-written manuscript for *The 13-storey treehouse*. This book was created in a weekend, spun-off into a further 13-storey sequel, and is now a 39-storey trilogy with a chunky 346 pages of wacky, often manic, situations. With imagination on overload, there are laugh-out-loud moments. A zombie postman, a volcano that toasts marshmallows, an eventful lunar trip with dot-to-dot rockets, and amazing, labelled inventions, such the *spooncil* (for simultaneous drawing and eating), are some of the inclusions. The *once-upon-a-time machine* creates entire books, including this one. Griffith's website complements the book and provides a link to his other videos. The concluding page promises *The 52-storey treehouse* in 2014. I. McLean

USER LEVEL: Stage 2 Stage 3
SCIS 1622678   Paper $12.99

The 39-storey treehouse by AndyGriffithsBooks (YouTube videos need a teacher's log in)
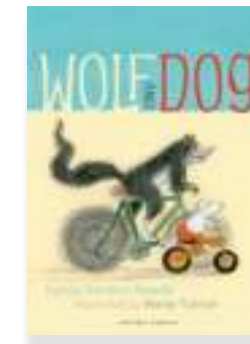
Wolf and dog

HEEDE, Sylvia Vanden & TOLMAN, Marije
Translated by Bill Nagelkerke
Gecko, NZ, 2013
ISBN 9781877579387

Originally published in Dutch, this English translation shows much care as there is no sign of the rhyme being forced. The page design is aimed at the newly independent reader. The text stimulates the experience of language with puns, palindromes, rhyme and humour throughout the nine loosely connected chapters. Dog and wolf are cousins - one tame, one wild; one literate, one not. Their numerous differences form the basis of the verbal sparring where rhyme plays a most important role. Each character takes advantage of the vulnerability of the other with Wolf playing upon Dog's fear and responsibility as Boss' protector and Dog playing upon Wolf's inability to read. Neither comes to harm and both remain friends. Teaching notes are available. S. Morton

USER LEVEL: Stage 1 Stage 2
KLA: AC; English
SYLLABUS: English K–10
SCIS 1597090   Paper $19.99

The red poppy

HILL, David & COLSTON, Fifi

Scholastic New Zealand, 2012

ISBN 9781775430704

The iconic red poppy is the focus of this story set in the trenches of World War I. The sepia coloured illustrations, created in chalk pastel and oil paint, reflect the mud of the battlefront. Jim, a young Aussie soldier, is injured and takes cover in a shell hole, with a German soldier. Here he discovers the enemy is not *Fritz,* but has a name, Karl, a family and a dog. This book could be used as a discussion starter about the nature of trench warfare and the roles of rescue parties It could also be used as a springboard for further research into symbols of war and remembrance for students completing the Stage 5 *Depth Study 3: Australians at war.* Teachers could incorporate this text into the Stage 3 topic *Australia as a nation.* The accompanying CD offers a sentimental rendition of the *Little red poppy* song by Rob Kennedy. B. Hull

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
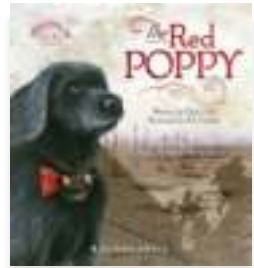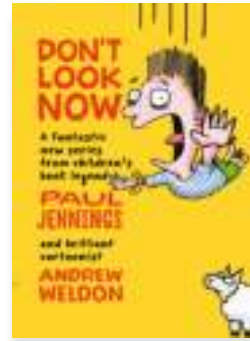
KLA: AC; English; HSIE

SYLLABUS: English K–10; History K–10

SCIS 1595698   Paper $21.00

Don't look now [series]

JENNINGS, Paul & WELDON, Andrew

Allen & Unwin, NSW, 2013

The format of these compact books by Paul Jennings and cartoonist, Andrew Weldon, is redolent of the hybrid style: part novel, part graphic novel and part picture book. Telling the story of Ricky, a self-deprecating boy who yearns to fly, the pictures carry the storyline over several pages. Minimalist text and a generous swathe of white paper on most pages hook readers who prefer less complex language and shorter chapters. Humour and realism with a dash of pathos is a proven formula for this readership. Fans of Paul Jennings' work will not be disappointed by the structure and zany storylines of the books in this new series. S. Rasaiah

USER LEVEL: Stage 2 Stage 3
                Paper $12.99 each

Reviewed titles in this series:

Don't look now. Book one
SCIS 1621480

Don't look now. Book two
SCIS 1622958

Don't look now. Book three
SCIS 1629162

Don't look now. Book four
SCIS 1629164

Paul Jennings discusses Don't look now - what's so different about it by Allen & Unwin (YouTube videos need a teacher's log in)

Mudpoo and the fungus mystery

KLEIN, Peter & DE MONTIGNIE, Leon

JoJo Publishing, Vic, 2013

ISBN 9780987410498

The third Mudpoo adventure commences with an illustrated dramatis personae. Young Mudpoo, his pet dog, Harry, and Gus the Kombi, live with Captain Pete on a small, overgrown farm in Bethanga, Victoria. An impressive, but unsuccessful, rabbit trap is invented, but they are soon distracted by the arrival of four inept pirates-turned-flower-sellers, who are searching for Fungus McPhee's legendary gold mine. Pete's alternate plans to eliminate his rabbit plague become amusingly entwined with the pirates' quest, thanks to some fungus-encrusted, old boots. De Montignie's ink sketches complement the jovial, informative style of the narrative of this longer picture book. Readers are encouraged to send Mudpoo a message online or investigate the website's related recipes, puzzles, maps and more. I. McLean

USER LEVEL: Stage 2 Stage 3
SCIS 1619006 $24.99

Book Uncle and me

KRISHNASWAMI, Uma Scholastic, NSW, 2013

ISBN 9781742836720

Set in India, this delightful story tells of nine year old Yasmin who has vowed to read a book a day for the rest of her life. Her source of perfect reading material is a free lending library on a street corner in the city. Book Uncle runs the library for the love of books and reading but is almost defeated by the bureaucracy. Showing the tenacity of a committed book lover, Yasmin enlists the help of her family and friends to overturn the edict made during an election campaign for Mayor. Readers of this accessible book are able to envisage the setting, sights and sounds of the sub-continent as all

are illustrated with humour and realism in the sketches and the text. S. Rasaiah

USER LEVEL: Stage 2 Stage 3

SCIS 1624758   Paper $12.99

The little fairy sister

OUTHWAITE, Ida Rentoul & OUTHWAITE, Grenbry

National Library of Australia, 2013

ISBN 9780642277725

First published in 1923, this reprint from the Marcie Muir collection at the National Library introduces today's readers to an ethereal world of fairies in the Land of the Wee People. Reminiscent of *Alice in Wonderland*, Bridget drifts off to sleep under a shady tree as Mother tells her the story of her twin sister, Nancy, who went to live with the fairies. As Bridget sleeps, she visits the Country of the Fairies, has adventures with the animals and has mysteriously disappeared from her hammock when Nurse comes to fetch her. The Enid Blyton overtones will not be missed by students who revel in this genre. Enchantingly illustrated, the delicate fairy images have been described as … *an indelible part of Australia's pictorial history*. S. Rasaiah

USER LEVEL: Stage 2 Stage 3

SCIS 1609436 $29.99

Ida Rentoul Outhwaite ~ Fairies, elves, witches, mermen, and koalas by silverbirch4444art

Mysterious traveller

PEET, Mal, GRAHAM, Elspeth & LYNCH, P J.

Walker, UK, 2013

ISBN 9781406337075

Issa, an acclaimed African guide, knew the desert like no other. It was his instincts that lead him to discover a tiny baby girl hidden in a cleft in the rock wall guarded by Jin-Jin, a loyal camel. Old Issa named this child Mariama, raised her and taught her how to read the desert landscape. When Issa's eyesight failed, Mariama became his eyes. The second in a trilogy, this picture book is illustrated with images as lifelike as the language that describes the protagonists. The spectacular double page view of the landscape is breathtaking and takes the reader by surprise as the colours are a departure

from the sandy hue of the desert. Throughout this story are references to and descriptions of colour which allow the reader to visualise the scenery. The composers' use of rich language makes this illustrated story a valuable resource for English. S. Rasaiah

USER LEVEL: Stage 2 Stage 3

SCIS 1598501 $29.95

Avengers: assemble!

RUDNICK, Elizabeth

Scholastic NSW, 2012 (Marvel)

ISBN 9781742832661

Four loosely interrelated tales, *Meet Captain America, Hulk verses the world, Thor the Mighty and Iron Man is born*, make up this omnibus, and focus upon some of Marvel's most popular superheroes. Engaging adaptions of introductory episodes of the animated series, *The Avengers: Earth's mightiest heroes!*, itself a spin-off of recent blockbuster motion pictures, the plots are developed from Stan Lee and Jack Kirby's classic comics. Incorporated are recent elements from the movies, such as Nick Fury, director of S.H.I.E.L.D., hinting that bigger adventures are looming for the team. Glossy, vibrantly coloured stills, a variety of font styles, colours and sizes and

huge arrows streaking through the book, create an illusion of movement in this fast-paced comic. McLean

USER LEVEL: Stage 2 Stage 3

SCIS 1559134   Paper $12.99

Avengers: Earth's mightiest heroes trailer by Marvel Entertainment (YouTube videos need a teacher's log in)

The sleepwalkers

SCHWARZ, Viviane

Walker, UK, 2013

ISBN 9781406323597

By writing a letter to the Sleepwalkers, nervous dreamers hope to stave off nightmares. The Sleepwalkers, superhero sheep in this startling graphic novel, are aging and need to train three new recruits to take over the business of eradicating scary dreams. The layout of the panels in this book is as chaotic as the dreams they portray. Frames

sometimes turn sideways to accentuate falling and flying action scenes and full page dream sequences are vividly and imaginatively illustrated. Poignant moments are interspersed with graphic images and could confuse readers unused to interpreting the meaning of graphic novels. Students may enjoy the light-hearted inclusions such as *How to make a sock monkey.* S. Rasaiah

USER LEVEL: Stage 3 Stage 4
SCIS 1598701   Paper $16.95

The deep: here be dragons

TAYLOR, Tom & BROUWER, James
Gestalt, WA, 2011
ISBN 9780980782349
This first book in a graphic novel series is about deep sea exploration. It is a thrilling adventure tale that introduces the Nekton family, a team of aquanauts, who study the ocean depths in their technologically advanced submarine, the *Aronnax.* In this episode, a sea monster has been sighted off the coast of Greenland and the Nekton's go to investigate. Bright, glossy, coloured illustrations are instantly captivating and lead a reader into a tale of action and high tension, punctuated by moments of sibling rivalry and situational humour. The

Pixar style characters, with exaggerated facial expressions that convey much of the action, have iconic currency for contemporary readers. Along with succinct dialogue balloons and visual representations of onomatopoeic language, the visual presentation provides a valuable model for developing visual literacy. C. Sly

USER LEVEL: Stage 2 Stage 3
KLA: AC; English
SYLLABUS: English K–10
SCIS 1530226   Paper $19.95

Following Grandfather

WELLS, Rosemary & DENISE, Christopher
Candlewick, USA, 2012
ISBN 9780763650698
The voice of Jenny, a young mouse, narrates her grandfather's life in this slim first novel. Jenny adores her grandfather, a gentlemanly mouse, who teaches Jenny valuable life lessons in the parallel world of mice living beneath Boston. The first three chapters are slow moving and conclude with Grandfather telling Jenny about a rare queen's teacup shell on the beach. The fourth chapter jolts this gentility when Grandfather suddenly dies. A grieving Jenny cannot

accept that her beloved grandpa has gone forever and imagines that she sees him everywhere. Following these sightings almost kills the little mouse. Ending somewhat abruptly, this story resolves Jenny's heartbreak and may console students who have experienced loss. Dreamlike illustrations using light and shadow reveal Jenny's nostalgic reflections. S. Rasaiah

USER LEVEL: Stage 2
SCIS 1585033 $19.95

Meet Rosemary Wells by OpenRoadMediaVideos

fiction for older readers

Resources are arranged alphabetically by author. See also [eresources](#).

Soldier dog

ANGUS, Sam
Macmillan Children's Books, UK, 2012
ISBN 9781447220053
Based on a true story of a boy soldier who becomes a messenger dog-handler during World War I, this captivating narrative may mesmerise readers. Stanley's dog, Rocket, has puppies that Stanley cares for and raises. As Stanley believes his father has drowned Soldier, his special pup and the runt of the litter, he rebels and enlists in the army. Simple yet sophisticated written text depict the harshness of military training, the realities, chaos, terror and confusion of war, and Stanley's responsibilities with the dogs as messengers and Medical

Corp triage. Intertwined plots of family, friendship, heroism, courage, loyalty and bravery are portrayed against the backdrop of brutal trench warfare. This thought provoking and inspirational novel is also heartbreaking. The novel may be useful as a complementary text when studying the HSC core study, *World War I 1914-1918*, to instigate discussion on experiences in war.
A. Frost

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS 1583066   Paper $14.99

Historical fiction booktalks by Sno Isle (YouTube videos need a teacher's log in)

The true blue scouts of Sugar Man Swamp

APPELT, Kathi
Atheneum Books for Young Readers, USA, 2013
ISBN 9781442421059

Sublime artistry in writing is evident in this novel through characterisation, cohesion, humour, language forms and features and imaginative storyline. Reading this book is a delight and will be one to savour as students learn about engaging personally with texts. Explanation may be needed as the composer uses southern American vernacular and references animals, birds and reptiles that inhabit swamps and bayous. This is an opportunity to explore how figurative language is used in imaginative texts to create interest for the reader. This story of two racoons, official scouts ordained to protect the Sugar Man Swamp, morphs into a tale of ecological vandalism, family ties and family history and a yeti-like creature who lords over the wetland with his trusty rattlesnake, Gertrude. Unconventional yet eminently believable, this text demonstrates quality in the craft of composing literature.
S. Rasaiah

USER LEVEL: Stage 3 Stage 4
SCIS 1622871 $19.99

The true blue scouts of Sugar Man Swamp - Book trailer by Laurel Kathleen (YouTube video needs a teacher's log in)

Doll bones

BLACK, Holly
Doubleday, UK, 2013
ISBN 9780857532671

Zach, Poppy and Alice are three school friends all dealing with difficult family backgrounds. Their love of a continuous, creative game involving action figure toys ruled by a porcelain doll called The Queen has kept them together for years. Zach's father decides that he needs to grow up and throws out all of his toys. Zach responds by ceasing to play the game and ending the friendship with the two girls, too angry and embarrassed to tell them the truth. The Queen has allegedly been haunting Poppy, claiming that she is made from the ground-up bones of a murdered girl and cannot rest until she is properly buried. The girls convince

Zach to accompany them on a quest to find the cemetery and bury the doll. What follows is an at times creepy adventure focusing on the importance of storytelling and creativity, combined with the themes of the end of childhood and the changes that adolescence brings to the individual and relationships. H. Myers

USER LEVEL: Stage 3 Stage 4
SCIS 1609757 $27.95

Tiger thief

CLARKE, Michaela
Nosy Crow, UK, 2013
ISBN 9780857631374

As a first novel, inspired by Indian culture, this fantasy ticks the boxes for fast-paced adventure. From a circus family, Sharat and his white tiger Emira are pivotal to the prophecy of returning harmony to the City of Jewels from the evil stronghold of Rookh and the sorceress Mohini. The value of integrity over greed is evident throughout the plot. With roots deeply bound in Indian mythology, they encounter the gods of Krishna, Shiva and Kali and spirit jinnis, sadhus, ghuls and demons. While the narrative provides minimal character intrigue and few inferences, much can be drawn from the concept of imagery towards developing

an understanding of social and cultural aspects of Asia. This resource supports the *English K–10 syllabus* cross curriculum capability, *Asia and Australia's engagement with Asia*. With the suspense of hidden identities revealed, intrigue, and an unresolved conclusion, it is likely Sharat and his friend Aya will appear in further adventures. L. Williams

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K–10
SCIS 1618629   Paper $15.99

Michaela Clarke discusses Tiger thief by Nosy Crow (YouTube video needs a teacher's log in)

New Guinea moon

CONSTABLE, Kate
Allen & Unwin, NSW, 2013
ISBN 9781743315033
It is 1974 and sixteen-year-old Julie McGinty's holiday in New Guinea is the result of a torrid argument with her mother. There has been little contact with her father, Tony, a pilot in the Highlands of New Guinea and Julie relishes the opportunity to escape her mother's strongly held beliefs in feminism and social justice. What Julie doesn't expect is that she will use these same beliefs in gaining a greater understanding of the Independence movement of New Guinea. The underlying racism to the indigenous population and their cultural heritage, the role of women, indigenous and ex-pat and the role and influence of missionaries are all explored sensitively through Julie's inquisitive eyes. On a more personal level, we see Julie mature as the story progresses as she analyses both Ryan and Simon who are competing for her affections. The novel takes Julie on a journey of discovery, from an aimless teenager to one with a purpose and place to be – New Guinea. This novel supports the general capability of intercultural understanding in the Australian Curriculum. S. Morton

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: AC; English; History
SYLLABUS: English K–10; History K–10

SCIS 1594289 $16.99

Torn

CONSTANT, Andrew
Gestalt, WA, 2011
ISBN 9780980782370
This confronting graphic novel is rated for mature readers but is likely to appeal only to a very limited readership, even within the circuit of comics aficionados. Apart from the author of the script for this book, its production involves a team of artists and a letterer. Whether the collaborative nature of the project or the original plotting of the story proved problematic is unclear, but the result is a visually highly active graphic narrative that is often difficult to comprehend. The plotline involves a subversion of werewolf tales with the protagonist being a wolf infected by a human bite and forced to dwell on the margins of a horrific human world. Black and white artwork depicts a grim suburbia. This twilight zone hosts page after page of brutal action and coarse language, and would require careful consideration if contemplating this resource for school use. C. Sly

USER LEVEL: Community Professional
SCIS 1624747   Paper $19.95

Eleven eleven

DOWSWELL, Paul
Bloomsbury, UK, 2012
ISBN 9781408826232
Built around the ending of WW1 and the armistice at 11am, the novel explores the personal response of the three main characters, not only to the event, but to their more immediate wartime situations in which they find themselves. While the characters represent different nationalities, they all embody the loss of youthful innocence, a fear of dying and a strong will to survive. This focus on circumstances and reactions removes the common approach of good and evil and replaces it with a more universal thematic interpretation of right and wrong and respect for your adversary. The changing perspectives offered by each combatant combined with a compelling storyline will capture and hold the reader's attention right up to its conclusion. It has enormous potential as a classroom text and as supplementary material as an example of people's response to war. B. Kervin

USER LEVEL: Stage 4 Stage 5
KLA: AC; English; HSIE
SYLLABUS: English K – 10; History K–10

SCIS 1582499   Paper $15.99

The silver dream

GAIMAN, Neil

Harper Collins Children's, UK, 2013

ISBN 9780007523474

A sequel to *InterWorld*, *The silver dream* continues the story of Joey Harker, a 16 year-old who is able to travel between parallel dimensions. He and his fellow *InterWorld* freedom fighters, other Joeys from different Earths in parallel universes but each with a unique characteristic, are on a mission to maintain peace between the rival powers of science (Binary) and magic (Hex) who seek to control all worlds. Joey is trying to find his place within the *InterWorld* organisation, as he is implicated in the deaths of two team members. When he meets the mysterious Acacia (don't call me Casey) Jones, Joey believes he may have found an ally. Danger, battles, journeys between worlds, treachery and twists and turns in the plot all serve to make this an action packed novel in its own right. Reading the first novel will help in understanding the intricacies of *InterWorld* but fans of science fiction and fantasy should have no problem with the concepts. The cliff-hanger ending will leave readers eagerly anticipating the next instalment. H. Myers

USER LEVEL: Stage 4 Stage 5

SCIS 1610162   Paper $16.99

Neil Gaiman reveals The silver dream - the sequel to *InterWorld* (YouTube videos need a teacher's log in)
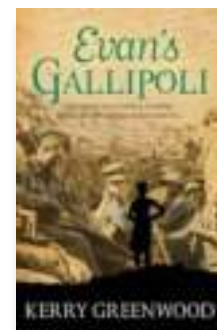
Evan's Gallipoli: a gripping story of unlikely friendship and an incredible journey behind enemy lines

GREENWOOD, Kerry

Allen & Unwin, NSW, 2013

ISBN 9781743311356

This is a story of 14 year old Evan who, along with his father, experiences the horrors of Gallipoli. They are on a mission to help bring comfort to the men in the trenches, but find themselves as prisoners of the enemy. This story, told as diary entries written by Evan, explores their shared adventures as they attempt to get back to Australia. It weaves a vivid story of the friends they make along the way and the people who are willing to help and protect them. There are secrets and mysteries surrounding them everywhere they go. This is an adventure story which tells of the strength of a young man who is looking after his ailing father as they weave through the many facets of war. The twist in the final stages of the story reveals Evan's secret. A. Ellis

USER LEVEL: Stage 4 Stage 5
KLA: AC; English; HSIE
SYLLABUS: English K–10; History 7–10

SCIS 1597886   Paper $13.99

Song of the slums

HARLAND, Richard

Allen & Unwin, NSW, 2013

ISBN 9781743310052

Set in London at the end of World War I this steampunk narrative investigates the influence of music, the plight of slum children, and the concept of belonging within societies. Noble 17 year old Astor Vance moves to London for her engagement to the wealthy merchant Lorrain Swale. Cut off from her family and forced to be the governess of the horrid Swale children she becomes friendly with Verrol. They escape to the slums of the city where they seek to become part of the Gangs to protect them from the Swales. Readers may embrace the formation of Granny Rouse's band, *The Rowdies*, as they learn about the music and musical instruments of the era. *The Rowdies* build a fan base and become popular with the Swales who want to use them to build their wealth. This ultimately fails. Astor's naïveté is sometimes exasperating, but she grows in character and her relationships with Verrol, Mave and the other band members examine the importance of friendship. The impact of heavy industrialisation, war, and soldiers returning from battlefield and reintegrating into society is also explored. A. Frost

USER LEVEL: Stage 5 Stage 6
SCIS 1605272   Paper $17.99

Song of the slums by Richard Harland –book trailer (YouTube video needs a teacher's log in)

Chinese whispers

HARRIS, Christine
Omnibus, Scholastic, SA,
2013 (Raven Lucas)
ISBN 9781862919297
The third novel in the *Raven Lucas* series sees the 14 year-old protagonist still searching for her father who has disappeared, a suspect in a murder enquiry. The journey takes Raven, two friends and a chaperone to Malaysia to stand in for her father at the opening of a new resort. Raven has to learn who to trust and she must also come to terms with the possibility that her father may have been involved in criminal activities and may not even be alive. Exotic locations, tales of ancient artefacts, murder and Raven's sheer determination all make for a novel that is hard to put down. The short sentences add to the sense of urgency of Raven's quest. Her friend Jessica's quirky use of English injects humour into otherwise serious situations. *Chinese whispers* can stand alone as a novel, but reading the first two instalments will give a deeper understanding of the characters and of Raven's situation. *Teachers' notes* are available on the publisher's website.
H. Myers

USER LEVEL: Stage 3 Stage 4
SCIS 1593262   Paper $14.99

Julius & the watchmaker

HEHIR, Tim
Text, Vic, 2013
ISBN 9781922079732
Set in Victorian London, this tale of time slips, vortexes and alternate parallel worlds, complete with historical allusions, magical timepieces and a rare diary and will not fail to hold the interest of those who love sci-fi adventure novels. Julius Caesar Higgins is the target of a gang of school bullies. The mysterious clock collector, Jack Springheel, stands up to the bullies on Julius' behalf and after delivering books from his grandfather's second-hand bookshop to Springheel's residence, Julius wants to learn his secret to having power over others. From here, Julius becomes enmeshed in a world of time travel and time engineering. He meets members of the Guild of Watchmakers, the protectors of the true timeline, preventing it from manipulation by criminals like Springheel. Themes of greed, control and survival are interwoven with references to Byron and Shelley and visits to Tibet and the Great Exhibition of 1851. *Teachers' notes* can be found at the publisher's website.
H. Myers

USER LEVEL: Stage 4 Stage 5
SCIS 1608414   Paper $19.99

Deadlands

HERNE, Lily
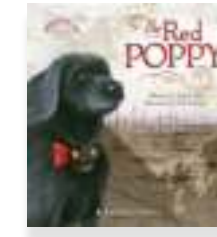Much-in-Little, UK, 2013
ISBN 9781472100900
It has been 10 years since Cape Town was destroyed in the War. Zombies inhabit the suburbs, now known as the Deadlands. The living survive in fenced-in urban slums, Enclaves, or farms, Agriculturals. They are watched over by the Guardians, sinister robed human-like creatures who stage an annual Lottery to select five teenagers. It is an honour to be chosen, but what happens to them? Lele de la Fontein is chosen but she escapes, taking her chances in the Deadlands. She is accepted into the Mall Rats, an underground group of teenagers who uncover a web of corruption and lies within the administration, many of whom survived the War, and why the Guardians need teenagers. The characters are not as developed as those in the *Hunger games* series and the use of spoiler alerts like *I couldn't have been more wrong* may be annoying to some readers. The first person narrative and an intriguing plot make for compelling reading.
H. Myers

USER LEVEL: Stage 4 Stage 5 Stage 6
SCIS 1619735   Paper $16.99

The red poppy

HILL, David & COLSTON, Fifi
Scholastic New Zealand, 2012
ISBN 9781775430704
The iconic red poppy is the focus of this story set in the trenches of World War I. The sepia coloured illustrations, created in chalk pastel and oil paint, reflect the mud of the battlefront. Jim, a young Aussie soldier is injured and takes cover in a shell hole, with a German soldier. Here he discovers the enemy is not *Fritz*, but has a name, Karl, a family and a dog. This book could be used as a discussion starter about the nature of trench warfare and the roles of rescue parties It could also be used as a springboard for further research into symbols of war and remembrance for students completing the Stage 5 *Depth Study 3: Australians at war*. Teachers could incorporate this text into the Stage 3 topic *Australia as a nation*. The accompanying CD offers a sentimental rendition of the *Little red poppy* song by Rob Kennedy. B. Hull

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: AC; English; HSIE
SYLLABUS: English K–10; History K–10
SCIS 1595698   Paper $21.00

By any other name

JARRATT, Laura

Hardie Grant Egmont, Vic, 2013

ISBN 9781742970240

How often have you wished that you could change your identity, start again, block out an unpleasant experience in your past? Fifteen year-old Holly Latham and her family have been put into a witness protection program, forcing them to change their names, leave their comfortable home and forget past lives and friends. While trying to fit in at her new school, Holly undergoes a soul-searching journey of self-discovery, learning that it is hard to pretend to be someone else when you don't understand who you really are. She begins to understand that people, including herself, are not always what they seem and that family is the one constant in her life. Flashbacks to Holly's past are interspersed within the present-tense narrative, building up an understanding of why she is in her current situation and how one wrong decision can put the family in danger. This fast-paced novel shows how Holly's character develops in attitude and maturity in her search for identity, friendship and love. H. Myers

USER LEVEL: Stage 4 Stage 5

SCIS 1622543   Paper $16.95

A very peculiar plague

JINKS, Catherine

Allen & Unwin, NSW, 2013

(City of orphans)

ISBN 9781743313053

Eleven year old Jem has been deceived by his callous former boss and is keen for revenge. He has stopped picking pockets and wants to work with the famous bogler, Alfred Bunce, who once hunted the sewer dwelling monsters that eat children in London. Alfred has moved to the Strand, living in anonymity and working as a flypaper. He is drawn back into bogling with Jem and Alfred's former apprentice, Birdie, when children begin to go missing at a carnival in Whitechapel. The bogles have evolved into more brutal and ghastly creatures. In their quest they uncover that people can be more sinister than the bogles as they learn that Sarah and her daughter have been baby farming. The grim atmosphere is reinforced through a few dark illustrations. A glossary facilitates understanding of 19th Century English. This imaginative, historically accurate narrative told with intrigue and suspense may engage students interested in the supernatural. The first book in this trilogy was published in the USA under the title, *How to catch a bogle*. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6

SCIS 1615885   Paper $14.99

A wrinkle in time: the graphic novel

/adapted and illustrated by Hope Larson

Farrar Straus Giroux, USA, 2012

ISBN 9780374386153

Fifty years after its original publication, this time travelling classic tale has been adapted to graphic novel format. An exciting story of Meg Murry, her unusual young brother and unexpected friend, tessering across the universe to find her lost father, it is suffused with page turning tension. The monochromatic, irregular, juxtaposed panels of the graphic format offer a new mode of reading that uniquely captures the natural and supernatural characters and the strange worlds beyond the Earth. It weaves a myriad of thought provoking intertextual links to Science, literature and History into a story about love, friendship, self knowledge, good versus evil, and courage. Some very clever, creative visual images depict such inexplicable notions as the fourth and fifth dimensions. This is a most engaging representation of a popular classic novel. C. Sly

USER LEVEL: Stage 3 Stage 4

KLA: AC; English

SYLLABUS: English K–10

SCIS 1594185 $29.99

A wrinkle in time book trailer by truthbeautybombs (YouTube videos need teacher's log in)

Every breath

MARNEY, Ellie

Allen & Unwin, NSW, 2013

ISBN 9781743316429

Having relocated from the family farm to Melbourne with her family after financial troubles, Rachel Watts feels isolated and disconnected from her surroundings. Her new neighbour, James Mycroft, is troubled and eccentric having moved from London to Melbourne to live with his aunt. Both 17 year olds are geniuses and, after stumbling upon a murder, set about solving the crime. Intertwined

references to Sherlock Holmes and basic forensic information add depth to the murder mystery plot. The conflict between Rachel, James and their family, and the development of their relationship is often more intriguing than the criminal investigation. This may instigate a discussion on adolescent social relationships and belonging. Readers need to be aware that this novel contains coarse language and references to alcohol abuse and smoking. A. Frost

USER LEVEL:　　Stage 6
SCIS 1623011　　Paper $14.99

A ring through time

PULMAN, Felicity
HarperCollins, NSW, 2013
ISBN 9780732294885
Allie is more than happy to move with her family to Norfolk Island, having just broken up with her boyfriend. Her father's ancestor was commandant of the penal colony in the 1840s, a source of much pride to the family, so it is a great shock to discover that the current population do not share their fondness for him. It is while Allie attempts to dispel this perception to her classmates, that she encounters the apparition of a young woman and discovers the diary of Alice Bennett. The account Alice portrays

of life on the island and to the brutal treatment of convicts, in particular one Cormac O'Brien, absorbs Allie and she seeks help to source further verification. The century old impossible, doomed romance between Cormac and Alice, the consummation of which is briefly described, is somewhat paralleled in the attraction between Allie and her love interest, Noah. The author provides historical notes upon which the novel is based. This novel illustrates the concept of perspective and point of view, as well as highlighting aspects of historical research through interpretation and verification of primary and secondary sources. It may also support outcomes HT3-2 and HT4-6 of the Australian Curriculum. S. Morton

USER LEVEL:　　Stage 4 Stage 5
KLA:　　English; History
SYLLABUS:　　English K–10; History K–10
SCIS 1594295　　$19.95

Changing ways. Book 1

RANDALL, Justin
Gestalt, WA, 2010
ISBN 9780977562893
Exquisite photorealistic artwork drives this chilling horror story for mature readers. Within a

nightmarish dystopian setting David Barrot is holed up with his family in Grey Oaks, as he attempts to protect his pregnant wife and daughter from a supernatural force that is pursuing them. Although it is the work of a gifted Australian artist and writer, the story is set in a remote American township. The idiomatic language suits the context and the frequent use of course language indicates its pitch to mature readers. Randall utilises image, dark muted colouring, and irregular panel pacing to render a truly terrifying, yet mesmerizing tale. Its skilful artwork engenders a disturbing tension as it shifts from depictions the ordinary to those of supernatural horror. A graphic narrative in more ways than one, it may be of interest to adult readers who are intrigued by this genre. The overuse of coarse language, although contextual, would require careful consideration if contemplating this resource for school use. C. Sly

USER LEVEL:　　Professional
SCIS 1476235　　Paper $29.95

Changing ways. Book 2

RANDALL, Justin
Gestalt, WA, 2012
ISBN 9781922023032

For mature readers, this graphic novel is set 10 years after the end of the first episode. Their mother is dead, their father has vanished and Jessie Barrot has been branded with an esoteric sign that affords her second sight. She is continuing to protect her young brother from the forces of evil that haunt them. Jessie has learned to be cautious, but she is forced to make a difficult decision to save her brother. As with the previous volume, the remarkable artwork belies the brutality of the verbal and visual narrative. Riddled with profanities and gory scenes, it is a book that both compels and repels. Focusing on a futuristic world suffering from environmental degradation, it is a masterful piece of work offering a uniquely rendered narrative for readers or scholars interested in dystopian storyworlds and supernatural horror. It would require careful consideration if contemplating this resource for school use. C. Sly

USER LEVEL:　　Professional
SCIS 1607519　　Paper $29.95

The bomber dog

RIX, Megan
Penguin Group, UK, 2013
(Puffin)
ISBN 9780141347899

Set during World War II in England and France, this book is written from the many perspectives of those involved, including foes and allies. Nathan is called to army training duty when, by chance, he meets Grey, a smart, loyal, gentle German Shepherd dog, and an enduring friendship is formed. After War Dog Training School, man and dog become paratroopers for the British army. They fight with the French Resistance and take on reconnaissance missions, ultimately fighting against the Germans on D-Day at the beaches of Normandy. As a book about the connection between soldiers and war dogs, it would suit interested and capable Stage 3 readers. Curriculum specific material is more suited to Stage 5 History with an afterword of historical facts about animals in war. L. Williams

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History K–10
SCIS 1626512   Paper $12.99

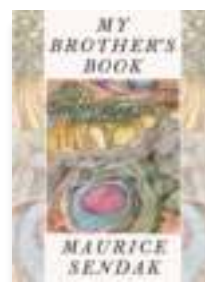### The sleepwalkers

SCHWARZ, Viviane
Walker, UK, 2013
ISBN 9781406323597

By writing a letter to the Sleepwalkers, nervous dreamers hope to stave off nightmares. The Sleepwalkers, superhero sheep in this startling graphic novel, are aging and need to train three new recruits to take over the business of eradicating scary dreams. The layout of the panels in this book is as chaotic as the dreams they portray. Frames sometimes turn sideways to accentuate falling and flying action scenes and full page dream sequences are vividly and imaginatively illustrated. Poignant moments are interspersed with graphic images and could confuse readers unused to interpreting the meaning of graphic novels. Students may enjoy the light-hearted inclusions such as *How to make a sock monkey*. S. Rasaiah

USER LEVEL: Stage 3 Stage 4
SCIS 1598701   Paper $16.95

My brother's book

SENDAK, Maurice
HarperCollins, USA, 2013
ISBN 9780007509164

Adult Sendak fans may approach this beguiling illustrated story with trepidation. This is the deceased author's final work and is a tear-jerking exploration of loss and redemption, reflecting Maurice's grief over the 1995 death of his brother, Jack. In the foreword by Stephen Greenblatt, it is explained that this lament is inspired by Shakespeare's *The winter's tale*, and illustrated in the manner of Fuseli and Blake. Guy enters the realm of Bohemia, which has elements from many beloved Sendak fantasy worlds, and encounters a giant polar bear at the entrance to the afterlife. They agree to a game of riddles so that Guy is not consumed *bite by bite*. This is Sendak's official, cathartic and poetic *exit, pursued by a bear.* I. McLean

USER LEVEL: Stage 4 Stage 5
                Professional
KLA: AC; English
SYLLABUS: English K–10
SCIS 1605218 $25.00

The heir

STRINGER, Lynne
Wombat, Qld, 2013
(Verindon)
ISBN 9781921632440

Transcending the romance and science fiction genres and told from a strong protagonist viewpoint, this narrative will intrigue students. As Sarah explores regular and fantastical situations of growing up she is attracted to Dan, who is dating her best friend Jillian. Sarah is stalked by the bully, Frank, and attempts to avoid being picked by the debating teacher at her prestigious private high school where all the other students are rich. Her father, a brilliant inventor with no business sense, is murdered. This changes Sarah's life overnight, and Dan is the person she turns to while grieving. There is an element to Dan that is mysterious. While trying to uncover the secrets and mysteries of the planet, Verindon, Sarah begins to believe that monsters are following her. This interwoven narrative of friendship and grief may instigate discussions on the concept of belonging. A. Frost

USER LEVEL: Stage 4 Stage 5
SCIS 1616297   Paper $16.95

The heir - *a novel by Lynne Stringer - book trailer 2* by Lynne Stringer (YouTube video needs a teacher's log in)
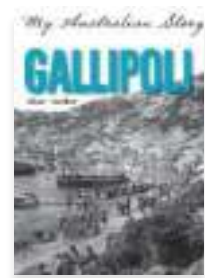
Gallipoli

TUCKER, Alan
Scholastic, NSW, 2013 (My Australian story)
ISBN 9781742836935

This is the story of Gallipoli as told by a 14 year old boy, Victor March, who convinces his parents to allow him to enlist in the Australian army in the early days of World War 1. A life of adventure or a life as an underground miner is the choice young Victor faces. Through his diary we meet his friends in arms as well as the enemy, Johnny Turk. Alan Tucker has delivered a story that vividly describes the horror and comradeship faced by the men who served on the Gallipoli peninsula. To round the story out we also catch glimpses of the home front through the letters written between Victor and his mother. There is a mirror image of hardship being faced by Victor as well as his old German friend Hans, who is placed in an internment camp on Torrens Island. Supporting Stage 5 Core study 3, _Australians at war_, this story makes for compelling reading. A. Ellis

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: AC; English; HSIE
SYLLABUS: English K–10; History 7–10
SCIS 1594239   Paper $16.99

The battle of Gallipoli. Rare film footage by WW1photos (YouTube video needs a teacher's log in)

The wishbird

WANG, Gabrielle
Penguin Group Australia, 2013 (Puffin)
ISBN 9780143307525

Connection to nature and the underlying themes of sorrow, acceptance, honesty and sustainability are surrounded by Chinese mythology and culture in this simple and lovely novel. At the heart of the plot lies the power of music, dreams and nature as Oriole, with the voice of a nightingale, and Boy, a ragged orphan, attempt to defeat the Barbarian army and save the City of Soulless. Prophecies of good triumphing evil are foretold after singing is forbidden by the King. The black and white _Zentangle_ inspired illustrations gorgeously complement key scenes such as Oriole flying on a tapestry of leaves and feathers. Reference to talking birds, Banyan trees, reincarnation, curses and magic subtly combine to create a captivating read-aloud fable for children while engaging them with Asian culture. This resource supports the _English K–10 syllabus_ cross curriculum capability, _Asia and Australia's engagement with Asia_. A reading and an interview with Gabrielle Wang are available on her website. L. Williams

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K–10
SCIS 1616690   Paper $14.99

Gabrielle Wang on writing by Sydney Writers' Centre interview (YouTube video needs a teacher's log in)

Portraits of Celina

WHITING, Sue
Walker Books, NSW, 2013
ISBN 9781922077479

Following the accidental death of her father, Bayley's family is not coping. Her mother is withdrawing from her role, older sister Amelia is escalating her rebellious behavior and her young brother Seth is feeling guilt about his role in the accident. Bayley is the one trying to keep things together for everyone. Mum decides a move to an old family home in the country will provide a way out of the despair enveloping the family. The home had been left unoccupied for forty years following the unsolved disappearance of Celina, her mother's cousin. Opening an old wooden chest in her room, Bayley discovers some of Celina's clothes, mementos and a presence, which increasingly invades Bayley's thoughts and dreams, slowly leading her to identify the villain in Celina's disappearance and her demand for revenge. The publisher has classroom ideas for this title on their website. S. Morton

USER LEVEL: Stage 4 Stage 5
SCIS 1598539 $16.95

Light Horse boy

WOLFER, Dianne
Fremantle Press, WA 2013
ISBN 9781922089137

The premise to utilise a range of historical events to create a

sense of story results in a very cluttered plot involving the men and animals of the light horse. The plot is not helped by a heavy reliance on text. Readers will have a sense of *déjà vu* as the storyline depicts universal themes of the adventure of war, the loved ones left behind, the shock and reality of battle, and the emotional legacy of the experience. However, the use of visual sources, including charcoal drawings, photographs and letters, provides some insight to the realities of the situation and would be a more worthwhile classroom point of reference. It could be used for the Stage 5 overview, *The making of the modern world*. Despite its focus on the Gallipoli and North African campaigns, its multi-faceted approach could be a distraction for some users. B. Kervin

USER LEVEL: Stage 5
KLA: AC; HSIE
SYLLABUS: History K–10
SCIS 1597274 $26.99

The sky so heavy
ZORN, Claire
UQP, Qld, 2013
ISBN 9780702249761
How strong are your survival instincts? How far could you be pushed? Could you abandon what you believe is

right in order to survive? Plunged into a nuclear winter because nuclear testing north of Australia went wrong, *The sky so heavy* follows the story of Fin, his young brother Max and two of Fin's classmates as they take stock of their world and devise a survival plan. With no power and dwindling food supplies, they leave their Lower Blue Mountains home to find Fin and Max's mother in Sydney, hoping she can help them. What unfolds is a frighteningly realistic scenario, where the decision has been made to abandon sections of the population to try and save some. Readers will not miss references to racism and Australia's current asylum seeker situation. The characters in the novel are finely drawn and develop as the story progresses. Values are questioned as they realise the gravity of their situation, but there is hope. Comparisons with John Marsden's *Tomorrow when the war began* series will be inevitable. H. Myers

USER LEVEL: Stage 4 Stage 5 Stage 6
SCIS 1616813   Paper $19.95

information, poetry and drama

Resources are in Dewey order.

Meet Mary MacKillop
MURPHY, Sally & MARTINEZ, Sonia
Random House Australia, 2013
ISBN 9781742757216 [271]
Australia's first saint, Mary MacKillop, made a significant contribution to educating children in remote areas. This visually rich picture book recounts her life in setting up her first school in South Australia in 1866. The full and double-page illustrations clearly show the setting and historical time-period of her works, and provide valuable visual information on transport, dress, housing, schooling and technologies of the past. Featuring school-aged children, the story of Mary and her siblings is written in a way that young students can relate to.

Conversations among her sisters and with people interested in her school enable the reader to develop empathetic understanding. The book supports the History Stage 1 topic: *Present and past family life* and could be used as a catalyst for further investigation of the *contribution of individuals* for the History Stage 3 topic, *Australia as a nation*. G. Braiding

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: AC; HSIE
SYLLABUS: History K–10
SCIS 1605229 $19.95

Shaping a nation: St Mary MacKillop by Westpac Banking (YouTube videos need a teacher's log in)

Hot topics [series]

Legal Information Access Centre, NSW, 2012/2013

Topical, well-written and informative, these recent editions in the *Hot topics* series offer solid support for Stage 6 Legal Studies students exploring family and consumer law. *Child care and protection and Families* provide obvious links to the corresponding syllabus option, Family. Within that option, the contemporary issues of *the changing nature of parental responsibility* and *care and protection of children* are investigated in depth by *Child care and protection.* Other aspects of this syllabus option are thoroughly addressed in *Families,* including *the nature of family law* and *responses to problems in family relationships. Consumer law* provides material relevant to the NSW Legal Studies syllabus option, *Consumers.* This volume's clearly presented diagrams, tables, fact boxes and case studies aid understanding, particularly when examining contemporary issues of *credit* and *product certification*, and more generally in *consumer redress and remedies.* This edition may also provide some insights for students investigating consumer law within the Commerce Years 7–10 and Business Studies Stage 6 syllabuses. *Voting and elections* could equally support *Civics and citizenship* education within the Australian Curriculum, still currently under development. However, the publication is primarily suited to older students, given its sophisticated language and complex content. B. Capizzi

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

KLA: HSIE

SYLLABUS: AC; Business Studies Stage 6; Commerce 7–10; Legal Studies Stage 6

                         Paper $22.00 each

Reviewed titles in this series:

Child care and protection
SCIS 1582660
Consumer law
SCIS 1599412
Families
SCIS 1591278
Voting and elections
SCIS 1612891

Eco warriors to the rescue!

McCARTNEY, Tania
NLA Publishing, ACT, 2013
ISBN 9780642277800
[333.95]

Glossy photographs and artistic illustrations of Australia's native flora and fauna attract attention as three children guide readers through the steps necessary to protect our environment. These eco warriors search for 10 tips that will help preserve native trees, shrubs and wildflowers. The interplay between visual and textual elements in this book makes it appropriate for use as a multimodal text, communicating its purpose through dialogue, imagery and realism. Informative sections support the narrative with *Flower facts, Australian floral emblems* and a detailed *List of illustrations* which highlights the botanical art collections held at the National Library of Australia. S. Rasaiah

USER LEVEL: Stage 1
KLA: AC; History; HSIE; SciTech
SYLLABUS: History K–10; HSIE K–6; Science & Technology K–6;
SCIS 1618462   Paper $17.99

A day to remember

FRENCH, Jackie & WILSON, Mark

Angus&Robertson, NSW, 2012

ISBN 9780732293604 [355.1]

The Australian attitude to the Anzac Remembrance Day tradition over time is the central theme of this simple but poignant treatment of the date. It is a sensitively detailed, visual presentation of the changing focus of how people relate to Anzac Day. It provides an historical understanding of the 25th April events in Gallipoli, and then develops a historical and social perspective, which incorporates the aging and diminishing connection, new battle fronts and an expanded renewed focus on the global recognition of the suffering caused by war, and the efforts of those who serve. Suitable for teaching the Stage 5 overview, *The making of the modern world*, this resource goes beyond the normal recognised treatment of Anzac and provides a fitting overview of its legacy in the lead up to the centenary of the original landing. It will have a wide appeal in the lead up to Anzac Day. B. Kervin

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History K–10
SCIS 1544063 $25.00
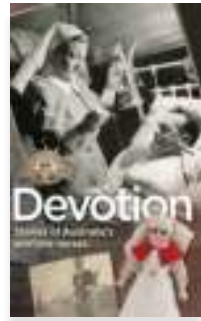
Devotion: stories of Australia's wartime nurses

SIERS, Robyn

Dept. of Veteran's Affairs, ACT, 2013 (Century of service)

ISBN 9781877007835   [355.3]

From the Boer War to present day conflicts, this book recounts the service of thirteen nurses. Each entry has a brief biography, supplemented with photographs, artefacts (such as medals), paintings and posters. The layout is clear, encouraging the reader to engage with each story. The *Did you know?*, fact boxes provide snippets that could lead to further investigation, while the map showing service locations provides a ready comparison of areas of conflict. This text could be used in conjunction with the completion of the *Depth Study 3: Australians at war,* particularly the *role of women.* It could also be incorporated into a school based topic. The websites listed for further study would have to be checked for curriculum relevance. This book offers an insightful introduction to the role of nurses in Australia's overseas conflicts and missions. B. Hull

USER LEVEL: Stage 3 Stage 4
KLA: AC; HSIE
SYLLABUS: History K–10
SCIS 1602136   Paper $19.95

Greek myths: stories of sun, stone and sea

CLAYTON, Sally Pomme & RAY, Jane

Frances Lincoln Children's, UK, 2012

ISBN 9781847802279 [398.2]

Introducing the most well-known Greek gods and goddesses, this anthology retells 10 Ancient Greek myths. It is a large format book that is text rich and is most suitable for reading aloud to students. Well laid out, it provides a clear example of text structure and organisation. Colourful illustrations scattered through the book reflect the artistic style of the Ancient Greeks and could be used as inspiration to create personal artworks in a similar style. These traditional tales could support the HSIE Stage 1 *Cultures* strand. Facts about Ancient Greek civilisation conclude each myth and may provide a catalyst for further investigation. G. Braiding

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: AC; English; HSIE
SYLLABUS: English K–10; HSIE K–6
SCIS 1592187 $32.95

Greek gods by History.com

The lunch box

McMILLAN, Kate & CLEGG, Sarah Putman

Scholastic Australia, 2013
ISBN 9781742836423 [641.5]

Interesting, nutritious lunches and snacks are set out in this attractive recipe book. A week of suggested lunches is listed with page references and requirements for ingredients and packing supplies are located in *Stocking your kitchen*. Special days such as birthdays and celebrations are catered for, albeit with an American emphasis. How to transform healthy leftovers into creative lunchbox meals may be helpful for busy parents and caregivers. The lack of awareness of food allergies is a concern, as many recipes include nuts, gluten or dairy products. Flagging recipes that contain known allergens would have made this book more accessible to a larger audience. S. Rasaiah

USER LEVEL: Stage 4 Community
KLA: TAS
SYLLABUS: Food Technology 7–10
SCIS 1594327   Paper $9.99

Don't start me talking

KELLY, Paul

Allen & Unwin, NSW, 2012
ISBN 9781743311196 [782.42]

Paul Kelly's developing journey as a song writer is traced in this chronological record of his collective works. From early simple themes of love and death to the later more complex descriptive observations of everyday life and personal struggles, the anthology offers a range of subject matter for classroom use. The songs have potential to be used as sources for creative writing exercises, responding to music and to the more focused studies as examples of multimodal texts. The lyrics offer opportunities to integrate the various modes of writing, listening and speaking in close studies targeting technique, structure of language and creating rhythm and images through language. As well, the recurring themes

in the subject matter provide sources for comparison and contrast of the developing style of the artist. B. Kervin

USER LEVEL: Stage 4 Stage 5
KLA: AC; CA; English
SYLLABUS: English K–10; Music 7–10
SCIS 1582197   Paper $24.99

Paul Kelly – Don't start me talking video (YouTube videos need a teacher's log in)

The pet project: cute and cuddly vicious verses

WHEELER, Lisa & OHORA, Zachariah

Atheneum, USA, 2013

ISBN 9781416975953   [811]

This is a versatile and cleverly conceived, illustrated poetry book. The poems describe a girl's quest to decide upon the perfect pet by analysing the attributes of a range of animals. The book functions as a collection of uniquely humorous animal poems. The sections include *Field observations* (farm animals), *Zoological expedition, Naturalistic observation: woodland, Home study* (goldfish and ant farm), *Controlled environment* (mice and, unfortunately for the mice, snakes!), and *Inconclusive investigations* (pet rocks and other *disappointments*). The conclusion is unexpected, but satisfying in its simplicity, and the illustrations have many visual puns to discover. The book would enhance the Early Stage 1 HSIE unit, *Meeting needs*, and the Science and Technology units, *What's alive?* (Stage 1) and *Mini-worlds* (Stage 2). I. McLean

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: AC; English; HSIE; SciTech
SYLLABUS: English K–10; HSIE K–6; Science & Technology K–6
SCIS 1622753 $19.99

Beastly best bits: the executioner's cut

DEARY, Terry & BROWN, Martin

Scholastic, UK, 2013 (Horrible histories)

ISBN 9781407136103 [909]

Colourfully presented in picture book format, this 20 year anniversary edition of the popular *Horrible histories* series highlights gruesome and gory historical facts from the Ancient Egyptians to World War II. True to the series format, this book treats unpleasant actions and events in a light-hearted, jovial way. The text is accompanied by amusing cartoons and illustrations. A scrapbook style double page spread introduces the talented illustrator of the series. Describing unsavoury events spanning several countries, the British destruction of Australia's Tasmanian Aboriginal population is included. Whilst it acknowledges it as an atrocity, to Australian readers the light-hearted style used to explain this local historical event may seem insensitive and cause offence. To this end, the information in this book does not suit a study of historical events. G. Braiding

USER LEVEL: Stage 3 Stage 4
SCIS 1599772 $24.99

Measly Middle Ages

DEARY, Terry & BROWN, Martin

Scholastic, UK, 2013 (Horrible histories)

ISBN 9781407135762 [940.1]

Using a colloquial and humorous style, this book brings day-to-day living in the Middle Ages to life. Focusing on the gruesome and gory actions and events of the time, the subject matter is treated in a light, jovial manner. Witty cartoons, amusing questions and bold statements directed at the reader, cleverly relate the history of the Middle Ages to the lives of present day children. Full of ghastly but memorable history tales, this engaging and entertaining book increases historical knowledge and provides some unusual conversation starters. The paperback format, large font, cartoons, activities and clever word plays combine to make it an enjoyable book to read for pleasure. G. Braiding

USER LEVEL: Stage 3 Stage 4
SCIS 1594648   Paper $10.60

Horrible histories: measly middle ages; medieval feasting by Apollodemopolous (YouTube videos need a teacher's log in)

World War II

GALLERY, Sean
Scholastic, UK, 2013
ISBN 9781407136523
[940.53]

Incorporating as many visual techniques as possible to present an overview of the WWII, this book provides an easily navigable introduction for students. Information is presented in concise chronological focus areas, well supported by photographs, maps and summary points. The use of personal perspectives and supplemental focus areas, such as the importance of the Berlin Olympics, provide a more detailed exploration of the ideologies and the roles of women. This allows for extended classroom investigations across a number of curriculum areas such as English and PDHP. However, its lack of Australian content restricts its suitability to a broad introduction to the *Depth study 3: Australians at war: World Wars I and II (1914–1918, 1939–1945).* Its strength lies in the extensive links to additional digital and visual resource material which needs to be assessed for relevance.
B. Kervin

USER LEVEL: Stage 5
KLA: AC; English; HSIE; PDHPE
SYLLABUS: English K–10; History K–10; PDHPE 7–10
SCIS 1602006 Paper $25.99

The boy on the wooden box: how the impossible became possible...on Schindler's list

LEYSON, Leon
Simon and Schuster, UK, 2013
ISBN 9781471119675 [940.53]

Leon Leyson was the youngest person on Schindler's list. This is his memoir. It is an amazing story of survival amidst dreadful atrocities and human suffering. At only 10 years of age, Leon and his family were relocated to the Krakow ghetto, and then to labour and concentration camps. The inhumane treatment in these places and the emotional loss of two brothers are graphically described. This powerful recount of the horrors of the holocaust from a child's perspective creates a strong personal connection to Leon and an empathy with all those persecuted. Schindler's actions in rescuing his Jewish workers paint a profile of an extraordinary man. The book supports the History *Depth study 3: Australia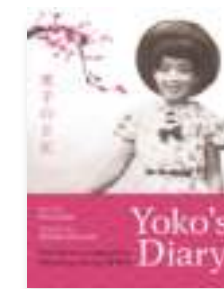ns at war: World Wars I and II (1914–1918, 1939–1945)* specifically *the changing scope* and nature of warfare. Whilst the text is written through a child's eyes, the novel could cause distress to younger readers.
G. Braiding

USER LEVEL: Stage 5
KLA: AC; English; HSIE
SYLLABUS: English K–10; History K–10
SCIS 1623564 $17.99

Yoko's diary: the life of a young girl in Hiroshima during WWII

MORIWAKI, Yoko
HarperCollins, Australia, 2013
ISBN 9780733331176 [940.53]

This novel is a poignant story told through the eyes of Yoko Moriwaki, a 13 year old girl living in Hiroshima in 1945. It is her personal diary which gives an insight into her life at school and home and reflects her determination to be positive and respectful in the face of hardship. In places it can shock the reader into the reality of how precious life can be, especially when Yoko talks about becoming a mother. Unfortunately, Yoko was one of the many victims of the atomic bomb blast that took place on the 6 August, 1945. The effect of the bomb and the sense of loss is further emphasised through the reflections of the people who knew her. Their stories echo the sentiment still felt today. The book is edited by Paul Ham, a historian of note in Australia. He handles this book with sensitivity towards a Japanese perspective of the devastation that needs to be told. The information in this diary deepens understanding of the History Stage 5 *Depth study 3: Australians at war: World Wars I and II (1914–1918, 1939–1945)*. A. Ellis

USER LEVEL: Stage 4 Stage 5
KLA: AC; English; HSIE
SYLLABUS: English K–10; History 7–10
SCIS 1603680 $24.99

Battle for Australia: Part one: the fall of Singapore

DOLAN, Hugh & McDERMOTT, Alex
Beach True Comics, Vic, 2012 (Beach true comics, issue 3)
ISBN 9780987282927 [940.54]

Presented visually in realistic comic style, this full-colour graphic novel is a factual account of the events from September 1939 to February 1942 that caused war in the Pacific and led to the fall of

Singapore. The detailed and emotive visual images, text boxes and thought and speech bubbles combine effectively to explain the significant events of war and the experiences of those involved, from decision makers to those on the ground. This book supports the History Stage 5 *Depth study 3: Australians at war: World Wars I and II (1914–1918, 1939–1945)* and could be used as a valuable resource for student investigation of *a specific campaign*. G. Braiding

USER LEVEL: Stage 5
KLA: AC; HSIE
SYLLABUS: History K–10
SCIS 1608363   Paper $9.95

Welcome to my country

BURARRWANGA, Laklak
Allen & Unwin, NSW, 2013
ISBN 9781743313961
[994.29]

Narrated by Laklak, an Aboriginal woman of north-east Arnhem Land, this book explains the strong connection to Land and Place and kinship intricacies of the Yolnu Aboriginal people. Told through story, and best suited for reading aloud to students over several sessions, these Dreaming stories are blended with life lessons in language, bush foods, patterns

of nature, bush resources, ceremonies, justice and belonging to Country. Personal stories reflect on the past and historic connections with the Macassan traders. The gentle, personal storytelling style of the Yolnu people is powerful and engaging, transporting the reader to the blue waters of Bawaka on the Arnhem Land coast. It is a culturally rich resource for the *Cultures* strand in HSIE and the History Stage 2 topic, *Community and remembrance* and could form the basis for … *a local area study with a focus on one language group*. The *Content* of the *History K–10 syllabus* highlights … *the importance of Country and Place for Aboriginal and/or Torres Strait Islander peoples.* This resource supports understanding of Aboriginal culture. G. Braiding

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

KLA: AC; English; HSIE
SYLLABUS: Aboriginal Studies Stage 6; English K–10; History K–10
SCIS 1621425   Paper $18.99

Remembering Lionsville

BANCROFT, Bronwyn
Allen & Unwin, NSW, 2013
[994.44]

ISBN 9781742373201

Bancroft's traditional illustrative style of strong colours and lines contained within striking, dot-patterned borders combined with the western technique of photo collage provides an indication of one of the themes apparent in the story, that of the combining of cultures. We are taken to the old family home built decades previously by the author's grandfather. Descriptions of the simplicity of life of those times, the gradual progress of technology, the dependence upon and respect for nature, all demonstrate the connection of family to this place. The contrast between the depicted way of life and that of the reader may support History K–10 outcomes, such as HT1-1, HT1-2 ,and HT1-3. English K–10 text requirements are also supported, for example, the consideration of texts that give insights into Aboriginal experiences in Australia, the writing of personal family histories and elements of visual literacy through symbolism. This means *Remembering Lionsville* has many teaching and learning possibilities. Further reviews and

suggestions for classroom activities are available from the publisher's website. S. Morton

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: AC; English; History; HSIE
SYLLABUS: English K–10; History K–10; HSIE K–6
SCIS 1591565 $29.99

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