

Scan

the journal for educators



inspire
transform
connect
share

inspiring dynamic 21C learning

In this issue
learning in virtual worlds
starting Kindergarten
seeding success
First World War centenary
distance education

Scan

Published by NSW Department of Education and Communities (NSW DEC), *Scan* is a quarterly refereed journal that focuses on the interaction between information in a digital age and effective student learning. *Scan's* articles and reviews explore the use of curriculum resources in the learning environment.

Editorial Board

Allan Booth
Michelle Ellis
Colleen Foley
Lyn Hay
Michael Murray
Judy O'Connell
Kathy Rushton
Dr Ross Todd
June Wall

Editor: Cath Keane

Assistant editor: Margaret McEwan

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.

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

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

Further details are available on the website. Views expressed in *Scan* are not necessarily those of the Editor or the NSW Department of Education and Communities. *Scan* accepts paid advertisements and publication of such does not imply endorsement by the NSW Government, the Department or *Scan*. Articles and reviews are sometimes accompanied by embedded video or multimedia content 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.

Copyright

The material in this publication is subject to copyright under the Copyright Act 1968 (Cth), and is owned by or licenced to the State of New South Wales through the Department of Education and Communities (the Department). This material includes (but is not limited to) information, data, documents, pages and images.

Material published in *Scan*

Covers and other third party content in *Scan* are reproduced with permission, where applicable.

Apart from the rights granted in the restricted waiver of copyright (below) all other rights are reserved.

For all other uses you must contact editor.scan@det.nsw.edu.au for permission.

Restricted waiver of copyright

The published material in *Scan* is subject to a restricted waiver of copyright to allow the subscriber to print or download copies of the material contained in the publication for use within a subscribed school, subject to the conditions below:

1. All printed material shall be made without alteration or abridgment and must retain acknowledgment of the copyright.
2. The school or college shall not sell, hire or otherwise derive revenue from copies of the material, nor distribute copies of the material for any other purpose.
3. Institutional subscriptions only permit sharing within the subscribed institution.
4. Individual subscriptions are for personal use only and are non-transferrable.
5. The restricted waiver of copyright is not transferable and may be withdrawn in the case of breach of any of these conditions.

©2014 NSW Department of Education and Communities.

Published by NSW Department of Education and Communities (NSW DEC).

ISSN 07264127

SCIS 752744

Cover image: *Virtual blueberry farm and water simulation built by a Stage 3 student*



contents

Volume 33, Issue 1, 2014

From the Editor	3
Currents	4
Teaching and learning	6
Virtual worlds in action Kate Booth	6
Adventures in the virtual world Melanie Hughes	15
Virtual worlds in education Michelle Jensen	18
Kindergarten: first day Meredith Costain & Ian McLean	21
Research	27
Seeding success for Aboriginal primary students	27
Professor Rhonda Craven & Dr Natasha Magson	
Curriculum support	41
Centenary of the Commemoration of the First World War: Bringing communities together Anne Southwell	41
My treasure Margaret Bradley & Mark Caddey	54
PLAN (Planning Literacy and Numeracy) software K-6 Alexandra Slee	57
Share this	61
Resource reviews	62



from the editor

Welcome to the first issue of *Scan* 2014.

Are you interested in engaging students in virtual worlds learning, teaching and assessing Kindergarten, reading the latest research on improving educational outcomes for Aboriginal students, and combining visual arts and sustainability? Read on and share with your colleagues.

As I am retiring, this my final issue of *Scan*. I have wonderful memories of amazing teachers and curriculum advisors, who have featured in *Scan*, loyal advertising partners, innovative designers, and the fabulous support of colleagues. Thank you for sharing my journey.

Cheers,

Cath Keane
Editor



6

Virtual worlds in action

Students in schools on the north coast of NSW are embracing learning in the virtual world to achieve outcomes across KLAs. Kate Booth shares her experiences working with students and teachers to develop their skills and understandings with this exciting technology. Articles by [Melanie Hughes](#) and [Michelle Jensen](#) continue the exploration of learning opportunities in augmented reality.



21

Kindergarten: first day

A collection of poems narrated by four Kindergarten students and sequenced in a picture book by Meredith Costain, recount first day of school experiences for a Kindergarten class. Meredith explains how the book came about. Ian McLean suggests learning opportunities for Stage 3 mentors and Jane de Witt's class perform a play based on the book.



27

Seeding success for Aboriginal primary students

Recently, a collaborative team conducted a research project study to identify strategies that seed success in educational outcomes for Aboriginal students. Read the article for the key findings and to inform teaching interventions to raise the expectations of Aboriginal students.



41

Centenary of the Commemoration of the First World War: Bringing communities together

Do you need learning ideas and resources for students to engage in the commemoration of the centenary of the First World War? Anne Southwell's article has terrific learning ideas and syllabus links for each Stage.



54


My treasure

Distance education students access online workspaces to share resources, information and opinions about their special learning journeys. REACT satellite software allows them to interact with other learners. Margaret Bradley and Mark Caddey report on the success of this integrated unit, *My treasure*.

 email
editor.scan@det.nsw.edu.au

 find us on facebook
www.facebook.com/ScanJournal

 follow us on twitter
<https://twitter.com/scanjournal>

 find us online
www.scan.nsw.edu.au

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

Future learning

Scan continues to provide engaging resources and professional support for our curriculum change journey. The exciting potential of virtual worlds and online workspaces for teaching and learning are featured in this issue. The ongoing importance of engaging with community for meaningful learning is emphasised in Anne Southwell's [Centenary of the Commemoration of the First World War](#) and Professor Craven and Dr Natasha Magson's [Seeding success for Aboriginal primary students](#). The latter highlights the importance of [Quality teaching](#) and excellent teachers for 'success for Aboriginal students and a bright future for all'.

The [Quality teaching](#) framework can support educators to address ongoing pedagogical implications of new and emerging technologies. Teacher librarians can partner teachers and students to meet the challenge

of changing dynamics in accessing, analysing and using information. [Future learning and schools libraries](#) supports conversations and planning for collaborative future learning in schools. Additional support for such discussions includes: [School libraries building capacity for student learning](#) (with capacity building guide).

Resourcing a future learning curriculum

Trends addressed in successive [Horizon](#) reports are reflected in educational policy and practice. Bring your own device (BYOD), a current hot topic, is fast becoming a reality as schools consider the road ahead. The NSW Department of Education and Communities [Student bring your own device](#) policy provides the framework to support school decisions. Associated classroom friendly resources and links include the [Digital citizenship](#) suite of information and resources for students, teachers and parents and carers.



Such resources can be accessed through [Scootle](#) (DEC teacher access is through *My websites* in Staff portal) and [TaLe](#).



The full range of the Department's [implementation support](#) for [NSW syllabuses for the Australian Curriculum](#) is available from the *NSW DEC Scootle* 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. Exciting articles about apps and other digital resources can be found in previous issues of *Scan*. See also the [curriculum springboards](#) in every issue for ready to use resources in curriculum context.

Department teachers will find the new [Public Schools NSW](#) intranet a helpful

starting point for range of areas such as:

- DEC reforms and priorities
- Teaching and learning
- Supporting students
- School programs
- Learning technology.

From *DEC reforms and priorities*, for example, *Great teaching, inspired learning* offers engaging modules to support school-based induction of new teachers. These can also provide rich incidental support for collaborative reflection and practice for all teachers.



Finally, with this issue, we farewell Cath Keane, Editor. Cath has made invaluable contributions to the creative and online journey of *Scan* over more than six years as Editor. We will miss her humour, expertise, energy and inspiration and wish her well in retirement.

Scan

Exploring Scan's online edition

Engage

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



Turn

through the pages



Contents

Navigate through contents from any page



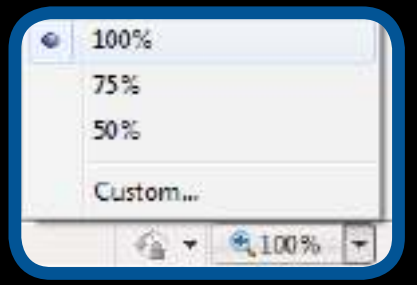
Navigate

through sections



Zoom

Click once on the page to zoom in. Click again to zoom out. Experiencing fuzzy text? Ensure your browser settings are set to 100% zoom.



Search

the current issue or the Scan archive



Love reading in print? Download

a fully printable alternative as a PDF



Print

pages directly from the screen



Share

your favourite articles easily with colleagues!



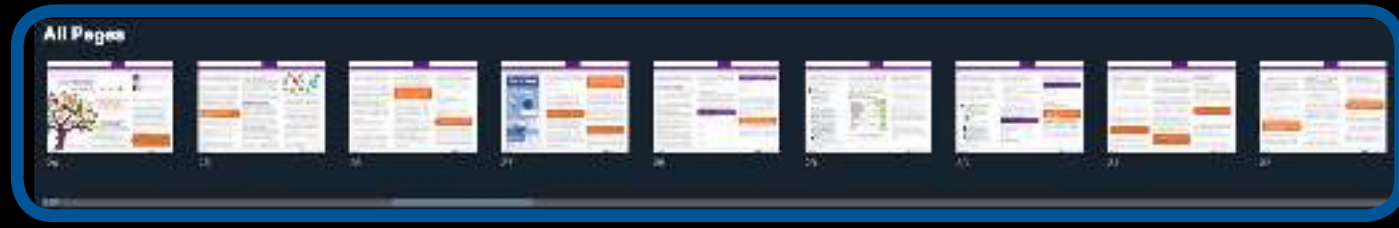
Email

specific articles to colleagues within your subscribed institution for improved access and sharing.



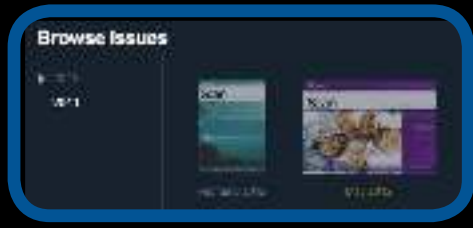
Browse

through all pages in the issue



Archives

Browse past issues



Changing your username or password

To change your user name, please contact editor editor.scan@det.nsw.edu.au

You are strongly encouraged to change your password promptly, to protect the security of your account. Please safely record your login. Forgotten passwords can be retrieved by emailing support@realview.com.au



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

Virtual worlds in action



Kate Booth is a new scheme teacher. She currently works at three NSW public schools delivering innovative ICT and enrichment projects using virtual world technology. She was introduced to virtual worlds in 2011 through her lecturer, Lisa Jacka, at Southern Cross University.

Every 21st century skills implementation requires the development of core academic subject knowledge and understanding ... students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.

[P21 Framework Definitions](#), 2009

What is virtual technology?

Virtual world technology is a simulated environment which is highly immersive and interactive. It can be shared by others through an online community (Howell, 2012; O'Connell & Groom, 2010), or as a standalone setting that can produce a three-dimensional representation of phenomena (Antonietti & Cantoia, 2000, p. 214). It utilises an avatar which generally is a 3D representation of the user. To some degree, as Howell (2012) explains, this avatar creates a *telepresence* which then,



Virtual blueberry farm and water simulation built by a Stage 3 student

in turn, creates *perceptual stimuli to the user* (p. 209) that intensifies engagement within the virtual space. According to [KZero Worldwide](#) (2013), there are approximately 400 million 5–10 years olds registered as users of virtual worlds worldwide and this trend continues to grow.

Using virtual world technology

The two forms of virtual world technology I currently use are:

- [Sim-on-a-Stick EDU](#) — a stand-alone secure virtual world on a USB flash drive
- [MinecraftEdu](#) — a modified for educators version of [Minecraft](#) and [Minecraft - Pocket edition](#) for iPads and portable devices.



Building a shelter using *Minecraft - Pocket edition* for ES1 Meeting needs

Shared vision

Over the past eighteen months, I initially volunteered and then have been employed at a number of regional NSW Department of Education and Communities (DEC) primary schools to integrate technology, particularly virtual worlds, into learning projects. Having supportive school leaders, who are also visionaries and risk takers, is empowering and rewarding. Although the pressure is there to get results, nothing beats the feeling when your Principal walks into your classroom, sees what is happening and just *gets it*.

Peter Hickey, my former Principal at Coffs Harbour Public School, was the first to allow me to bring this technology into his school and run with it. Because of Peter, so many other schools are now trying or using this technology and as a result many students in Australia and globally are achieving successes that would otherwise have been denied to them.



Special education students using *Sim-on-a-Stick*

Comments about the learning

Peter Hickey, now Principal at South Grafton Public School, comments on the impact of virtual world technology on students' learning.

The introduction of virtual technology at Coffs Harbour Public School has had an amazing effect on the engagement of our students across all levels of academic capabilities. Students who may have been disengaged with lesson delivery are now embracing this new technology and achieving outcomes which may have not been reachable. [Read Peter Hickey's entire comment.](#)



Gold! A Stage 3 student built this goods ship Jodie Hayes, Assistant Principal, Coffs Harbour Public School comments on the positive impacts of learning in the virtual world.

A mounting body of evidence surrounds the positive impacts of student voice, as more students, educators and researchers identify powerful outcomes for students. Virtual world technology allows for this to happen authentically in an environment that includes continual input and feedback from the teacher. [Read Jodie Hayes' entire comment.](#)

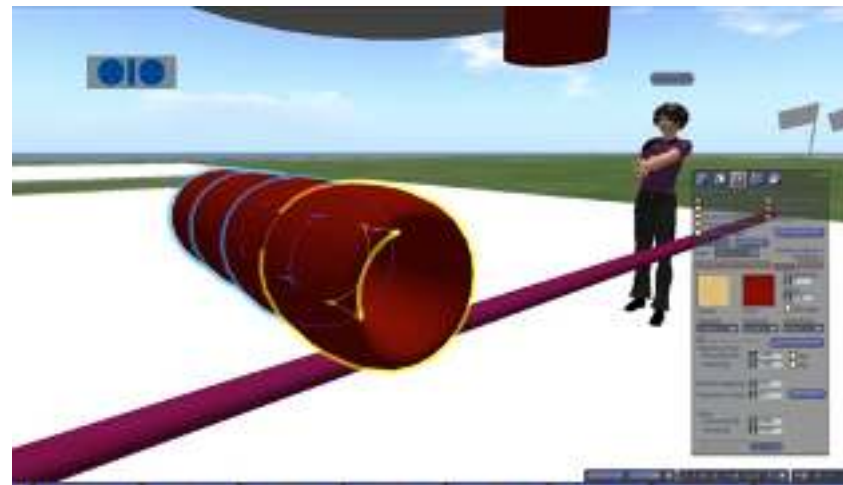


Sim-on-a-Stick multiuser by a Stage 2 class. The class teacher is a mad Sharks fan!

Vanessa Cavanagh, Principal/Teacher, Crossmaglen Public School, comments on the students' ability to describe their learning in the virtual world.

[Crossmaglen students recently have been involved in developing Virtual farms – blueberry, dairy](#)

and macadamia, using Sim-on-a-stick, in conjunction with learning about sustainability and water usage to receive accreditation as a Water Wise School ... students took teachers on a walk-through of their builds and verbally explained each section and element and how they related to sustainability. [Read Vanessa Cavanagh's entire comment.](#)



Making the short intestine by Stage 2. The avatar wears the Coffs Harbour Public School uniform.

Planning a unit of work utilising virtual technology

Teachers generally give me an outline of their learning outcomes/goals to be achieved for the term or I look at the School Management Plan for learning priorities, such as the [Building bridges PDHPE unit](#) – [Tyalla P.S. plan](#).



Screen shot from Building bridges PDHPE unit

From there I begin to structure a unit of work. I am always aware that the technology is only as good as the pedagogy; if it does not enrich or transform the experience, I will not use it.

My planning is guided by the [SAMR](#) and [TPACK](#) models of design; and I always support my learning projects with [research](#). This deepens my knowledge base; when parents or other teachers ask why the students *are playing games and not learning* I will generally have a good response. I believe that all teachers need to foster lifelong learning skills; by keeping up-to-date with current research this will have great benefits not only for them but also, and more importantly, for their students. I am also driven by the [National professional standards for teaching](#) (AITSL, 2011) as they tell me

that I must plan and implement learning creatively to extend my students and challenge them to think divergently.

I teach students from diverse cultural backgrounds and I have found that using virtual world technology has helped to build strong learning communities. For example, virtual world library club, challenged students to think problematically, and helped them to acquire excellent self-regulated skills. My [EAL/D class](#) has had great success and many students speak extremely limited English. The technology intuitively differentiates; Students are on task almost immediately, and my role becomes one of facilitator as they become the *experts* sharing their knowledge and supporting each other's learning. I have also found that my Indigenous students connect very well to their learning when use *Sim-on-a-Stick*.



[EAL/D students building their school model for UNICEF from scale plans](#)

We discuss and set strong behavioural guidelines as a class when we are working in a shared multi-user space; this allows for the students to own their behaviour and become more automated in their learning. Digital citizenship is key; I link it within the virtual learning space or, as coined by Educational Technology Consultant, [Bronwyn Stuckey](#), in *the lived curriculum*. Bronwyn has been a great influence and demonstrates best practice in the use of 3D immersive technology and student online presence. The article [Digital citizenship, the lived curriculum: Part 1](#) (Collier, 2013) and [The lived curriculum, Part 2: what that looks like](#) (Collier, 2013) should be compulsory reading for all educators! Moral and ethical use of online and virtual spaces is also a critical area of my teaching and [The Good Project](#), founded by Howard Gardner, Mihaly Csikszentmihalyi and William Damon, is a brilliant resource.



Mosque created by two Muslim Stage 3 boys. Female avatars were unable to enter as a female section had not been built. A discussion opportunity about digital citizenship, ethical and moral reasoning.

Creating avatars

An issue that I have observed time and time again is that avatar gender and appearance is extremely important to students (and teachers) and, unless they are allowed time to modify their appearance, many will continue to attempt to edit their look during lesson time and, therefore, be off task. Ultimately they want their avatar to appear *how we want others to see us* ([Savin-Baden, 2010, p. 29](#)).

Identity is not static. Over the duration of the year, students should be given time to revisit their appearance as *what is needed instead is not a static view of self but a liquid view – a sense of multiple identities that shift and change with time* ([Savin-Baden, 2010, p. 29](#)). Coffs Harbour student avatars wear the school uniform created in *Photoshop* and uploaded as a texture. This is an excellent solution if you want to take the focus off the avatar clothing.

Virtual world and the curriculum

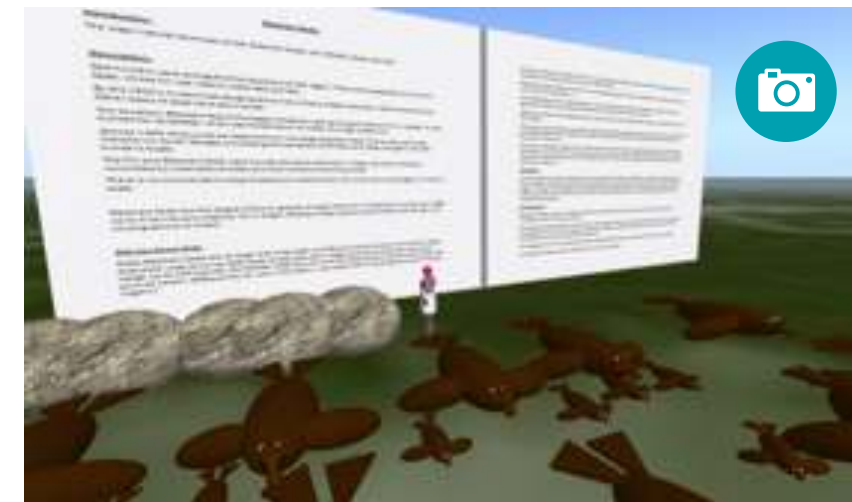
To date, I have used virtual world technology with Stage 1 to Stage 3 students in the following key learning areas (KLAs):

English:

- *Epic Citadel* – English, Science S1–3
- *Being Australian* – English, HSIE S2

- *Pannikin and Pinta* – English S2/3
- *Antarctica* – English, HSIE S3
- *Hatchet* – English S3

The following slideshow has screen shots of students' virtual world builds for English units – *Antarctica* and *Epic Citadel*.



HSIE

- *Being Australian* – English, HSIE S2
- *Japan* – HSIE S2
- *Rainforests* – HSIE S2/3
- *Antarctica* – English, HSIE S3
- *Global connections* – HSIE S3
- *Gold!* – HSIE S3

The following slideshow has screen shots of students' virtual world builds for HSIE units – *Gold*, *Japan*, *Global connections* and *Rainforests*.



Mathematics

- *Data, measurement, space & geometry* – Maths S2

The following slideshow has screen shots of students' virtual world mathematics builds – geometry, heptagons and a Fibonacci cone.



PDHPE

- *Building bridges* – PDHPE S3



Screen shot from [Building bridges - PDHPE unit](#)

Science & Technology

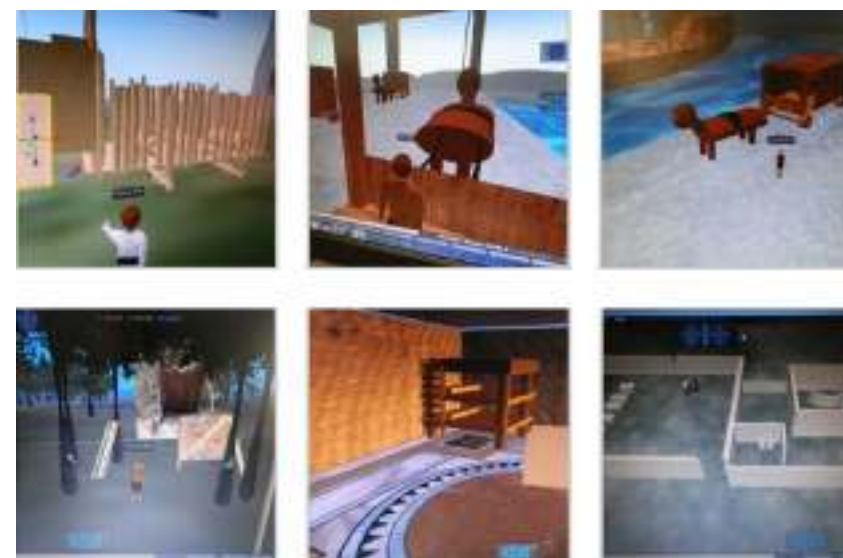
- *Beneath our feet* – Science S2
- *The human body* – Science S2
- *Weather* – S3

The following slideshow has screen shots of students' virtual world builds for science units – *Beneath our feet*, *The human body* and *Weather*.



Integrated KLAs

- [Our Australian heritage](#) – COGs (G) Integrated KLAs S1/2/3



[Some of the Crossmaglen PS students' Australian heritage virtual projects](#)

Epic Citadel unit

Inspired by the work done by [Ringwood North Primary School](#) using the Epic Citadel app, I collaborated with Vanessa Cavanagh to develop an integrated unit of work for Stages 1-3. Visit Crossmaglen Public School's blog for

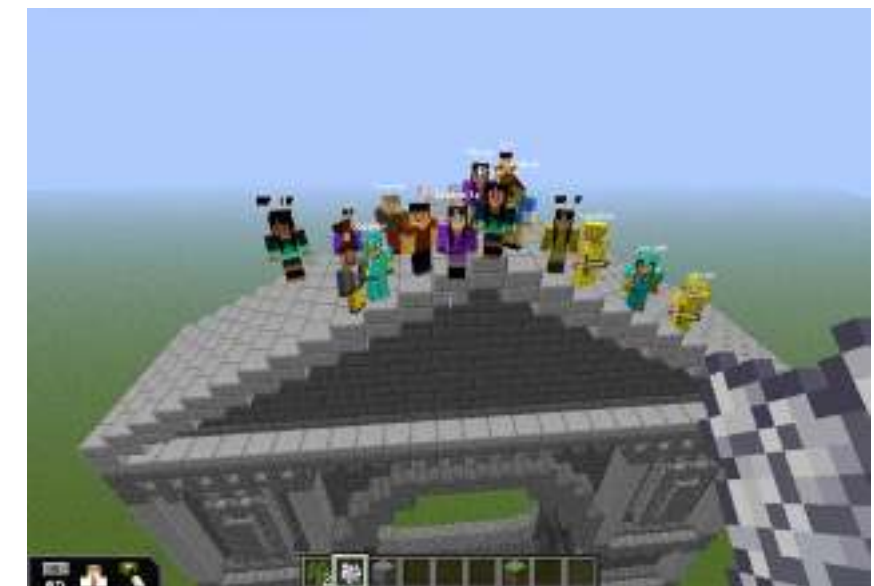
information, images and a video of the learning process for this [Epic Citadel/MinecraftEdu/BYOD English and Science unit](#).



[Video of process for designing Nova Citadel](#)

Student task:

You will document and design a new city using *MinecraftEdu*. Working through the design process, you will create e-portfolios, using your own devices, to record your learning journey. You will also construct and edit texts based on your character roles, experiences and learning inspired by the virtual world of *Epic Citadel*. These will be published in the Nova Citadel library (*MinecraftEdu*). Your project will be presented to parents at the end of year presentation evening December 12, Week 10.



Epic Citadel Stages 1-3 English/Science unit using *MinecraftEdu*

English outcomes: Stage 2

[EN2-2A](#): plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language

- plan, compose and review imaginative and persuasive texts
- create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle ([ACELT1601](#), [ACELT1794](#))
- reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation ([ACELY1683](#))
- [EN2-3A](#): uses effective handwriting and publishes texts using digital technologies

- use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements ([ACELY1685](#), [ACELY1697](#))

- publish text in *Nova Citadel Library—MinecraftEdu*

[EN2-10C](#): thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts

- use visual representations, including those digitally produced, to represent ideas, experience and information for different purposes and audiences
- justify interpretations of a text, including responses to characters, information and ideas, eg *The main character is selfish because ...*

View the [video presentations](#) of the students' learning journeys and a virtual excursion to Nova Citadel.



Nova Citadel walk through

Assessing student learning

Stage 2 and Stage 3 students completed a [virtual project](#) for the Connected Outcomes Group (G): *Our Australian heritage unit*. Virtual project outcomes and indicators were used to assess their learning in English, mathematics, science and technology, and visual arts.

Assessment of student learning

Students:

- demonstrate evidence and application of research
- synthesise and apply the knowledge and skills of *Sim-on-a-Stick* and integrated KLAs
- communicate creative ideas and understanding of research through the design of a virtual artefact and blog report.

[View the detailed outcomes](#) and

indicators for each KLA, and the performance descriptors and marking guidelines for the *Our Australian heritage project*.



A student edits their outfit to match those worn in the late 1800s for the *Our Australian heritage project*



Rainforest assignment notepad for Stages 2-3 *MinecraftEdu* project

Tips for teachers getting started in virtual worlds

1. Play with *Sim-on-a-Stick* and *Minecraft*. I cannot stress this enough – you need to get your hands dirty. Learning how to start up and shut down *Sim-on-a-Stick* correctly is extremely important. Do not

rush into a huge project; just start small like teacher [Sally Wilson from Sawtell P.S.](#) has done and build from there.

2. Get your hardware organised first so you know what you have available. It is no good planning an awesome unit only to discover the hardware does not support *Sim-on-a-Stick* or that [Java updates](#) are required to run *MinecraftEdu*. Learn how to do this yourself and, if possible, get administrator rights. The 2012 Lenova M series and new Think Pads are excellent for building virtual worlds – anything older will probably require a manual update of the graphics drivers. Loading *Sim-on-a-Stick* to the students roaming file will corrupt it so do not do it.

3. Use USB flash drives for *Sim-on-a-Stick* projects as students can work on them at home and will not have the issue of losing their work. If students do not have access to a home computer, make adequate time available at school. Equity issues, especially at low SES schools, and reducing the digital divide when using this technology, is a critical factor when planning. Coffs Harbour P.S. has a USB flash drive in every Stage 3 student's book pack and this is what they use. Tyalla P.S. has purchased Stage sets of USB flash drives. USB flash drives also differ greatly I have discovered and the

one I always buy and recommend now is [SanDisk Cruzer Switch 8GB](#). Toshiba, Lexar and other Store and Go types are very slow to load.

4. Read [Virtual worlds: learning in a changing world](#) by Judy O'Connell and Dean Groom as it gives an excellent overview and introduction to virtual worlds and explains why more educators should be using this technology.

5. Explore these links:

- [Sim-on-a-Stick Edu](#)
- [Minecraft as a game-based learning environment](#)
- [MinecraftEdu wiki](#)
- [Minecraft pocket edition wiki](#)
- [Mrs Booth's class weebly](#) has all the links to my work mentioned in this article
- [Mission V](#)
- [Student interviews on using Sim-on-a-Stick](#)
- [Virtual building tips and resources](#) eg creating a multi-user for *Sim-on-a-Stick*
- [Minecraft in education Google +](#)
- [MacICT](#)
- [Second life](#) and [JokaydiaGRID](#) – two virtual worlds to explore and use as resources for builds etc.
- follow me on Twitter @SCU006 and then see who I follow, and select and follow more from there. For example, @MinecraftEdu @BronSt @dbatty1 @EduElfie @jokay @MinecraftTeachr #opensim #minecrafteedu #minecrafteeducation –

My amazing *Twitter* PLN has been crucial to my

development as a beginning teacher and is a fantastic resource when I need support with a problem, for sharing ideas for my next project, or to just check in and see how everyone else is going across the globe.



Kate Booth in Second life getting images for weather unit of work

6. Join *Yammer* which has a fantastic support network of likeminded educators and virtual world groups.

7. Join the OZMinecraftEducators group on *Edmodo*. We have a dedicated server run by high school student Nick Patsianas. We regularly have meets to share ideas, skill up and experiment with Redstone and other features to support STEM subjects and teaching. We also just have a lot of fun. It is all about collaboration.

VW schools

These schools on the North Coast of NSW are using, or are about to integrate, virtual world technology into their curriculum. Visit their sites, explore their learning and be inspired.



OZMinecraftEducators – NSW DEC teachers having some fun as they learn



Boambee Public School Stage 2 Japan - Asia perspectives

[Boambee Public School](#) – [Asia perspectives](#)

[Coffs Harbour Public School](#)

[Crossmaglen Public School](#)

[Dunoon Public School](#)

[Maclean Public School](#)

[Sawtell Public School](#)

[South Grafton Public School](#)

[Tyalla Public School](#)

References and further reading

Australian Institute for Teaching and School Leadership (AITSL) 2011, [National professional standards for teachers](#), accessed 14 January 2014.

Csikszentmihalyi, M., Damon, W. & Gardner, H. 2012, [The Good Project: ideas and tools for a good life](#), Harvard Graduate School of Education, Cambridge, MA, accessed 14 January 2014.

Collier, A. 2013, '[Digital citizenship, the lived curriculum: Part 1](#)', [NetFamilyNews.org](#), accessed 14 January 2014.

Collier, A. 2013, '[The lived curriculum, Part 2: what that looks like](#)', [NetFamilyNews.org](#), accessed 14 January 2014.

Croft, J. 2011, 'It's just a game: ethical reasoning within virtual worlds', in H. Gardner (ed.), *GoodWork Project report series, Number 73*, Harvard Graduate School of Education, Cambridge, MA.

de Freitas, S. 2008, [Serious virtual worlds: a scoping study](#), JISC, UK, accessed 14 January 2014.

Gee, J.P. 2007, *Good video games and good learning: collected essays on video games, learning, and literacy*, Peter Lang Publishing, New York.

Hedberg, J.G. 2011, '[Towards a disruptive pedagogy: changing classroom practice with technologies and digital content](#)', *Educational Media International*, vol. 48, no. 1, pp.1-16, accessed 14 January 2014.

Howell, J. 2012, *Teaching with ICT: digital pedagogies for collaboration and creativity*, Oxford University Press, South Melbourne, Vic.

Hughes, M. 2014, 'Adventures in the virtual world', *Scan* vol. 33, no. 1, pp.15.

Jensen, M. 2014, 'Virtual worlds in education', *Scan* vol. 33, no. 1, pp.18.

Kaufmann, H. 2009, 'Virtual environments for mathematics and geometry education', *Themes in Science and Technology Education, Special issue: Virtual reality in Education*, vol. 2, pp.131-152.

KZero Worldwide 2013, [Virtual world/MMOs: universal chart for Q3 2013](#), SlideShare, accessed 14 January 2014.

Marsh, J. 2010, '[Young children's play in online virtual worlds](#)', *Journal of Early Childhood Research*, vol. 8, no. 1, pp.23-39, accessed 14 January 2014 at KZero Worldwide.

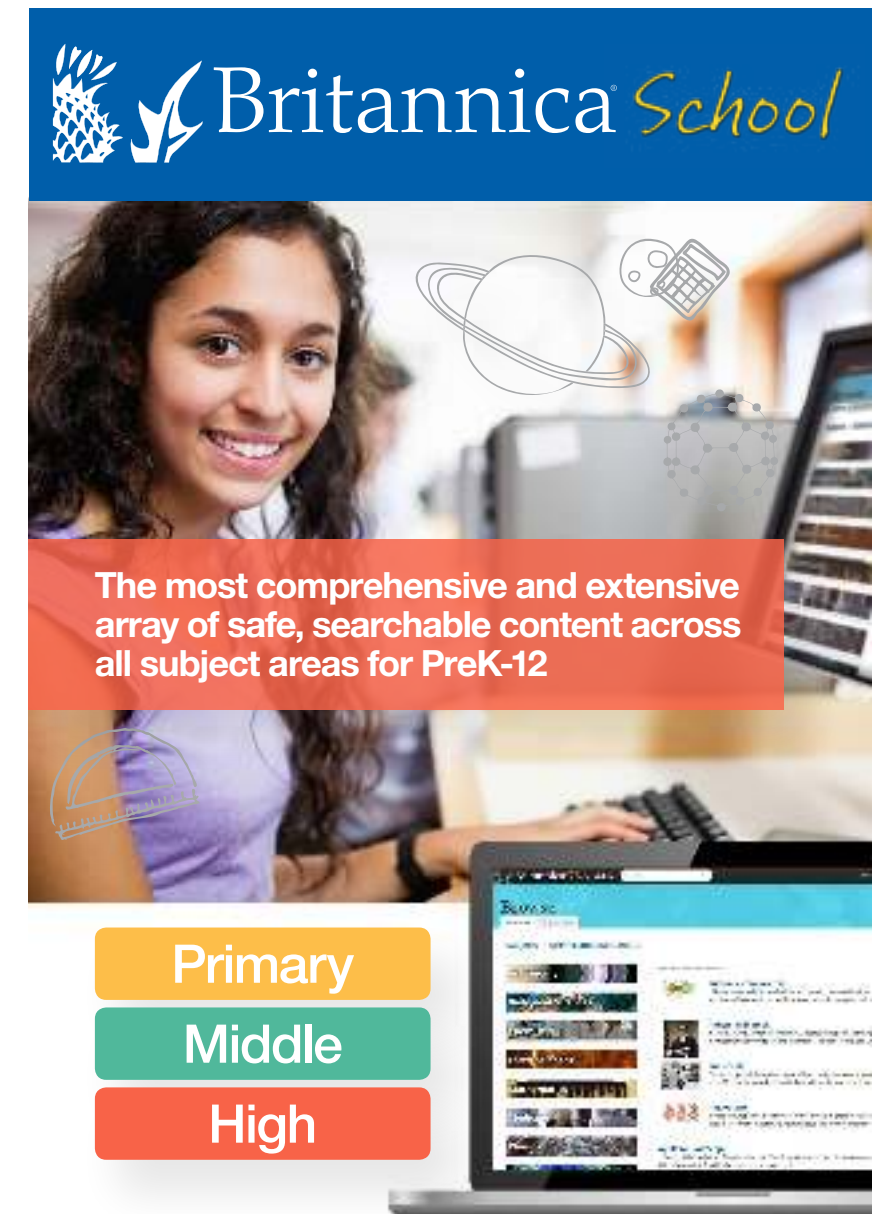
Nicosia, L. 2010, 'Virtual constructivism: avatars in action', in T. Dumova & R. Fiordo (eds), *Handbook*

of research on social interaction technologies and collaboration software: concepts and trends, vol. 2, IGI Global, Hershey, PA, pp.623-638.

Savin-Baden, M. 2010, '[Changelings and shape shifters? Identity play and pedagogical positioning of staff in immersive virtual worlds](#)', *London Review of Education*, vol. 8, no. 1, pp.25-38, accessed 14 January 2014.

Wilson, B. 2012, 'Constructivism in practical and historical context', in R. Reiser & J. Dempsey (eds), *Trends and issues in instructional design and technology*, Pearson, Boston, MA.

Yager, K. & Weeding, A. 2012, '[Focus on creativity—a pedagogical shift](#)', in D. Laylock (ed.), *Teaching boys at the coalface: mining key pedagogical approaches*, International Boys Schools Coalition, Toronto, Canada, pp. 105-114, accessed 14 January 2014.



Primary

Middle

High

- Britannica School has unique interactive features that makes it ideal for standards based teaching and learning
- Aligned to Australian Curriculum Years K-12
- Designed for the differentiated learner
- Accessible anywhere and anytime on any device

CONTACT US FOR TRIAL ACCESS

 Britannica
Digital Learning

02 9915 8800

Contact: Camille Davey
Email: bol@eb.com.au
Web: edu.eb.com

© 2014 Encyclopaedia Britannica, Inc. | BRIT0200

THREE GREAT REASONS TO SUBSCRIBE!

- ✓ A full year of tailor-made stories, plays, poems and articles—literature that Australian children love
- ✓ Teaching guides with lesson plans, teaching ideas and worksheets—all linked to the Australian Curriculum
- ✓ Affordable resources with flexible ordering, personal service and professional support

t 1300 749 369
e subscribeSM@det.nsw.edu.au
w theschoolmagazine.com.au

receive our free
eNewsletter

Magazines that students love ...



... and how to use them in your classroom

Visual Saliency
 Open a picture book, look at a web page, glance at an advertisement—something will catch your eye. The aspect that you first notice when looking at a visual image is what is termed the most salient aspect.
 Visual saliency is a technique employed to engage the viewer with an image and work with the written text to make meaning. Saliency can be achieved in a number of ways.

Colour
 The colours at the red end of the visible spectrum are most easily recognised by the human eye. The more colours used in red, orange and yellow are more salient than other colours. The text that is placed on a red or yellow background is the most salient. The text that is placed on a blue or green background is the least salient. The text that is placed on a white background is the most salient. The text that is placed on a black background is the least salient.

Contrast
 Parts of a visual image that show strong contrast in colour or shape will also be highly salient. A small white part on a mostly dark background will be most salient, so you would use a small white part on a mostly dark background. It is the contrast that draws our eye. The picture a small dark part on a mostly light background. It is the contrast that draws our eye. The picture a small dark part on a mostly light background. It is the contrast that draws our eye. The picture a small dark part on a mostly light background. It is the contrast that draws our eye.

Size
 The size of an object will affect its saliency. If one aspect of an image is much larger than the rest of the image or placed in the foreground to look bigger, the viewer will notice it first. Bold graphics, the picture or placed in the foreground to look bigger, the viewer will notice it first. Bold graphics, the picture or placed in the foreground to look bigger, the viewer will notice it first. Bold graphics, the picture or placed in the foreground to look bigger, the viewer will notice it first.

Movement
 In multimedia images, such as internet pages, movement is often employed to be most salient. Have a look at <http://www.abc.net.au/home> for an example of quickly-changing images that create a sense of movement and attract the eye.

Staged activities
 Students could experiment with one or more of these saliency strategies to engage their audiences. Students could experiment with one or more of these saliency strategies to engage their audiences. Students could experiment with one or more of these saliency strategies to engage their audiences. Students could experiment with one or more of these saliency strategies to engage their audiences.

What's coming up in the magazines?
 Subscribe to our FREE eNewsletter
theschoolmagazine@det.nsw.edu.au

Monkey see, Monkey do
 Play by Sam Murray
 Illustrated by Anna Brown

A poet considers stars
 poem by Beverly McLoughland | Illustrated by Bronwyn Bancroft

Contents
 LESSON PLAN 1: MONKEYS AND LANGUAGE 2
 LESSON PLAN 2: MONKEYS AND LANGUAGE 3
 LESSON PLAN 3: MONKEYS AND LANGUAGE 4
 LESSON PLAN 4: MONKEYS AND LANGUAGE 5
 WORKSHEET 1: MONKEYS AND LANGUAGE 6
 WORKSHEET 2: MONKEYS AND LANGUAGE 7
 WORKSHEET 3: MONKEYS AND LANGUAGE 8
 WORKSHEET 4: MONKEYS AND LANGUAGE 9
 CURRICULUM LINKS 10
 WORKSHEET ANSWERS 11

Adventures in the virtual world



Melanie Hughes is an Education Consultant (Technology across the Curriculum) with the Association of Independent Schools (AIS) NSW. In this role she conducts Professional Learning workshops, in-school consultancies and co-ordinates the AIS NSW yearly ICT Integration Conference.



Melanie's customised *Minecraft* avatar

Inspired by the virtual

Since 2007 I have been interested in using virtual worlds to make curriculum connections and engage students creatively. My research has taken me to a diverse number of virtual worlds. I hope this article inspires you to make your own investigations into the wonderful possibility of virtual worlds and related areas such as games based learning.

Let the journey begin

Last year at [MacICT](#) at an informal gathering of educators interested in virtual worlds in education, I shared my experiences of experimentation and exploration in various virtual worlds. I demonstrated how they might plot their personal journey into this fascinating area of education.

My explorations started by viewing and participating in various locations within [Second life](#), such as Teachers Network Centre at ISTE Island and a similar one at NMC (New Media Consortium), as well as a number of other educational spaces. These places are made available for teachers to play and gain confidence in developing virtual world skills. However, many that I used no longer exist — such is the nature of this rapidly changing medium.

Currently, there are many new spaces in which educators can socialise, explore

and practise in *Second life* and related virtual worlds. A good starting point to find them is to read the blogs of other educators or to visit the [Second Life Wiki Education Resources section](#).

Skoolaborate

After my first experimentations in *Second life* in its early days, I continued looking for other applications of *Second life* for students and came across the [Skoolaborate](#) project (now completed) which ran on the child-friendly Teen Second Life Grid.



[Teen Second life ~ Skoolborate](#) by educationtutorials

This project saw a number of schools collaboratively learning in expected and unexpected ways. Students with low self-esteem suddenly found that they had great skill in the virtual world and found new friendships and confidence as they taught others what they knew. Happily,

for many, this new confidence found its way out of the virtual world and into the real world. Children from diverse cultures taught each other about their lives, cultures and countries. As an educator looking for possibilities, it was terribly exciting to witness.

During a visit to MLC School to take part in a *Skoolaborate* face-to-face gathering with its Chinese partner school, I watched students from both schools build an art gallery filled with original artworks and experiment with virtual commerce by building, marketing and selling from their own shops.



Student building for the *Skoolaborate* project

The same day, I met a wonderful primary school teacher, Steven Caldwell, who was using yet another virtual world, *Quest Atlantis* (now *Atlantis Remixed*, a 3D multi-user environment to immerse children,

aged 9–16, in educational tasks). He explained his enthusiasm for exposing his Year 5 class to challenge based learning through the many curriculum tasks woven through this games-based virtual world. During my required teacher training for *Quest Atlantis*, I was impressed that ethics and citizenship were part of the core learning for students. As they move up through the levels of the [learning] game, these form a crucial part of the required tasks.



Steven Caldwell interacts with his students in *Quest Atlantis*

Open Sim

When *Second life* became less user-friendly around 2010 ([Young, 2010](#)), I moved with many other educators to explore *Open Sim* (a free and open source version of *Second life*). Many educators were building spaces and hosting events with their colleagues

and professional networks. They were enjoying the new found freedoms of the open source environment which allowed for a greater amount of creativity without ever needing to pay for the privilege. There have been many interesting projects in the *Open Sim* environment involving students. This [blog post](#) provides some context about the pioneers in this space.

Sim-on-a-Stick

My interests have taken me to the next exciting new movement in virtual worlds and education, namely *Sim-on-a-Stick* (also known as SoaS, a portable, local version of *Open Sim*).



Building a history display in SoaS

SoaS was originally made available by Ener Hax (her virtual world name). Lisa Jacka, Southern Cross University, has made SoaS user-friendly for educators

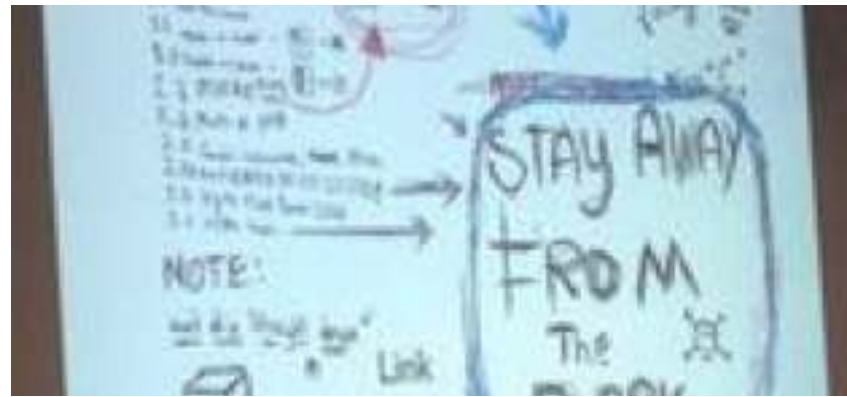
by creating *Sim-on-a-Stick EDU*. Lisa and her student Kate Booth have created engaging learning experiences, such as reconstructing historical places, making art and exploring the practical application of mathematics, for students in the primary years using *Sim on a Stick EDU*. Lisa and Kate wrote about their experiences in their paper [What about the firewall? Creating virtual worlds in a public primary school using Sim-on-a-Stick](#).



Kate Booth's example of a reconstructed goldfield town presented at the PLANE Festival of Learning 2012

Exploring Minecraft

Minecraft is a game and a creative multi-user virtual environment. Many schools are integrating it into the curriculum in very imaginative ways. Knox Grammar School, for example, has a number of [projects involving Minecraft](#). Some of these projects include sister school collaborations.



Notes from a Knox *Minecraft* project

I have really enjoyed being tutored as part of weekly *meetup* in *Minecraft* by a talented Year 10 student, who runs teacher professional learning in his own time and who is supported by a vibrant [Edmodo](#) group. Members of the *Ozminecraft Edmodo* group are using *Minecraft* in their classrooms and sharing their knowledge with one another. The shared space is moderated by Vivienne Tuckerman [@VivienTuckerman](#). Many are also using [Minecraftedu](#), a collaboration of educators making an affordable version of *Minecraft* that is accessible to schools everywhere.



Melanie's customised avatar in *Minecraft*

Get involved in virtual worlds

There are so many ways to get involved with virtual worlds in education – it is a fascinating, engaging, creative and motivating environment. Practically speaking, an interested educator wanting to learn more might first connect with others also trying similar things in their schools. This way you can problem solve, share and plan meaningful experiences for your students.

Facebook groups, *Edmodo* groups, professional learning courses, conferences and face-to-face *teachmeets* are just a few of the ways you can connect with others. There are also a number of professional networks sharing knowledge and supporting one another, like those that exist on *Twitter* under hashtags such as #opensim (Open Sim), #virtualworlds, #VW (Virtual Worlds), #secondlife, #SL (Second life), #SOAS (Sim-on-a-Stick) and #minecraft, #ozminecraft (Minecraft).

Apart from all the wonderful educational outcomes to be gained, it is just plain fun. So dive in – the virtual water is fine!

Keep on researching

[Virtual Worlds Best Practices in Education conference](#) is a global grass-

roots community event which focuses on education in immersive virtual environments. This free immersive conference is being held 9–12 April 2014. Follow and join the group chat on this and previous conferences [@vwbpe](#). This group provide a conference each year.

References and further reading

- Booth, K. 2014, 'Virtual worlds in action', *Scan* vol. 33, no. 1, pp. 6.
- Hax, E. [SoaS](#), I Live in Science Land, LLC, accessed 14 January 2014.
- Jensen, M. 2014, 'Virtual worlds in education', *Scan* vol. 33, no. 1, pp. 18.
- [Minecraft](#), mojang.com, accessed 14 January 2014.
- [Quest Atlantis](#), Atlantis Remixed Project, accessed 14 January 2014.
- [Virtual Worlds Best Practices in Education](#), VWBPE, accessed 14 January 2014.
- Young, J.R. 2010, 'After frustrations in *Second life*, colleges look to new virtual worlds', *The Chronicle of Higher Education*, accessed 14 January 2014.

NEW!

Marcus Clarke's classic Australian novel

FOR THE TERM OF HIS NATURAL LIFE

NOW A FULLY INTERACTIVE eBOOK APP WITH

VIDEOS
MAPS
PHOTOS
HISTORICAL DATA
AND BONUS MATERIAL

"...Spine-tingling saga now app..." ABC Michael Cathcart

"This app is a groundbreaking masterpiece sure to change the eBook landscape." CNN iReport

"...strengthens the way in which this amazing 1870 historical account is read and experienced." Levily Ball

Available on the App Store

WWW.FORTHETERMOFHISNATURALLIFE.COM



Virtual worlds in education



Michelle Jensen is the teacher librarian at Hoxton Park High School, in south-west Sydney, and is President of School Library Association of New South Wales (SLANSW). Michelle continues to explore the seamless use of open source software in education.

Why use a virtual world?

Virtual worlds can be used in all schools with primary and secondary students for educational purposes.

Virtual worlds support collaboration, creativity, decision making and the ability to overcoming language barriers. They engage and motivate students in ways that other media often fail to do.

This article is a snapshot of student learning in augmented reality. Although I have used [Quest Atlantis](#) and [Minecraft](#) with students: this article focuses on recent student learning with [Sim-on-a-Stick](#) (SoaS).

What is Sim-on-a-Stick?

Sim-on-a-Stick (SoaS) is an immersive

3D environment that allows students to collaborate and create in ways that are not possible in the physical world. It allows users to run a virtual world (VW) on a USB stick and save on the fly.

SoaS is open source software that can be downloaded onto a USB flash drive. Having the VW on a USB is a wonderful way to introduce students to learning in a 3D environment. It is possible to have SoaS on an external hard drive and have more than one student log into the same virtual world, however, using SoaS this way is not for the novice. The beauty of SoaS is its simplicity. Once the software is loaded onto the USB, it is as easy as pressing one button to activate the virtual world.

I use SoaS with my classes in the library

and in collaborative team teaching programs.

At the start of each project I allow one lesson of free play in SoaS for students to explore the 3D environment. It is through this experience that students obtain an understanding of the virtual world and are then ready to plan and research for the project ahead.

All lessons use the [Information skills process](#) as a scaffold for researching and project based work. I explain to my students:

We are going to define, locate, select, organise, present, and assess information. We are just going to present in the virtual world instead of using a more familiar tool such as a poster or PowerPoint presentation.

Using this analogy helps the students understand what the aim of the project is and that using a virtual world is just another way of synthesising information. It is an enjoyable and exciting way to engage students while developing their spatial and visual skills.

Snapshots of student learning in the virtual world

Year 7 create an Aboriginal virtual world

Inspired by a holiday to Alice Springs,

I decided to use SoaS with students in Year 7 to create an Aboriginal virtual world. Planning such a world involves critical thinking, asking questions, analysing various sources and consultation with Elders and local community.

During this project, students were introduced to note taking techniques and communicated with students in other classes. They decided how to communicate to the other members in their group. Some chose to leave notes in a Word document and then saved this to the USB on which the virtual world is stored. Others used [Edublogs](#) so that they have a record of their group's journey.



Students build their virtual worlds at recess, lunch and during study periods

Students learnt to collaborate with other students who were not physically sitting with them. They were collaboratively learning in a virtual world.

Learning in the virtual world was so engaging that student comments included:

Is it time to go already?

If I get a note from my Science teacher can we stay?

Year 12 create a VW film

Team teaching with a Visual Arts teacher to introduce Year 12 students to creating in the virtual world was a rewarding experience.

During this six-week project with 9 periods a cycle, students were required to create a film for *Tropfest*. The project brief was based on the one found on the [Tropfest](#) website.

For this six-week project, students were required to:

- build sets in the virtual world
- create a short film using more than one SoaS.

Students filmed quite creatively using Quick Time and Audacity. Both files were then combined in Adobe Premier Elements.

During this project, students often worked through lunch, recess and during study periods. On many occasions, other students would gather around and comment on the building process. The vibe in the library was

wonderful and collaboration was evident. The curiosity of the other Year 12 students on study periods often caused laughing and comments like, *Is that a game?* Others would comment on the structures being built and offer critique.

Helpful hints

To inspire students I always show them the *Virtual library* I created on the [PLANE](#) grid. I also show them my [Wikispace](#) as a way to model how to document learning.

Experimental Library



Virtual library created on the PLANE grid

Last year I was able to use the PLANE grid to invite an expert into my class. Ben taught the students how to build using keyboard short cuts and many others tips and tricks. I found bringing an expert into the class this way enabled the students to gain an insight into building in the virtual world and offered them an authentic 21st century learning experience. During these lessons I used *Twitter* to access experts during lesson time. I also conducted *Adobe Connect* sessions (LINK to intranet) with experts.

Curriculum links

The Australian Curriculum has one direct reference to using virtual worlds in the History syllabus – Unit 1: Investigating the Ancient World content description:

The reconstructions of the ancient site/s, for example paintings, historical fiction, film, documentaries, museum displays, and virtual worlds; and use for propaganda.

[ACHAH024](#)

Of course, virtual worlds can be used in a range of subjects and areas. Here are some suggestions for integrating virtual worlds with Year 7 students in the NSW and Australian curriculums:

Year 7 Mathematics

Students will:

- identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems [MA4-14MG](#)
- draw different views of prisms and solids formed from combinations of prisms [ACMMG161](#)
- create and display number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane [MA4-11NA](#)
- describe translations, reflections in an axis, and rotations of multiples of 90° on the Cartesian plane using coordinates. Identify line and rotational symmetries [ACMMG181](#)

In the virtual world, students can use X axis and Y axis to control the construction of shapes and the movement of shapes.

Year 7 English

Students will:

- effectively use a widening range of processes, skills, strategies and knowledge for responding to and

composing texts in different media and technologies [EN4-2A](#)

- use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts [ACELY1728](#)

Students are able to type into the virtual world, creating permanent note cards or using the communication bar for conversations.

Year 7 Science

A student:

- describes the action of unbalanced forces in everyday situations [SC4-10PW](#)

Students understand that:

- change to an object's motion is caused by unbalanced forces acting on the object [ACSSU117](#)

Students quickly find the fly button and gravity buttons in the virtual world allowing objects to float and avatars to fly.

Have a go

Are you ready to lead your students into the virtual world learning environment?

For more information on using SoaS in your classroom, read the [article by Lisa Jacka and Kate Booth](#), and just have a go.

References and further reading

Booth, K. 2014, 'Virtual worlds in action', *Scan* vol. 33, no. 1, pp. 6.

Hax, E. [SoaS](#), I Live in Science Land, LLC, accessed 14 January 2014.

Hughes, M. 2014, 'Adventures in the virtual world', *Scan* vol. 33, no. 1, pp. 15. [Minecraft](#), mojang.com, accessed 14 January 2014.

Stuckey, B. [Quest Atlantis: professional development workshop](#), accessed 14 January 2014.

[Quest Atlantis](#), Atlantis Remixed Project, accessed 14 January 2014.

Kindergarten: first day



Banner from endpapers, *My first day at school*, written by Meredith Costain, illustrated by Michelle Mackintosh, and published by Windy Hollow Books

Rationale

The *English K-10 syllabus* (NSW syllabuses for the Australian Curriculum) rationale begins with the statement:

Language shapes our understanding of ourselves and our world. It is the primary means by which we relate to others and is central to the intellectual, social and emotional development of all students.

Kindergarten is the start of the journey: one in which students develop knowledge, understanding and skills when viewing, recognising and responding to a range of spoken, written and multimodal texts.

Overview

In Part One of this article, Meredith Costain, author of *My first day at school*, explains why she wrote this verse picture book and offers suggestions for use in the classroom.

Part Two of this article is a short reflection by Jane De Witt, Year 1/2 teacher about her students' dramatisation of *My first day at school* for the book launch at her school.

Part Three, written by teacher librarian Ian McLean, explains how he used Meredith's book, along with several similarly-themed titles, with Stage 3 students who created a digital slideshow to inform and entertain their future Kindergarten buddies.

Part 1: Writing My first day at school



Meredith Costain, a versatile writer whose work ranges from picture books through to poetry, novels and non-fiction, takes us on a journey of inspiration in the life of an author.

I decided to write about the first day at school because it is an event which can inspire many different reactions and emotions, from anxiety to excitement. I visited a few different schools on the

day of their Kindergarten intake and sat quietly in the corner, scribbling notes as I observed the students' and teachers' – and parents' – behaviour.

Once I had this goldmine of material, I set about shaping it into a set of poems (from the point of view of four different narrators) that form a narrative, beginning with the children arriving at school, and ending with them leaving. In the *middle* come the experiences that make up their day: meeting their teacher, making friends, learning new ways of doing things and making it to the toilet in time.



Cover: *My first day at school* by Meredith Costain and Michelle Mackintosh (Windy Hollow Books)

My first day at school is a collection of poems that build up to tell a story, in the way that a verse novel does. Each poem in the book can also stand on its own as a poem, with (very simple) poetic devices such as similes and metaphors, alliteration and assonance, and onomatopoeia – a big word for a term that simply means words that sound like their meaning, such as *crash*

and *tinkle*, *rip* and *zip*.

Michelle Mackintosh's delightful and clever illustrations help *explain* many of these devices as they allow young readers to visualise what I am trying to get across with my language: a boy with *frog hands*, a girl whose mat is *like an island in a huge ocean* and another boy who is *as hungry as a lion!*

Playing with sounds and rhythms helps young children find out how language works – its spaces

and patterns and beats. This is an important bridge to reading. We learn about words through our ears as much as our eyes, which is why it is so important to read out loud to children – poems and nursery rhymes as well as picture books – from an early age.

Unlike my previous book of poetry for children, *Doodledum dancing*, all the poems are written in blank verse. Hopefully they will inspire students to write their own poems about a significant event in their lives. See [Teachers notes](#) for further ideas.

Part 2: From page to stage

Janet De Witt, Year 1/2 teacher at Tivoli State School, Queensland, recounts the excitement of turning a picture book into a play at the book launch.



The students performed their play at the 2013 Ipswich StoryArts Festival Ipswich (photograph by Julie Langlands)

Costumes were in place, high-pitched voices hinted at stage nerves, last minute sound checks were carried out and proud parents took their seats to watch their children perform a dramatisation of the picture book *My first day at school* at the [StoryArts Festival Ipswich](#) last September.

Speech and drama is a highly valued program at Tivoli State School, so it was with great excitement that we accepted the invitation from Meredith to help launch her new book.

Meredith sent us a script which consisted of a brief introduction to the main characters in the book, followed by a selection of poems that covered key elements of their day. These ranged from leaving teary parents behind at the classroom door to making new friends and having fun in the playground.



Zach lines up at the door with his family for the first day at school (photograph by Julie Langlands)

Four students, each representing one of the characters, acted as narrators, reading from the book on a rostrum at the side of the stage, while the rest of the class interpreted the action.



The narrators read the poems at the side of the stage while the rest of the class acted out the events (photograph by Julie Langlands)

We set up blackboards and posters to make the stage area look like a classroom and used playground equipment as props. We added some appropriate music, a few crazy costumes and some *first day* games to bring the words to life.



Grandad taking photographs (photograph by Julie Langlands)

As an early childhood teacher, I found that the characters in the book rang

true, creating an authenticity that the children understood and related to very well. The children in my class are still talking about the performance and looking forward to trying something like this again!

A link to the [play script](#) used by Tivoli State School is available on the [author's website](#).

Part 3: Robbie Rules' first day



Ian McLean, teacher librarian at Penrith Public School, NSW, shares teaching and learning opportunities for *My first day at school*.

As the 2013 school year came racing to its end, there were several opportunities for the staff to evaluate programs and look ahead to the next year. We like to be responsive to the needs of staff and students, and to the wider community.

One of the successful programs at Penrith Public School has been our Kindergarten (Early Stage 1) Orientation program. In recent years, the school has also hosted a *Play & Chat* group, and now also a *Transition to School* group for local pre-school-aged children. The groups had made visits to the school library during Book Week, and were using a highly motivating passport activity, in which the children

collected stamps to represent the parts of the school they had encountered, in preparation for their 2014 school year.

When I came across the new picture book by Meredith Costain and Michelle Macintosh, *My first day at school*, my mind was filled with possibilities for how it might support the above three programs. In addition, I imagined that our Stage 3 Kindergarten Orientation buddies might be able to contribute to the creation of an interactive resource that would be used by the wider community.

Strategies

Time was of the essence to complete a digital project in the short amount of school term left to us, and the following outcomes would be addressed.

English outcomes

A student:

- communicates effectively for a variety of audiences and purposes using increasingly challenging topics, idea, issues and language forms and features ([EN3-1A](#))
- thinks imaginative, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts ([EN3-7C](#)).

Background knowledge

The Stage 3 students were already familiar with the brainstorming, *Circle time* discussions (2007), storyboarding, joint construction of text, and the uploading of images to create a digital story into *PhotoPeach* (McLean, 2010; 2011), and we quickly had more than enough material to create an effective product. I essentially repeated the same sequence of activities for the three Stage 3 classes, plus a Stage 2 class that came to the library for an unexpected catch-up lesson.

[Webprint](#), a section of the interactive activities on the Department's [Digital citizenship](#) website, informed our brainstorming of cyber safety considerations. For example, we discussed:

- our school's (and individual student's) digital footprints
- only uploading collaborative, jointly-constructed texts
- no faces of students to appear online without permission notes (and the time factor that may impede such a strategy)
- the need for teacher previewing and continually monitoring the *Leave a comment* section of *PhotoPeach*, with the option of turning off external comments.



No student faces are shown in the digital slideshow

The students were absorbed by the richness of Costain's gently humorous and insightful text, and by Macintosh's quirky and distinctive illustrations. Their interest was no doubt enhanced due to their recent experiences as buddies to the future Kindergarten students during Orientation, and they knew their potential audience's needs and expectations.

We also looked at a range of their own favourite *first day at school* and *naughty child* themed picture books, including *Dreadful David* (1984) by Sally Odgers and Craig Smith, and *David goes to school* (1999) by David Shannon. Some of these books had been shown to the Stage 3 students during their own first few days in Kindergarten, and they still remembered the impact, if not the specifics of each story.

During group discussion, there were so many hilarious and heart-warming anecdotes flowing back and forth, it was difficult to scribe them all. Some were quite recent, based on interactions they witnessed during the Orientation sessions, and others were based upon their own memories of their first day at school.

Planning the storyboards

The groups' general consensus was that the digital slideshow should be humorous and informative, and address shoelaces and hats, school rules, embarrassing parents, a range of typical indoor and outdoor activities, and the importance of learning to read. It was identified by the Stage 3 buddies that many Early Stage 1 students are usually not fazed by so-called *boys' toys* and *girls' toys*, and that young students often become fixated on certain activities, such as *I want to wear this hat forever!* A few students were keen to feature *running home to Mummy*, as they recalled their own attempts to do so in the early weeks of their schooling.

Groups went out into the playground with a child puppet, Robbie Rules, borrowed from a Stage 1 classroom. Robbie wears a miniature Penrith Public School uniform, and is a regular ambassador for the school's rules and core values. The students suggested scenes that would illustrate the needs of our list of activities. Time was eluding us to create more formal storyboards, and students populated the frames without faces being shown.



Screen shot from *Robbie Rules: My first day at school*

Our completed digital slideshow, [Robbie Rules: My first day at school](#), has been uploaded to *PhotoPeach*, and positive audience responses have begun to flow:



Screen shot from [Robbie Rules: My first day at school](#)

References and further reading

Ahlberg, J. & Ahlberg, A. 1988, *Starting school*, Viking Kestrel, London, UK.

Amos, J. & Atkins, A. 2002, *Going to school*, (My first time), Funtastic Publishing, Vic.

Costain, M. [Meredith Costain](#), accessed 14 January 2014.

Costain, M. & Allen, P. 2006, *Doodledum dancing*, (Picture Puffins), Penguin Books Australia.

Costain, M. & Macinosh, M. 2013, *My first day at school*, Windy Hollow Books, Vic.

Daddo, A. & Bentley, J. 2013, *First day*, ABC Books, Sydney, NSW.

[Digital citizenship](#), 2011, NSW Department of Education & Communities, accessed 14 January 2014.

Board of Studies NSW 2012, [English 7-10 Syllabus](#), (NSW syllabuses for the Australian curriculum), accessed 14 January 2014.

Godwin, J. & Walker, A. 2013, *Starting school*, (Picture Puffins), Penguin Books Australia.

McGhee, A. & Bliss, H. 2003, *Countdown to kindergarten*, Koala Books, NSW.

McLean, I. 2007, 'Circle time: maximising opportunities for talking and listening at Penrith Public School', *Scan* vol. 26, no. 4, pp. 4-7.

McLean, I. 2010, 'Have blog, will storyboard!', info@aslansw Issue #2, May 2010, pp 5-8.

McLean, I. 2011, '[iInquire ... iLearn ... iCreate ... iShare: Stage 1 students create digital stories](#)', *Scan* vol. 30, no. 2, pp. 4-5, accessed 14 January 2014.

McLean, I. 2011, '[lanMcLean](#)', *PhotoPeach: fresh slideshows to go!*, accessed 14 January 2014.

Odgers, S. & Smith, C. 1984, *Dreadful David*, Omnibus, Adelaide, SA.

'[Robbie Rules: My first day at school](#)', 2014, *PhotoPeach: fresh slideshows to go!*,

Shannon, D. 1999, *David goes to school*, (Blue Sky), Scholastic, New York, USA.

[Transition to School Group - Penrith Public School](#), 2012, Nepean Area Transition to School (NATTS) project, Resourcing parents, Families NSW, accessed 14 January 2014.

PATHWAYS SCIENCE

NEW FOR 2014

Transform misconceptions into understanding through inquiry-based exploration

1 PREDICT 2 INVESTIGATE 3 CONCLUDE

- Supports Australian Curriculum Science
- 10 topics with 100 lessons
- Teacher & student modules
- Full teacher support materials
- Drives conceptual changes
- Builds critical thinking skills

CONTACT US FOR TRIAL ACCESS

 **Britannica**
Digital Learning

02 9915 8800

Contact: Linda Wright
Email: bol@eb.com.au
Web: edu.eb.com

© 2014 Encyclopaedia Britannica, Inc. | BRIT0201

Over 80% of students agreed technology helped them read

eBooks for leisure and learning, 2012

Maximise your student achievement with Oliver and eBooks

Oliver empowers learning by:

- Providing a 24/7 digital solution and interactive interfaces for digital learning and technology
- Supporting the ability to teach valuable research and digital literacy skills
- Helping to engage students in reading through interactive interfaces, carousels and resource reviews linked to reading lists
- Providing schools with BYOD and BYOT solution with mobile apps
- Managing a wide range of digital and physical resources such as eBooks, audiobooks, videos and more
- Enabling single search eBook lending, integrating with eBook providers such as OverDrive



OverDrive®

Seeding SUCCESS

Aboriginal primary students

Professor Rhonda Craven, Director for Positive Psychology and Education, and Dr Natasha Magson, Centre for Positive Psychology and Education, School of Education, UWS, overview significant research and issues, the need for further research, and report on key current research which illuminates the pathway to success for Aboriginal primary students and a bright future for all students.

The *Seeding success* project team

The Seeding success for Aboriginal Australian primary students research project study was conducted by a collaborative team which included:

Professor Rhonda Craven, Director, Centre for Positive Psychology and Education, School of Education, University of Western Sydney

Associate Professor Alexander Yeung, Deputy Director, Centre for Positive Psychology and Education, School of Education, University of Western Sydney

Dr Gawaian Bodkin-Andrews, Australian Indigenous Research Fellow, Centre for



Aboriginal child ©iStockphoto.com/kerriekerr

Positive Psychology and Education, School of Education, University of Western Sydney

Adjunct Associate Professor Geoff Munns, Academic Programs, Centre for Educational Research, School of Education, University of Western Sydney

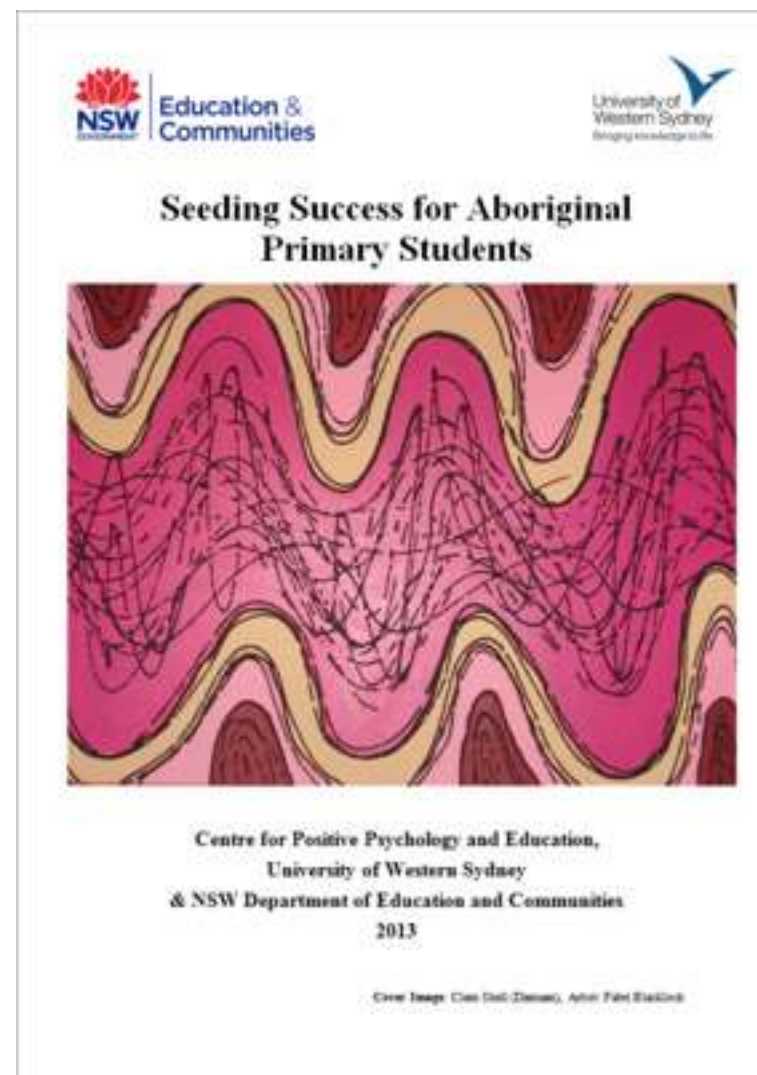
Dr Nida Denson, School of Social Sciences & Psychology, University of Western Sydney

Dr Gurvinder Kaur, Centre for Positive Psychology and Education, School of Education, University of Western Sydney

Dr Natasha Magson, Centre for Positive Psychology and Education, School of Education, University of Western Sydney

Dr Robert Stevens, Manager Research/Quality Assurance Systems, NSW Department of Education and Communities.

The full project report is available from [Dr Robert Stevens](#).



Seeding success for Aboriginal primary students report

Seeding success project overview

Currently, there is little empirical research in Aboriginal Education, particularly in schools, that identifies strategies that seed success in educational outcomes for Aboriginal students and that can inform interventions. This lack of empirical Aboriginal Education research is

impeding progress in addressing the educational disadvantage that Aboriginal children suffer and the development of new solutions for interventions aimed at enhancing the educational outcomes of Aboriginal students. The *Seeding success* project aimed to contribute to addressing this gap. Specifically, this project aimed to identify which particular facets of quality teaching impact most on educational outcomes for Aboriginal and non-Aboriginal students in Years 3 to 6 in urban and regional NSW Department of Education and Communities (DEC) schools. It examined Aboriginal/Torres Strait Islander (ATSI) and non-Aboriginal/Torres Strait Islander (non-ATSI) student views regarding their learning experiences, as well as those of their teachers, to help develop an understanding of which factors matter most for ATSI students in comparison to their non-ATSI peers. The following article summarises the key findings of this four year study.

Introduction

While researchers have emphasised the need to achieve educational equity for Aboriginal Australian students (Craven & Bodkin-Andrews, 2011; De Bortoli & Thompson, 2010; Gray &

Beresford, 2008; Mellor & Corrigan, 2004; Ministerial Council on Education, Employment, Training, and Youth Affairs [MCEETYA], 2006), it has been recognised that, despite good intentions, policy and practice have struggled to close the gap between Aboriginal and non-Aboriginal students' educational outcomes (Ainley, Buckley, Beavis, Rothman, & Tovey, 2011; Craven & Marsh, 2004).

Some researchers have also lamented that Australian Aboriginal Education research has overly focused on deficit models of Aboriginal students as learners (Craven, 2011; Devlin, 2009; Mellor & Corrigan, 2004) rather than explicating what factors facilitate academic success. For example, Munns, O'Rourke, and Bodkin-Andrews (2013) argue that *the schools making a difference for Aboriginal students ... focus on effective teaching and learning rather than student welfare programs and program funding* (p. 2). Furthermore, the national and international research has produced a wealth of literature illuminating positive school, classroom, and psycho-social drivers (such as academic self-concept) of achievement for all students (Hattie, 2003, 2009; Ladwig & King, 2003, NSW Department of Education and Training [DET], 2003; Rowe, 2003). However, little is known about the salience of

these drivers in *seeding success* for Aboriginal students.

While it is recognised that Aboriginal students need culturally appropriate support across all aspects of schooling specific to their needs and values (Munns, et al., 2013), determining which practices within the school and classroom best promote educational success for Aboriginal students remains vitally important. It is from this research base that the rationale for this article emerged with the overarching aim of explicating some of the factors that lead to academic success for Aboriginal primary students. Conducting such research is one of the first steps in breaking the cycle of underachievement experienced by many students, and generating new solutions to help shape a better future for Aboriginal students.

The impact of academic self-concept on achievement

The NSW Aboriginal Education Consultative Group Incorporated (Craven & Parente, 2003, p.91) argue that there is not:

a single problem plaguing Aboriginal children – alienation from school, high rates of absenteeism, non-enjoyment of school, significant under-achievement, reduced educational and career aspirations,

youth depression and suicide, conceptions about employment prospects and inability to secure rewarding, productive careers – that is not traceable, at least in part, to the failure of education systems to maximize our children's identity self-concepts as Aboriginal people, proactively enhance our children's academic self-concepts, and ensure our children in general feel good about themselves.

In education, there is a plethora of international research positively linking specific domains of self-concept (e.g. math self-concept) to matching achievement outcomes (e.g. mathematics grades/test scores; see Marsh & Craven, 2006 for an overview) across a variety of cultural settings (Marsh, Hau, & Kong 2002; Marsh & Köller, 2003). However, it is only recently that Aboriginal educational research has found that academic self-concepts are significantly and positively associated with higher levels of achievement, engagement, and school enjoyment for Aboriginal students (Bodkin-Andrews, Dillon, O'Rourke, Craven, & Yeung, 2012; Bodkin-Andrews, O'Rourke, & Craven, 2010; Craven, Tucker, Munns, Hinkley, Marsh, & Simpson, 2005; Purdie & McCrindle, 2004). For example, a recent longitudinal study conducted

by Bodkin-Andrews et al. (2012) revealed that although Aboriginal students are more likely than their non-Aboriginal counterparts to become disengaged from school, the strength of this association diminished when the impact of academic self-concept was taken into account. These findings suggest that enhancing the academic self-concepts of Aboriginal students would be a beneficial strategy in reducing school disengagement which is often characteristic of many Aboriginal students.

Factor	Example item
Academic self-concept	I learn things quickly in all school subjects
Reading self-concept	I am good at reading
Math self-concept	Work in mathematics is easy for me

Academic self-concept factors and example items

Additionally, while reports and Aboriginal Education policy statements and organisations have emphasised the need to maximise psychological constructs such as students' academic self-concepts as an outcome of schooling, lack of relevant research in Aboriginal Education means that education authorities and teachers have little basis on which to do so. As such, it is imperative to generate solutions for Aboriginal Education intervention grounded in theory and substantiated by sound empirical research to result in tangible outcomes.

The impact of the classroom teacher

The importance of the teacher role has long been recognised by Australian educational researchers (Craven, 2011; Ladwig & King, 2003; Lester & Munns, 2011; MCEETYA, 2003; Rowe, 2003). Much of this research emphasises the notion of *quality* teaching, which has been thought to positively affect educational outcomes through an emphasis on productive pedagogical strategies that foster higher level learning and student motivation (e.g. setting high expectations; setting tasks of high intellectual challenge). The importance of this research is accentuated by the fact that a quality teaching framework has been adopted by a number of

Australian education systems (e.g. NSW DEC & QLD DET). Importantly, some Australian research has emerged that quality intellectual learning strategies implemented within the classroom are associated with higher levels of achievement for both Aboriginal and non-Aboriginal students (Amosa, Ladwig, Griffiths & Gore, 2007).

Recent research by Hattie (2009) aimed to identify what factors contributed most in fostering academic achievement and engagement in learning. Results revealed that the most frequent set of positive and meaningful predictors emanated from the teachers, and how they acted and taught within the classroom. This led Hattie to conclude that it is the *differences in the teachers that make the difference in student learning* (2009, p. 236). Furthermore, in an earlier study, Hattie (2003) found that, with the exception of a student's individual attributes, the key source of variance (i.e. the largest effect size) in achievement levels was due to the classroom teacher (30%). Based on this rich research evidence, Hattie (2003, p. 2) concluded that

It is what teachers know, do, and care about which is very powerful in this learning equation.

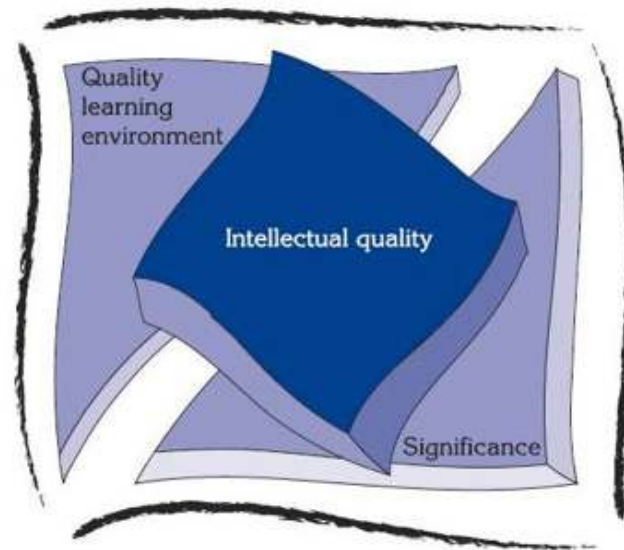
Clearly, the implications of Hattie's research for Aboriginal Education is that excellence in teaching is highly likely to enhance educational outcomes for Aboriginal students, and thus teaching strategies should be viewed as a prime catalyst for change.

However, very little is known about teacher quality from the students' own perspectives, and even less is known about what Aboriginal students see as the qualities of effective teachers and the impact this has on educational outcomes. An additional

factor contributing to academic success and school engagement is the learning environment in which the students are immersed.

The impact of the classroom climate

A critical facet of the *NSW Quality teaching framework* is that of the *Quality learning environment*, where the focus moves from learning strategies to that of the actual learning environment. A quality learning environment is one that allows positive relations (teacher–student; student–peers) within the classroom, whereby high expectations are set, and all members work productively together (NSW DET, 2003). Importantly, Aboriginal educational research has found that the relationships between students and teachers are of critical importance to an adaptive learning environment (Harrison, & Greenfield, 2011; Munns, Martin, & Craven, 2008; NSW AECG & NSW DET, 2004; Sarra, 2011).



The *Quality teaching framework* model (NSW DET, 2003, p. 8)

It should be recognised that what constitutes strong positive relations between students and teachers is not a one-way process, as respect between teachers and students needs to be reciprocal (Byrne & Munns, 2012). Teacher humour, flexibility in learning styles, caring, understanding, and cultural competency are often cited as essential characteristics to more adaptive learning environments for Aboriginal students (Buckskin, 2012; Byrne & Munns, 2012; Harrison & Greenfield, 2011) and, therefore, should be examined closely when investigating what contributes to Aboriginal students' academic success.

Factor	Example item
<i>Learning Fun</i>	My teacher has a good sense of humour
<i>Rapport</i>	My teacher likes me
<i>No Shame</i>	My teacher never makes me feel shamed / embarrassed about work in class
<i>Order</i>	In class, students can usually keep quiet when my teacher wants them to
<i>Collaborate</i>	Students in my class help each other learn

Teaching strategy items impacting classroom climate

The impact of cultural and Aboriginal Education strategies

The empirical research examining the link between Indigenous students' sense of cultural identity to increased classroom engagement and achievement has demonstrated some promising findings. One Australian quantitative study found that Indigenous students' sense of self-identity was a diverse, multifaceted, contextually sensitive, and complicated construct, with some of the most important markers for a positive identity being a strong sense of identification with kinship groups, an understanding of the true history, languages, and traditional practices, and a strong sense of place (Purdie, Tripcony, Boulton-Lewis, Fanshawe, & Gunstone, 2000). Purdie et al. also found that, after family, teachers played one of the strongest roles in the formation of students' sense of identity.

Furthermore, an increasing amount of qualitative research has also shown how identity is critical in promoting the engagement of Indigenous students (Harrison, & Greenfield, 2011; Munns, Martin, & Craven, 2008; NSW AECG & NSW DET, 2004; Sarra, 2011; Yunkaporta & Mcginty, 2009).

A review of the international research also suggests that culturally inclusive

curriculum and pedagogy may also be related to higher levels of achievement (Castagno & Brayboy, 2008; Ladson-Billings, 1995). Taken together, these findings offer a critical insight into the importance of culturally inclusive teaching strategies in fostering and promoting the identities of Australia's first peoples.

Critical to any understanding of cultural sensitivity, inclusivity, and Aboriginal Education practices within the classroom is the need to move beyond surface inclusivity practices (Yunkaporta & Mcginty, 2009). For example, Amosa et al. (2007) found that, although the learning and environmental components of the *NSW quality teaching framework* were successful in increasing achievement patterns for Aboriginal students, practices surrounding *significance* (e.g. cultural relevance) were found to be counterproductive to closing the gap between Aboriginal and non-Aboriginal students' achievement. On closer examination of the findings, Amosa et al. concluded that schools were largely failing to fully commit to in-depth culturally inclusive practices.

One of the reasons for this failing may be gleaned from a study conducted by Harrison and Greenfield (2011). They found that although it has been a Department of Education requirement among all states and territories to

incorporate Aboriginal perspectives into the school curriculum for more than a decade (Harrison, 2010; Konigsberg & Collard, 2002), teachers commonly reported knowing very little about Aboriginal people and their culture. Consequently, teachers had difficulties knowing how exactly how to incorporate Aboriginal knowledge and perspectives into the existing school programs.

Further compounding the problem, teachers and schools often reported having problems connecting with their local Aboriginal community which is particularly problematic because, as Dodson (2007) argues, one of the key features of a successful model of Aboriginal education is *intense community involvement* (p. 3).

Taken together, these findings suggest that, despite the NSW policy on Aboriginal Education introduced in 2009 stating that all teachers are required to undergo cultural competence training, the typical one-hour session offered does not adequately prepare teachers for teaching Aboriginal knowledge and perspectives (Harrison & Greenfield, 2011). By failing to adequately teach Aboriginal perspectives and knowledge, schools and teachers are in danger of perpetuating the very stereotypes and overgeneralisations that we are trying

to avoid (Harrison & Greenfield, 2011). Even more concerning is the potential negative effect such misrepresentation may have on the Aboriginal students within the classroom in relation to their self-concept, engagement, and Aboriginal identity.

Finally, Harrison and Greenfield argue that, in order for Aboriginal education to be effective in the classroom, Aboriginal knowledge and perspectives need to be clearly understood by teachers and effectively distinguished. They state Aboriginal perspectives refer to the teaching of respect, and awareness whereas Aboriginal knowledge is where partnerships with Aboriginal communities and representatives ensure that lessons are taught *in-place* with direct relevance to the diverse Aboriginal communities and the knowledge contexts schools may be situated in.

... identity is critical in promoting the engagement of Indigenous students.

Factor	Example item
<i>Community Involvement</i>	Aboriginal people from our community visit our class to teach us about Aboriginal history and culture
<i>Cultural Knowledge</i>	In my class we learn about Aboriginal culture
<i>Inclusive Perspectives</i>	My teacher has taught us about Aboriginal art
<i>Cultural Diversity</i>	In my class we learn about people from different cultures
<i>Strength of Cultural Identity Relations with</i>	I feel good about my culture when I am in class
<i>Family/Community</i>	My teacher knows my family
<i>Cultural Sensitivity</i>	My teacher has a good understanding of my culture

Cultural and Aboriginal education strategies

What factors facilitate positive learning outcomes for students?

Within the NSW public education system, some noteworthy documents have driven a positive agenda for educational research and practice within the last decade. As discussed above, John Hattie's (2009) *Visible learning*, provided a detailed synthesis of meta-analyses of international studies which identified the most significant drivers of student achievement. The *Quality teaching framework* (NSW DET, 2003) and *Freeing the spirit: Dreaming an equal future* (NSW Aboriginal Education Consultative Group Incorporated [AECG], 2004) both moved away from deficit theorising. Instead, they proposed what teachers, classrooms, and schools can do to promote positive learning outcomes for Australian Aboriginal and non-Aboriginal students.

Furthermore, the review of NSW Aboriginal Education practice (NSW AECG & NSW DET, 2004), identified a diversity of strong *pockets* of educational and community commitment to the educational success of Aboriginal students gleaned from over 200 sites across schools and their wider communities. Although the *Seeding success*

research highlighted the breadth of the disadvantaged status of Aboriginal students across all levels of education, the pockets of strength were notable, and aided in the identification of nine key areas for advancing Aboriginal education and policy. These included:

1. strengthening policy, planning, and implementation
2. extending quality teaching and learning
3. fortifying identities of Aboriginal students
4. engaging Aboriginal students
5. applying Aboriginal cultural knowledge
6. collaborating in partnerships
7. building community capacity
8. challenging racism
9. advancing leadership and accountability.

Following the recommendations of Mellor and Corrigan (2004), the *Seeding success* research focused on potential positive influences affecting the success of Aboriginal education rather than those that thwart Aboriginal students' achievement. As such, the key area of racism identified in the NSW AECG and NSW DET (2004) review was not addressed in this investigation.

Of particular importance for the

Seeding success project is:

- extending quality teaching and learning
- fortifying identities of Aboriginal students
- engaging Aboriginal students
- applying Aboriginal cultural knowledge
- collaborating in partnerships
- building community capacity.

All were recognised as critical factors that may directly influence the performance of Aboriginal students within the classroom.



Seeding success in Aboriginal education conceptual model

While key areas outside the classroom (strengthening policy planning and implementation, and advancing leadership and accountability) were not addressed directly in the *Seeding success* research, it is believed that the findings emanating from it will help inform these wider structural issues.

Finally, as highlighted within the report (NSW AECG & NSW DET, 2004), the fragmented nature of initiatives committing to the above key areas makes any generalisation across Australian education systems difficult. To address this gap the present study, *Seeding success for Aboriginal Australian primary students*, sought to test the salience of these potential drivers across schooling environments and classrooms.

The *Seeding success* investigation

The *Seeding success for Aboriginal Australian primary students* research project study was conducted in partnership with the Centre for Positive Psychology and Education, University of Western Sydney; New South Wales (NSW) Department of Education and Communities (DEC); and NSW Aboriginal Education Consultative Group Inc. Taking a forward-looking and positive perspective, the research aimed to capitalise on recent advances in educational policy, research, and practice to identify what practices may be most conducive for success and engagement in primary school for Aboriginal students.

Drawing on the policy frameworks offered by *Freeing the spirit: Dreaming an equal future* report (NSW AECG & NSW DET, 2004), the *Quality teaching framework* (NSW DET 2003), and the empirical research analysed by Hattie (2009), the opportunity

exists to identify the most promising antecedents for Aboriginal students' success.

The current investigation drew from this research base and from recent international advances in theory and research that have identified significant contributors to higher levels of engagement and achievement for students from a diversity of ethnic and cultural backgrounds (Byrne & Munns, 2012; Castagno & Brayboy, 2008; Craven & Marsh, 2008; Ladson-Billings, 1995; Ladwig & King, 2003; Lester & Munns, 2011).

Driving the present investigation were the factors most prominent in the literature which included:

1. academic self-concepts
2. teaching strategies
3. classroom climate
4. cultural and Aboriginal education strategies.

Methodology

Quantitative research design

The quantitative component of the research design involved initially identifying a random sample of 52 schools from NSW with a minimum of five or more Aboriginal students in Years 3 to 6. Aboriginal (n=495) and non-Aboriginal (n=783) students in the same class were invited to participate in the study. Students in each school completed a survey on three occasions, four months apart over a school year. Each group of constructs was assessed in a staged approach.

Initially, the quantitative component of the study focused on testing the psychometric properties of the instrumentation for Aboriginal and non-Aboriginal

students in Years 3 to 6 to ensure the measures were robust for the sample under consideration.

Next, tests were conducted to ascertain the extent of similarities and differences between mean scores of Aboriginal and non-Aboriginal students for each construct.

Finally, the raw associations (correlations) and the cause-and-effect impact of constructs on student engagement (as measured by desire for truancy, school enjoyment, and classroom participation) and English and mathematics achievement, using DEC developed measures across the three time-waves of data, were examined.

Qualitative research design

The qualitative component of the research comprised case studies in four DEC primary schools and conducting cross-case analysis to elucidate what seeds success for Aboriginal primary students. Schools for case studies were selected based on the scrutiny of the quantitative data whereby Aboriginal students in these schools:

- achieved above-average reading comprehension and mathematics EMSAD scores
- displayed higher levels of school engagement
- perceived that their culture was respected in the school learning environment.

Participants were drawn from four schools. Individual interviews were conducted with teachers (2–10 per school), Aboriginal Education Officers (one per school), and principals (one per school) of each school. Also, focus group interviews were conducted with students from each of the Years 4 to 6 with a

maximum of six students per group (one focus group interview per year).

Summary of key findings

Self-concept results

The results demonstrated that the self-concept measures employed are valid and reliable for the Aboriginal and non-Aboriginal students. They are equivalent in meaning for both student groups. As such, self-concept is a salient and multidimensional construct for Aboriginal primary students.

The results also attest to the important causal influence of academic self-concepts on nearly all of the schooling outcomes for the Aboriginal and non-Aboriginal students. More specifically, for the Aboriginal students, higher levels of the academic self-concepts (school, math, and reading) were causally associated with higher levels of classroom participation, school enjoyment, and English achievement, and lower levels of desire for truancy. For the non-Aboriginal students, all outcomes were causally predicted by the academic self-concept measures. For both the Aboriginal and non-Aboriginal students, the evidence suggests that the employment of a range of strategies to increase self-concept within school is likely to result

in enhanced classroom participation, school enjoyment, and academic achievement to seed success and engagement for all students.

Teaching strategy findings

Overall, not only were the teaching strategies equivalent in meaning across the Aboriginal and non-Aboriginal students, but, at the mean level, the two student groups were more similar than dissimilar in their perceptions of teaching strategies utilised in their learning environment. This result is in itself positive, as both student groups agreed to perceiving the diversity of strategies that teachers use.

Teaching strategies were also found to causally facilitate engagement outcomes (i.e. class participation and school enjoyment). Across the teaching strategies examined, five were found to be beneficial for Aboriginal students increasing levels of school engagement:

- self-monitoring
- literacy scaffolding
- clear instruction
- questioning
- performance feedback.

In contrast, the influence of these teaching strategies on achievement was minimal. These results imply that

utilising effective teaching strategies can seed success in classroom participation and reduced truancy for Aboriginal students, but have little effect on their achievement patterns in mathematics and English.



Class participation, *The Shyness project*

Classroom climate results

In the classroom, Aboriginal and non-Aboriginal students were more similar than dissimilar in their perceptions of the positive classroom climate (and also found to be equivalent in meaning across the two groups).

In addition, the adaptive nature of these perceptions were further enhanced by the strong positive relations between the classroom climate factors and the schooling engagement outcomes (i.e. class participation and school enjoyment), and had negative relations

with truancy (suggesting that such strategies lead to less truancy) for both Aboriginal and non-Aboriginal students. Like the results pertaining to teaching strategies, the relations between the classroom climate factors examined and achievement measures used were minimal in nature. Hence, these findings suggest that classroom climate facilitates schooling engagement outcomes and reduced truancy, but has little influence on mathematics and English achievement.

Findings relating to the cultural education measures

After an examination of how cultural education practices influence schooling outcomes, the current findings suggest that Aboriginal students can more readily perceive culturally inclusive strategies (with the exception of relations with family and community) in the classroom when compared to their non-Aboriginal peers. That perceptions of culturally inclusive teaching were positive for both Aboriginal and non-Aboriginal students suggests that schools are implementing culturally inclusive strategies that are valued by all students.

The findings also imply that culturally inclusive strategies are positively associated with schooling engagement

for both Aboriginal and non-Aboriginal students, suggesting that such strategies have benefits for all children.



Two nations  by [mikecogh](#)

Interestingly, only *strength of cultural identity* was associated with both achievement outcomes for Aboriginal students, implying that promoting Aboriginal children's cultural identity has a positive association with higher achievement outcomes. This important finding supports calls to recognise and promote Aboriginal students' identity in the classroom as a critical component of the learning equation to seed success.

Qualitative findings

Results emanating from the qualitative component of this study acknowledged that the conditions of school success for Aboriginal students are complex equations (see Munns et al., 2013 for further detail). They involve the interplay of cultural forces on individual dispositions and decisions as they interact with wider policies, contextually driven conditions, curricula, and pedagogies. The case studies indicate that there is evidence to suggest that schools can make a difference for Aboriginal students, and offer future directions for school communities to consider as they work on their own approaches to enhanced social and academic outcomes. Although seeding success for Aboriginal students varied across case study schools, there was substantial evidence for the key eight themes that clearly emerged across the four schools:

- strong community relationships
- the centrality of Aboriginal cultural spaces and Aboriginal people to the work of schools
- the prioritisation and embedding of Aboriginal perspectives and values in the school and classroom curriculum
- the implementation of quality teaching strategies from an Aboriginal perspective
- a conscious movement from welfare to learning communities
- targeted support for Aboriginal students
- establishment of relationships between teachers
- Aboriginal students acknowledge that Aboriginal learners as responsible and able to achieve.



Taigum Primary School students meet with Elders from the Nalingu Aboriginal and Torres Strait Islander Centre in Zillmere

Discussion and recommendations

The results imply that teachers and culturally safe learning environments are important factors in contributing to Aboriginal student engagement and achievement. However, much still needs to be done to enhance Aboriginal students' academic self-concepts so that they are commensurate with their non-Aboriginal peers' academic self-concepts. This is especially important considering the findings which demonstrate that academic self-concepts are associated with positive schooling engagement and achievement outcomes for both Aboriginal and non-Aboriginal students. As such, the results attest to the centrality of academic self-concepts in facilitating desirable educational outcomes for both Aboriginal and non-Aboriginal students. Therefore, no teacher is

wasting their time in enhancing Aboriginal students' academic self-concepts to seed success.

These results also attest to the fundamental importance of literacy for Aboriginal students and to the need to foster positive *reading self-concept* to enhance *school enjoyment* to seed success.

In addition, the current results imply that school enjoyment for non-Aboriginal students is causally influenced by a more diverse array of constructs as compared to Aboriginal students.

The findings also highlight the importance of holding positive math self-concept for non-Aboriginal students to causally influence academic achievement in mathematics. For the Aboriginal students though, similar effects were not observed as *cultural identity* was the only positive causal predictor of mathematics achievement.

These findings also support the international self-concept literature that demonstrates that achievement and self-concept share dynamic and mutually reinforcing relations (see Marsh & Craven, 2006). Hence, enhancing both *reading self-concept* and reading skills simultaneously is likely to enhance *reading achievement*.

Furthermore, the results also imply that holding a strong cultural identity has a positive causal influence on reading achievement for Aboriginal students. Consequently, the promotion of Aboriginal identity is a strategy that can improve reading outcomes for Aboriginal students.

It has been well established in the literature that Aboriginal students are at greater risk of becoming disengaged from school than their non-Aboriginal counterparts (Bodkin-Andrews et al., 2012; Bodkin-

Andrews et al., 2010). However, the current findings offer some insight into diminishing this risk. If teachers can develop a strong rapport with their students, incorporate questioning techniques and fun into their lesson plans, and focus on enhancing reading self-concepts, then Aboriginal students are more likely to be engaged in school. Subsequently, this should lead to decreased rates of truancy.

A number of other teaching strategies were also found to be beneficial in facilitating the educational success of Aboriginal students. *Teacher questioning* was found to increase Aboriginal students' class participation and enjoyment of school, as well as decrease rates truancy. As this strategy has been positively related to higher-order learning, it is recommended that teachers incorporate this strategy into their teaching of Aboriginal students to promote critical thinking and avoid surface learning or memorisation approaches.

As *literacy scaffolding* was found to promote learning and school enjoyment, it is recommended that all teachers ensure that each student is challenged with classroom reading tasks, regardless of their literacy levels. By acting as models for challenging learning tasks, teachers make success visible to all students. Then, building on this foundation, they allow the dynamic nature of the whole class to discover further pathways to success.

Performance feedback was also found to be a critical factor. Therefore, teachers need to ensure that Aboriginal students know what success is, as it allows students to relate their learning development to achievement and their sense of confidence. As advised by Hattie (2009), feedback should

not be about rewards, but about teachers giving information about tasks that reinforce the learner's understandings, confidence, and self-evaluation. Additionally, the findings associated with the benefits of teaching students to self-monitor demonstrate the need for teachers to promote self-monitoring in their classrooms. Self-monitoring allows students to directly link their progress to their achievement and, indirectly, to their confidence.

Lastly, *clear instruction* was found to enhance Aboriginal students' educational outcomes. Therefore, teachers should provide clear explanations and guided learning strategies that involve making clear observable links between learning, assessment, and success.

By acting as models for challenging learning tasks, teachers make success viable to all students.

Factor	Example item
<i>Performance Feedback</i>	My teacher lets me know when I have used the right way to do my work
<i>Self-monitoring</i>	My teacher encourages me to learn from past mistakes
<i>Clear Instructions</i>	My teacher's explanations about how to do school work are clear
<i>Challenge</i>	My teacher sets school work that is challenging
<i>Literacy Scaffolding</i>	My teacher builds on what I know about reading to teach me new things
<i>Questioning</i>	My teacher asks me questions to help me learn
<i>Deep Understanding</i>	I get to look at things in different ways

Teaching strategy items

It is also useful to note that, within the qualitative findings, a number of positive themes emerged that were comparable to the quantitative findings, particularly in relation to culturally embedded practices that enhance Aboriginal students' positive sense of culture within both the school and classroom (Munns et al., 2013). Indeed, it may be argued that the inclusion of meaningful Aboriginal perspectives within the learning environment, and working in partnership with Aboriginal communities, will strengthen and reinforce the identity of Aboriginal students.

Research strengths and limitations

The findings of the *Seeding success* investigation offer a rare longitudinal Aboriginal Education study to the literature, with a systematic use of qualitative and quantitative methodologies. The qualitative research identified the multi-faceted and varying paths that schools navigate to seed success. The quantitative research examined the worth of increased levels of academic self-concepts, Cultural/

Aboriginal Education approaches, and adaptive teaching strategies for seeding success.

A key strength of the quantitative component of this research study was the rigorous attention paid to the psychometric properties and the validity of the measurement instruments used for both Aboriginal and non-Aboriginal primary students. This is particularly important in relation to Aboriginal Education research as previous research has been plagued with methodological measurement flaws (Bodkin-Andrews, Ha, Craven, & Yeung, 2010; Craven & Bodkin-Andrews, 2011; Mellor & Corrigan, 2004). The established equivalence of measurement between Aboriginal and non-Aboriginal samples ascertains that differences, associations, and causal relations identified are more likely to represent real findings rather than cross-cultural measurement biases (Byrne, 2003).

Finally, one of the strongest limitations plaguing the majority of quantitative Aboriginal Education research is its cross-sectional nature (Bodkin-Andrews et al., 2012). The longitudinal causal modelling methodology utilised in the *Seeding success project* has allowed a rigorous examination of causal effects pertaining to the constructs examined and to educational outcomes.

Conclusion

In conclusion, the research has created a suite of valid and reliable measures for further research with Aboriginal primary student samples and has provided evidence of potent factors for seeding success in Aboriginal students' schooling engagement and achievement.

The 16 factors positively and causally Influencing Aboriginal and non-Aboriginal students' educational outcomes

Academic self-concept factors	Cultural and Aboriginal education strategies	Teaching strategies	Classroom climate
Reading self-concept	Aboriginal Community	Self-monitoring	Organisation
School self-concept	Cultural knowledge	Literacy scaffolding	Learning fun
Math self-concept	Cultural identity	Clear Instruction	Rapport
	Cultural sensitivity	Questioning	No shaming
		Performance feedback	Organisation

16 factors that causally and positively influenced schooling outcomes for Aboriginal primary students

This research has also successfully identified 16 factors that causally and positively influenced schooling outcomes for Aboriginal primary students. The finding showing that excellent teachers and the strategies they use facilitate success for Aboriginal primary students is important. It implies that teachers should proactively enhance Aboriginal students' academic self-concepts, promote Aboriginal students' cultural identity, and utilise teaching strategies that raise the expectations of Aboriginal students to achieve excellence.

It is these excellent teachers that are helping us to illuminate the path to seed success for Aboriginal primary students and forge a bright future for all Australians.

References and further reading

Ainley, J., Buckley, S., Beavis, A., Rothman, S. & Tovey, A. 2011, *Analysis of Year 12 Certificate II attainment of Aboriginal young people – Stage 1*, ACER Press, Camberwell, Vic.

Amosa, W., Ladwig, J., Griffiths, T. & Gore, J. 2007, 'Equity effects of quality teaching: Closing the gap', in *Proceedings Australian Association for Research in Education Conference*, Fremantle, 25–29 November, 2007.

Bodkin-Andrews, G., Ha, M.T., Craven, R.G. & Yeung, A.S. 2010, 'Factorial invariance testing and latent mean differences for the Self-Description Questionnaire II (short version) with Indigenous and non-Indigenous Australian secondary school students', *International Journal of Testing*, vol. 10, pp. 47–79.

Bodkin-Andrews, G.H., O'Rourke, V. & Craven, R.G. 2010, '[The utility of general self-esteem and domain-specific self-concepts: Their influence on Indigenous and non-Indigenous students' educational outcomes](#)', *Australian Journal of Education*, vol. 54, no. 3, pp. 277–306, accessed 14 January 2014.

Bodkin-Andrews, G. H., O'Rourke, V., Dillon, A., Craven, R.G. & Yeung, A.S. 2012, 'Engaging the disengaged?: A longitudinal analysis of the relations between Indigenous and non-Indigenous Australian students' academic self-concept and disengagement', *Journal of Cognitive Education and Psychology*, vol. 11, no. 2, pp. 179–195.

Buckskin, P. 2012, 'Engaging Indigenous students: The important relationship between Aboriginal and Torres Strait Islander students and their teachers', in K. Price (ed.), *Aboriginal and Torres Strait Islander education: An introduction for the teaching profession*, pp. 164–178, Cambridge University Press, Melbourne, Vic.

Byrne, B.M. 2003, 'Testing for equivalent self-concept measurement across culture: Issues, caveats, and application', in H.W. Marsh, R.G., Craven, & D. McInerney (eds), *International advances in self research*, vol. 1, pp. 291–313, Information Age Press, Greenwich, CT.

Byrne, M. & Munns, G. 2012, 'From the big picture to the individual student: The importance of the classroom relationship', in Q. Beresford, G. Partington & G. Gower, *Reform and resistance in Aboriginal Education*, pp. 304–334, UWA Publishing, WA.

Castagno, A.E. & Brayboy, B.M.J. 2008, 'Culturally responsive schooling for Aboriginal youth: A review of the literature', *Review of Educational Research*, vol. 78, pp. 941–99.

Craven, R.G. (Ed.) 2011, *Teaching Aboriginal studies*, 2nd edn, Allen & Unwin, Sydney, NSW.

Craven, R.G. & Bodkin-Andrews, G.H. 2011, 'What research tells us', in R.G. Craven (ed.), *Teaching Aboriginal Studies*, pp. 210–228, Allen & Unwin, Sydney, NSW.

Craven, R.G. & Marsh, H.W. 2004, 'The challenge for counsellors: Understanding and addressing

Aboriginal secondary students' aspirations, self-concepts and barriers to achieving their aspirations', *Australian Journal of Guidance and Counselling*, vol. 14, no. 1, pp. 16–33.

Craven, R. & Parente, A. 2003, 'Aboriginal Education and the importance of self-concept research', in *Journal of the Aboriginal Studies Association*, vol. 12, pp. 91–104.

Craven, R.G., Tucker, A., Munns, G., Hinkley, J., Marsh, H.W. & Simpson, K. 2005, *Indigenous students' aspirations: Dreams, perceptions and realities*, Department of Education, Science and Training, Commonwealth of Australia, Canberra, ACT.

De Bortoli, L. & Thomson, S. 2010, [The achievement of Australia's Indigenous students in PISA 2000–2006](#), ACER Press, Camberwell, Vic., accessed 14 January 2014.

Delvin, M. 2009, 'Aboriginal higher education student equity: Focussing on what works', *The Australian Journal of Aboriginal Education*, vol. 38, pp. 1–8.

Gray, J. & Beresford, Q. 2008, 'A formidable challenge: Australia's quest for equity in Aboriginal education', *Australian Journal of Education*, vol. 52, no. 2, pp. 197–223.

Harrison, N. & Greenfield, M. 2011, 'Relationship to place: positioning Aboriginal knowledge and perspectives in classroom pedagogies', *Critical Studies in Education*, vol. 52, no. 1, pp. 65–76.

Hattie, J. 2003, 'Teachers make a difference. What

is the research evidence?' Paper presented at the *Joint New Zealand Association for Research in Education and Australian Association for Research in Education conference*, Auckland, December.

Hattie, J. 2009, *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*, Routledge, New York.

Ladson-Billings, M. 1995, 'But that's just good teaching! The case for culturally relevant pedagogy', *Theory into practice*, vol. 34, no. 3, pp. 159-165.

Ladwig, J.G. & King, M.B. 2003, *Quality teaching in NSW public schools: An annotated bibliography*, Professional Support and Curriculum Directorate, Sydney, NSW.

Lester, J. & Munns, G. 2011, 'Closing the gap', in R.G. Craven (ed.), *Teaching Aboriginal Studies*, pp. 229-256, Allen & Unwin, Sydney, NSW.

Marsh, H.W. & Craven, R.G. 2006, 'Reciprocal effects of self-concept and performance from a multidimensional perspective: Beyond seductive pleasure and unidimensional perspectives', *Perspectives on Psychological Science*, vol. 1, no. 2, pp. 133-163.

Marsh, H.W. & Köller, O. 2003, 'Bringing together two theoretical models of relations between academic self-concept and achievement', *International advances in self research*, vol. 1, pp. 17-45.

Marsh, H.W., Hau, K.T. & Kong, C.K. 2002, 'Multilevel causal ordering of academic self-concept and

achievement: Influence of language of instruction (English compared with Chinese) for Hong Kong students', *American Educational Research Journal*, vol. 39, pp. 727-763.

Mellor, S. & Corrigan, M. 2004, *The case for change: A review of contemporary research on Aboriginal Australian outcomes*, ACER, Vic.

Ministerial Council on Education Employment Training and Youth Affairs (MCEETYA) 2003, *A national framework for professional standards for teaching: Teacher quality and educational leadership taskforce*, Author, Canberra, ACT.

Ministerial Council on Education, Employment, Training, and Youth Affairs (MCEETYA) 2006, *Australian directions in Aboriginal education - 2005-2008*, MCEETYA and Curriculum Corporation, Vic.

Munns, G., Martin, A.J. & Craven, R.G. 2008, 'To free the spirit? Motivation and engagement of Indigenous students', *Australian Journal of Indigenous Education*, vol. 37, pp. 98-107.

Munns, G., O'Rourke, V. & Bodkin-Andrews, G. 2013, 'Seeding success: Schools that work for Aboriginal students', *Australian Journal of Indigenous Education*, vol. 42, no. 1, pp. 1-11, doi:10.1017/jie.2013.6.

New South Wales Aboriginal Education Consultative Group Incorporated & New South Wales Department of Education and Training 2004, *The report of the review of Aboriginal education: Yanigurra Muya: Ganggurrinyma Yaarri Guurulaw*

Yirringin.guray Freeing the spirit: Dreaming an equal future, New South Wales Department of Education and Training, Darlinghurst, NSW.

New South Wales Department of Education and Training 2003, *Quality teaching in NSW public schools: Discussion paper*, Professional Support and Curriculum Directorate, Sydney.

Purdie, N. & McCrindle, A. 2004, 'Measurement of self-concept among Indigenous and non-Indigenous Australian students', *Australian Journal of Psychology*, vol. 56, no. 1, pp. 50-62.

Purdie, N., Tripcony, P., Boulton-Lewis, G., Fanshawe, J. & Gunstone, A. 2000, *Positive self-identity for Indigenous students and its relationship to school outcomes*, Queensland University of Technology & Department of Education, Science and Training, ACT.

Rowe, K.J. 2003, *The importance of teacher quality as a key determinant of students' experiences and outcomes of schooling*, keynote address for the ACER research conference, Melbourne, October, 2003.

Sarra, C. (Ed.) 2011, *Strong and smart: towards a pedagogy for emancipation: education for first peoples*, Routledge, London, UK.

Yunkaporta, T. & McGinty, S. 2009, 'Reclaiming Aboriginal knowledge at the cultural interface', *The Australian Educational Researcher*, vol. 36, no. 2, pp. 55-72.

Centenary of the Commemoration of the First World War: Bringing communities together



ANZAC War Memorial frieze Hyde Park, Sydney (Photograph by Cath Keane)



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 (NSW DEC) statewide consultations. This article provides learning ideas and resources for students to engage in the commemoration of the centenary of the First World War.

Australians remember

Between 2014 and 2018, Australia will commemorate the centenary of the First World War as well as other wars, conflicts and peacekeeping operations in which Australians have been involved. This centenary is a milestone significant to all Australians. The First World War helped to forge our national identity through the service and sacrifice of Australians. The centenary will not only remember those service men and women who went to war, the large numbers who never returned or were injured or maimed, but it is also an opportunity to commemorate more than a century of service in the armed services by Australian men and women. *Centenary of the Commemoration of the First World War*, allows for all students in NSW public schools to be involved, to learn about and remember the men and women who served in war and how the First World War changed Australia as a nation.



ANZAC War Memorial, Hyde Park, Sydney (Photograph by Cath Keane)



Rayner Hoff's sculpture, Sacrifice, inside the ANZAC War Memorial, Hyde Park, Sydney (Photograph by Anne Southwell)

Key themes for NSW public schools consideration is the significance of:

- Australia's involvement in the First World War and the results of this involvement
- the First World War to all Australians
- the impact of the First World War on developing Australian identities then and now.

The theme of *Bringing communities together* has been identified to engage with the diversity of Australian communities in this commemoration. This supports the inclusion of a wide range of backgrounds that were not typically part of our communities 100 years ago. In addition, the following annual themes support the concept of *Bringing communities together*.

The annual themes are:

2014: Challenge

Australia faced enormous challenges as a newly federated nation going to war in Europe in 1914, including a small population spread over great distances and limited financial resources to support

the war effort. An unknown number of Aboriginal and Torres Strait Islander service men and women also enlisted to protect our land. These challenges were met with the usual *can do* approach that is now seen as typically Australian.

2015: Change

As the war effort gained momentum, communities needed to change. Women, in particular, took on a wide variety of roles, which changed the face of Australian communities. The development of Australian patriotism was an important feature of this time.

2016: Caring

As the loss of service men and women mounted, support for remaining family and friends was important. Care is epitomised in the Australian concept as *mateship*.

2017: Community

The First World War brought former colonies and different communities around Australia together as support for the war effort continued. The armed forces built a sense of loyalty within their ranks as diverse groups of men and women came together from different parts of society. Broad links were forged that became a foundation for progress after the war.

2018: Commemoration

As the war came to an end the great cost in human lives, those who never came home, was felt. The continuing need to remember those who gave their

lives is a defining feature of what it means to be an Australian and an ANZAC.

How will schools be involved?

The Centenary of the Commemoration of the First World War: Bringing communities together provides a significant quality teaching learning opportunity, as outlined in the curriculum mapping.

Schools already undertake a range of commemorative activities around ANZAC Day and Remembrance Day; the marking of 100 years since the beginning of the First World War will add another rich layer of significance to these events. A focus on forging links with schools' local communities allows for the inclusion of a diverse range of perspectives. Schools can use this commemoration as an opportunity to forge relationships with current service men and women as part of regular school events and through the *Adopt a Veteran* model.

The NSW syllabuses for the Australian Curriculum provide a valid context for teachers to identify and teach about Australia's military and community sacrifices in a meaningful way. This ensures future generations inherit the legacy of contemporary, respectful commemorations.

What can schools do?

Schools have the opportunity to strengthen ties within their local community using a range of initiatives related to the commemoration, which may include:

- adopting a local veteran
- identifying and researching local war memorials

or commemorative boards and contributing to their preservation

- planting trees to commemorate events of significance to the local community
- identifying opportunities for recognition and reconciliation with Indigenous Australians that support the telling of local stories.

Schools can also ensure that current serving soldiers and local veterans are included in a manner that is appropriate for their local community, which may include developing or enhancing a relationship with the local Returned Services League (RSL). The opportunity for parents and citizens to take a key role in linking school and community is important in building long term relationships that bring communities together.

How can schools incorporate Learning across the curriculum?

Learning across the curriculum supports the notion of bringing communities together as they support the Centenary of the Commemoration of the First World War. Some opportunities include:

Aboriginal and Torres Strait Islander histories and cultures

It is estimated that several hundred Aboriginal and Torres Strait Islander men

enlisted in the First World War. They were treated equally while in the armed forces, but upon returning home the discrimination continued. Learning about the contribution of Aboriginal and Torres Strait Islander service men and women has specific relevance to Stage 3 and Stage 5.

Ethical understanding

Learning about the lives of ordinary men and women during the First World War provides the opportunity to examine a range of motives and actions to evaluate ethical understandings particularly in relation to war and its effect on individuals, families and the wider community.

Information and communication technology capability

Locating and evaluating sources used to learn about the First World War now requires students to utilise information and communication technologies. This has particular relevance to using online techniques to research a veteran.

Intercultural understanding

Some culturally diverse communities, including those from countries which have been involved in war and conflict, will need to address aspects

of intercultural understanding with sensitivity. For example, both sides of the conflict should be presented.

Personal and social capability

Engaging with a variety of learning about the First World War provides students with the perspectives about the challenging positions of people in that era and supports them to engage with the values related to the decisions and choices of that time.

Civics and citizenship

Learning about how the Australian nation responded to the war effort, the conscription debates of the time, community support and organisation, the changing role of women at the time, the struggle of Aboriginal and Torres Strait Islander peoples for citizenship rights, are just some aspects of civics and citizenship that can be addressed. Opportunities for civic action today can also be explored, such as:

- including current armed forces personnel in school events
- undertaking community service to support retired armed service man and women
- contributing to the maintenance of memorials.



The ANZAC Memorial plaque, Hyde Park, Sydney (Photograph by Cath Keane)

How does commemorating the centenary of the First World War support the curriculum?

There is a range of syllabus opportunities which meet the centenary commemoration of the First World War. These opportunities can support an integrated approach across a range of subjects including history, English, creative arts, and also aspects of science and technology for the inclusion of a range of activities for student learning and engagement.

The following pages identify NSW syllabus links and provide some suggestions for learning ideas for Early Stage 1 to Stage 5:

EARLY STAGE 1

Abbreviated syllabus links

Learning ideas

History Early Stage 1

History: HTe-1, HTe-2

Concept: Perspective

Skill: Analysis and use of sources

Family histories

How the stories of families and the past can be communicated, for example through photographs, artifacts, books, oral histories, digital media and museums ([ACHHK004](#))

How they, their family and friends commemorate past events that are important to them ([ACHHK003](#))

- use images of ANZAC Day and Remembrance Day events to explore the significance of these events.
- invite guest speakers e.g. grandad/grandparent, RSL member to discuss family stories from the First World War
- make *hard tack* (firm ANZAC biscuits eaten by the diggers).

English

English: ENe-1A, ENe-8B, ENe-10C

Concept: Characterisation

Respond to and compose texts

Develop and apply contextual knowledge

Understand and apply knowledge of language forms and features

Respond to, read and view texts

- read and respond to texts such as *My grandad marches on ANZAC Day* by Catriona Hoya and *Anzac biscuits* by Phil Cummings.

Abbreviated syllabus links

Learning ideas

Creative Arts

Drama: DRAES1.1, DRAES1.3, DRAES1.4

Students engage in roles through imaginative play and dramatic situations. They use movement, spaces and objects to dramatise personal experiences. They respond to different forms of dramatic experiences.

- make, perform and appreciate mime such as marching in pairs and groups.

STAGE 1

Abbreviated syllabus links

Learning ideas

History Stage 1

History: HT1-2, HT1-4

Concept: Continuity and change, Significance

Skill: Empathetic understanding

The past in the present

The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past. ([ACHHK044](#))

The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial. ([ACHHK045](#))

- locate and investigate the significance of a local war memorial or honour board
- discuss the importance of preservation using the key inquiry questions
- plant a memorial tree and invite community members e.g. Parents and Citizens (P&C), parents and grandparents, Returned Services League (RSL) members
- develop an empathetic understanding of what life was like for children of the same age in 1914–1918
- focusing specifically on [schooling](#), clothing, games and food
- explore the [Themes](#) tab on the [My place](#) website and watch clips/episodes relating to education, food, entertainment and Australians at war
- investigate and analyse sources using memorial [Box 01 – Australia and the First World War](#) from the Australian War Memorial.

Abbreviated syllabus links

Learning ideas

English Stage 1

English: EN1-2A, EN1-7B, EN1-11D

Concept: Interconnectedness

- of Australia's memory/memorial in letter form and its significance for our past, present and future
- empathy within author's message

Respond to and compose texts

Understand and apply knowledge of language forms and features

- view and respond to author's message in [Memorial](#) by Gary Crew and Shaun Tan and refer to the [teacher's notes](#)
- compose an imaginative text about the significance of memories and memorials, linking to the local war memorial
- view and respond to the empathy in [My mother's eyes: the story of a boy soldier](#) by Mark Wilson (focus on the letter writing and memorial in France)
- view and respond to [Archie's War: my scrapbook of the First World War, 1914–18](#) by Marcia Williams
- compose a scrapbook including letters, diary entries, cartoon sequences and mementos from your local area as if you were living during the period 1914–1918
- respond to advertisements and timeline images for [Vegemite](#), [Aeroplane Jelly](#), [Arnott's biscuits](#) and discuss purpose, audience and language use.

Abbreviated syllabus links

Learning ideas

Science and Technology Stage 1

Science and Technology:

St1-4WS, St1-13MW

Content:

Question, predict and conduct investigations.

The different properties of materials enable them to be used for particular purposes.

- identify and source from old clothing stores, a range of clothing made of different materials from past to present
- access images of clothing worn during the First World War
- conduct an investigation to explore materials for texture, durability
- compare similarities and differences of materials which show the character's place in time, by the style of the clothing.

Abbreviated syllabus links

Learning ideas

Creative Arts Stage 1

Visual Arts: VAS1.1, VAS1.2, VAS1.3, VAS1.4

Students make artworks representing both real and imagined situations exploring a range of techniques and media. They discuss qualities of artworks such as subject matter and technique, recognising that artists create artworks for different audiences.

Dance: DAS1.1, DAS1.2, DAS1.3

Students perform dances with some understanding of body movement and expression, exploring a range of movements to make choices in order to convey ideas, feelings and moods. They describe the ideas, feelings and moods conveyed by dances.

- make, perform and appreciate pair and group dances of the era e.g. ragtime
- create a digital image *smash* of past and present memorial sites.

STAGE 2

Abbreviated syllabus links

Learning ideas

HSIE and History Stage 2

History: HT2-1, HT2-2, HT2-5

Concept: Significance, Empathetic understanding

Skill: Perspectives and interpretations, Research

Community and remembrance

Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC Week, National Sorry Day) and the importance of symbols and emblems. (ACHHK063)

HSIE: SSS2.7, ENS2.6

- contributions of paid and unpaid workers and voluntary organisations in the community
- gives reasons why groups are associated with a feature or site
- plans and implements a strategy for caring for a particular feature or site.

- research origins of people in the local community, history of remembrance/commemoration events in the local area. Focus on [Remembrance Day](#)
- discuss the significance, interpretation and symbolism of Remembrance Day by accessing images
- explore the [Themes](#) tab on the [My place](#) website and watch clips/episodes relating to historical events Remembrance Day (Armistice)
- establish empathetic understanding, perspectives and interpretations with/of the characters of *My Place* during 1914–1918
- research history and access images of the role of the [Red Cross \(centenary 2014\)](#), contribution of [volunteers in the war effort](#) of First World War (also link to text [Simpson and his donkey](#))
- discuss the role of women and the importance of volunteers using the key inquiry questions
- research history and role of United Nations Educational, [Scientific and Cultural Organisation](#) (UNESCO) and its formation after both world wars
- discuss which countries belong to UNESCO and compare flags, coat of arms, anthems
- discuss the advantages and disadvantages of [submerged war wreckage](#) as a natural or built environment
- discuss the importance of the First World War and the cultural heritage in order to better preserve the submerged heritage sites.

Abbreviated syllabus links

Learning ideas

English Stage 2

English: EN2-2A, EN2-7B, EN2-10C

Concept: Imagery

- symbolism of animals/mateship in war

Respond to and compose texts

Understand and apply knowledge of language forms and features

- engage in and review a range of texts which represent a variety of perspectives, images and symbolism of animals/mateship during First World War e.g. [Simpson and his donkey](#) by Mark Greenwood, [M is for mates](#) by Department of Veterans' Affairs, [The donkey who carried the wounded](#) by Jackie French, [including notes](#) (Australian, Turkish and animal perspectives)
- access poetry or songs from The [Australian Light Horse Association](#)
- read and respond to the [Ode of remembrance](#) by Laurence Binyon
- produce imaginative texts (poetry) with a focus on the imagery of animals/mateship and war
- compose storyboards or visual sequences to represent an imaginative text from a soldier's perspective.

Abbreviated syllabus links

Learning ideas

Creative Arts Stage 2

Visual Arts: VAS2.1, VAS2.2, VAS2.3, VAS2.4

Students make artworks that represent a variety of subject matter and make choices about the forms and techniques used to best represent the qualities of the subject matter. They discuss reasons why artists make particular artworks and why different interpretations are possible, recognising similarities and differences in how subject matter is represented.

Music: MUS2.1, MUS2.2, MUS2.3, MUS2.4

Students sing, play and move to music, demonstrating a basic understanding of musical concepts. They organise musical ideas into simple compositions and use understood symbols to represent these. Students listen to a range of music, identifying key features and they make some informed judgements about musical preference.

Drama: DRAS2.1, DRAS2.2, DRAS2.3, DRAS2.4

Students use movement and voice to build the action and roles of a drama in a variety of situations. They devise and sequence drama to create meaning. Students experience and interpret a range of drama forms and elements by making, performing and appreciating drama.

- recreate mixed media interpretations, e.g. digital, fibre and recycled materials of submerged war wreckage using UNESCO images
- create soundscape compositions with a focus on water and war using graphic and traditional notation
- compose, perform and appreciate a [War horse](#) puppetry piece using marionettes.

STAGE 3

Abbreviated syllabus links

Learning ideas

HSIE and History Stage 3

History: HT3-3, HT3-5

Concept: Cause and effect, Contestability

Skill: Research, Comprehension, terms and concepts

Australia as a Nation

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. ([ACHHK115](#))

The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, sciences, the arts, sport. ([ACHHK116](#))

HSIE: SSS3.8

- gathers information about the rights and responsibilities of being an Australian citizen
- contributions of groups, movements, policies and laws in the development of fairness and social justice in Australia

- discuss cause and effect and the role of First World War in shaping Australian identity
- using the [Decade timeline](#) tab view information about Australia in the 1910s then view [My place, Episode 10](#), 1918 and identify changes to society
- research *Adopt a veteran* from local honour board or war memorial, (the Bridge Street State Office Honour Board lists the NSW public school teachers involved in the First World War) by using [Australian War Memorial](#) search function
- research significant Aboriginal and Torres Strait Islanders who represented Australia in First World War e.g. Harry Thorpe, Captain Reg Saunders, Oodgeroo Noonuccal (Kath Walker) included in the [Indigenous Service resource](#).
- interact with [Sites2See - Indigenous veterans](#) and use the key inquiry questions as a springboard to discuss contestability
- investigate sources using memorial [Box 03 - Too dark for the light horse: Aboriginal and Torres Strait Islanders in the defence forces](#)
- analyse primary sources including [letters and diaries of soldiers](#) belonging to the Australian 6th Light Horse Regiment (NSW)
- research what happened to Aboriginal servicemen upon returning home, did they receive the same recognition and support? What changes had occurred to their land and communities while they were serving?
- view sources and judge the contestability of perspectives and the role of anti-discrimination legislation in Australia during the First World War.

Abbreviated syllabus links

Learning ideas

English Stage 3

English: EN3-1A, EN3-2A, EN3-6B, EN3-8D

Concept: Representation

- of Australian identity in First World War with a focus on colloquial language

Respond to and compose texts

Understand and apply knowledge of language forms and features

- deliver a multimedia presentation using research to inform audience and purpose
- develop arguments to conduct a debate with a focus on Australian identity and the impact of war
- view and respond to the language of soldiers' letters, diaries from the Australian War Memorial etc and interact with the [Learn soldier's slang](#) activity from the Australian War Memorial
- reimagine a song or poem from the First World War period and rephrase it according to current language colloquialisms, idioms, slang
- access [First World War posters](#) as a representation of persuasion and discuss contestability, perspective, interpretation
- compose multimedia posters to persuade involvement in the protection of Australia with a focus on colloquial language.

Abbreviated syllabus links

Learning ideas

Creative Arts Stage 3

Visual Arts: VAS3.1, VAS3.2, VAS3.3, VAS3.4

Students make artworks for a variety of audiences using different forms and techniques to convey meaning and represent the likeness of things in the world. They discuss artworks in terms of how subject matter is used and represented, artists' intention and audience interpretation and make reasoned judgements about these artworks.

Music: MUS3.1, MUS3.2, MUS3.3, MUS3.4

Students sing, play and move to a range of music, both as individuals and in group situations, demonstrating an understanding of musical concepts. They organise musical ideas into compositions, using notation systems to record these ideas. Students listen to a range of familiar and unfamiliar music with a sense of understanding, appreciation and discrimination.

- Rephrase as a rap, jazz or pop song [First World War songs](#) such as *Pack up your troubles, Road to Gundagai*
- compose percussion repertoire using traditional notation to accompany First World War songs
- interpret and discuss the similarities and differences between [official war artists'](#) impressions, e.g. [Streeton](#) and [more Streeton links](#), Lambert and [more Lambert links](#)
- view [The art of Australia Episode 2](#) from 3.00–7.15 about art during First World War, specifically the works of Lambert, Waller and *The ANZAC book*
- investigate a range of techniques to reproduce the likeness of war artists.

STAGE 4

Abbreviated syllabus links

Learning ideas

English Stage 4

English: EN4-1A, EN4 5C, EN4 6C, EN4 7D

Concept:

Representing the Self and experience

- explore representation of self through stories and multi-modal mediums
- respond to and compose different forms in which stories of self and others are portrayed
- appreciate the power of stories to develop self-awareness and empathy
- explore how personal stories are shaped and constructed
- appreciation of self – students learn about themselves through the appreciation and discovery of others
- explore first person accounts:
- e.g. interview their veteran, read and respond to
- biographies and autobiographies and discuss the place that stories and retelling has in our society and culture, discuss the place of journals and diaries in their lives and the lives of others past and present
- students bring an artefact which has significance to themselves and their life experience. How and why does this artefact represent their life experience?

Film: *All quiet on the Western Front* (1979) and [film trailer](#) (You tube videos need a teacher log in)

Novels: Kerry Greenwood 2013, *Evan's Gallipoli: a gripping story of unlikely friendship and an incredible journey behind enemy lines*, Allen & Unwin, NSW; Jackie French 2008, *A rose for the ANZAC boys*, Angus & Robertson, Sydney; Dianne Wolfer & Brian Simmonds 2009, *Lighthouse girl*, Fremantle Press, WA.

Poem: William Butler Yeats, [An Irish airman foresees his death](#)

Visual texts: Mark Wilson 2009, *My mother's eyes : the story of a boy soldier*, Lothian Children's Books, Sydney; Mark Wilson 2011, [My mother's eyes: the story of an Australian boy soldier](#), Lothian Children's Books, Sydney; Gary Crew & Shaun Tan 2003, *Memorial*, Lothian, Vic.

Website: [Australian War Memorial](#)

STAGE 5

Abbreviated syllabus links

Learning ideas

History Stage 5

History: HT 5-1, HT 5-2, HT 5-3, HT 5-4, HT 5-5, HT5-6, HT 5-7, HT 5-8, HT 5-9, HT 5-10

Core study:

Australians at war: World Wars 1 and 2 (1914–1918, 1939–1945)

- In this stage teachers have a wide variety of outcomes with which to work.
- At this stage of schooling the students would engage in activities that look at differing perspectives towards the war. Therefore, students could:
 - re-enact significant pre-war or wartime speeches
 - debate issues such as conscription
- These would be done with a suitable audience in mind and would engage a significant number of the school community in the delivering of this project.

War poets: Australian, English:

Siegfried Sasson e.g: The rank stench of those bodies haunts me still

Wilfred Owen e.g. [Anthem for doomed youth](#); Futility

Kenneth Slessor e.g. [Beach burial](#)

David Campbell e.g. *Men in green*

Blog commentary: Harry Leslie Smith 2013, [This year, I will wear a poppy for the last time](#)

Novel: Geoff Dyer 2011, *The missing of the Somme*, Random House, New York - a personal meditation on war

English Stage 5

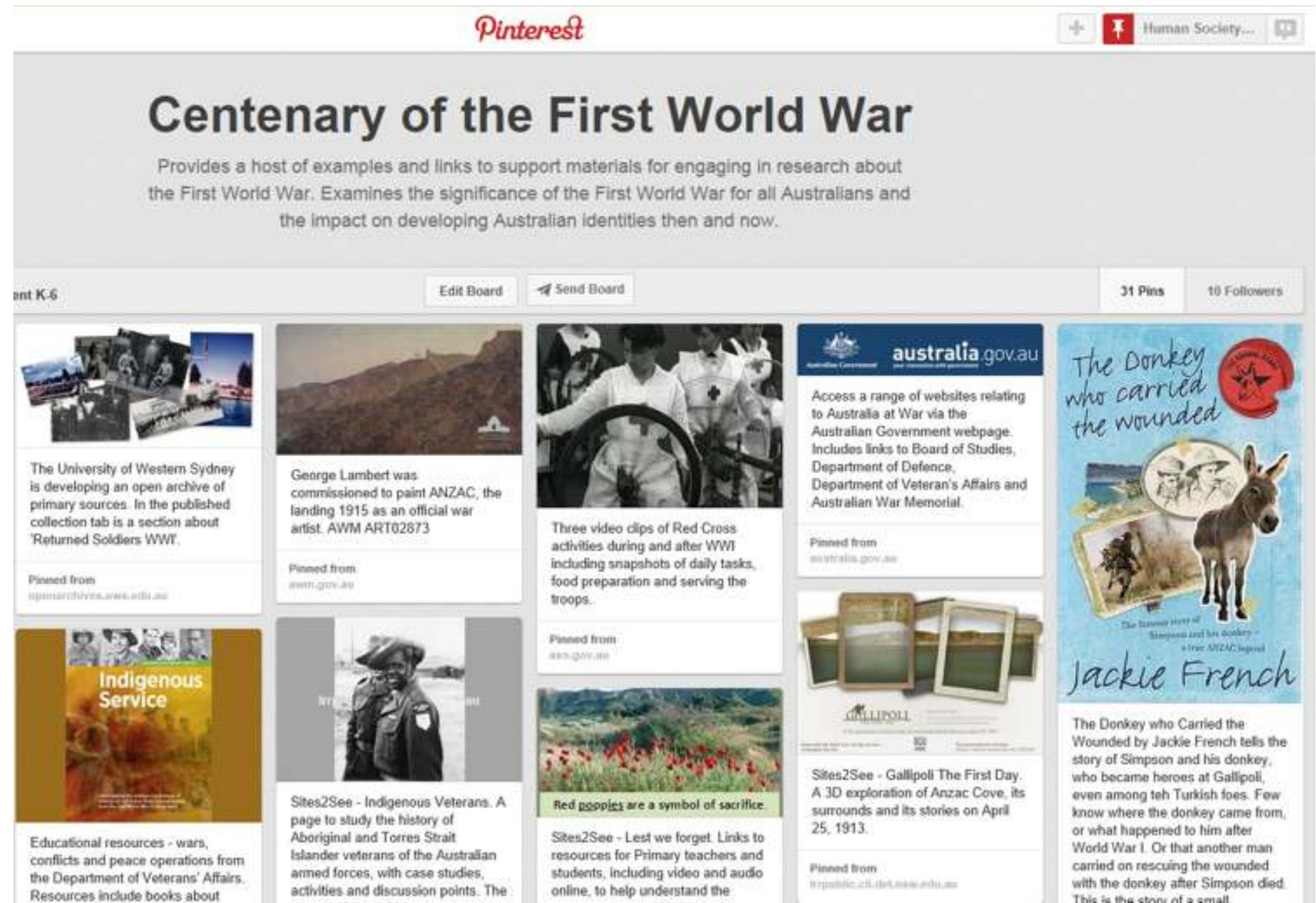
English: EN5 1A, EN5 2A, EN5 3B, EN5 5C, EN5 7D

Concept: Persuasion

- interact with group and individual viewing, analysis of and response to texts
- analyse and build familiarity with persuasive techniques used by writers to position a reader and influence their point of view
- analyse and respond to war poetry by English and Australian poets
- explore personal point of view and interpret text language and structures
- understand strategies used by writers to put forward ideologies
- discuss effectiveness of interrelationship of context, audience, purpose, ideology on shaping meaning.

Support materials

A wide range of materials, websites and activities suitable for use with students are being developed nationally and internationally, with new materials being published frequently to mark this commemoration. As support for this commemoration is ongoing and much is still under development, a [Centenary of the First World War Pinterest](#) board is being used by the NSW DEC to collect and curate resources.



Centenary of the First World War Pinterest board

My treasure



Margaret Bradley, Creative Arts Advisor K-6 and Mark Caddey, Sustainability Advisor, NSW Department of Education and Communities, are thrilled with the success of the integrated unit *My treasure*. They share the rich, collaborative learning journey among teachers, students and communities across three distance education centres.

What is *My treasure*?

Students from three isolated rural communities working together for ten lessons to produce artworks and written responses on a virtual sharing gallery may sound like a daunting task. Even more so when the *learning* was targeted to address visual arts, human society and its environment, science, technology, sustainability and literacy outcomes from NSW syllabuses. The teachers, staff and communities of Hay School of the Air, Dubbo Distance Education and Bourke-Walgett School Distance Education have demonstrated the potential of integrated, shared learning through a collaborative unit of work called [My treasure](#).

The aim of *My treasure* is best expressed through its vision for students:

*I connect, collaborate and create in my place.
I explore my special place.
I see the small treasures.
I express my ideas and values.
I communicate my view through imagery and writing.*

The learning journey for students

Most distance education students are taught in multistage family classes supervised by parents. They come together as a class or school online and for up to a week once a term during mini-school.

Using [Padlet](#) as the online workspace for sharing resources and information enabled students to express opinions, discuss their research and collaborate in their learning. As part of *My treasure*, the shared space filled quickly, with students contributing their treasure –

Photograph by Samantha Newnham

photographed, sketched or painted, an artist's statement and a justification of why it was their treasure.

Teachers engaged in the shared space to provide support, to nurture learning and to encourage new thinking.

A final satellite lesson ([using REACT satellite software](#)) enabled students and teachers to interact further; talking about their treasures, discussing what they had learnt and hearing the stories of other learning journeys.

Student comments and samples of their work



Artwork by Belle @ Dubbo

Our chosen art works were favourite things in our lives so that made our unit really enjoyable.



Photograph of Bone Bird Jungle by Zoe @ Dubbo

I enjoyed the My treasure unit because it gave me the opportunity to share something that I think is special to me and share it with my friends and people I do not know.



Painting of Bone Bird Jungle by Zoe @ Dubbo



Ruby by Luke @ Bourke

When we shared our work on the Padlet wall, it was heaps of fun. Being able to interact with each other and share techniques was mind blowing! I felt like I was part of something special.



Painting by Riley @ Hay

I felt pretty good about it, at first I was a bit nervous that someone would think that it looks stupid or my ideas weren't good but when I did it I felt fine and I wanted to do it again! I really enjoyed it! My treasure is a little old rusty wheel off a trike. I chose this treasure because my Pa used to ride it when he was a little boy like me.

I created my photo on Snapseed. I like the cream background with the black frame.

For my drawing I used black ink.

It was overwhelming how amazing it was to talk to the Dubbo kids, hearing them was fantastic but seeing them as well was something like -I don't know? - a first time success. It felt amazing, cool, creative and even funny.

Riley Year 2, Hay School of the Air

The learning journey for teachers

The *My treasure project* grew out of decisions made at the *Integrated Learning* conference, held in Sydney, 31 July 2013, to address issues unique to distance education delivery.

Teachers joined curriculum advisors in Dubbo for an intensive writing workshop at the end of August. Then, weekly 2-hour video conferences enabled the group to collaboratively develop the unit.

We set up a sharing space on [Padlet](#) which also became the platform for the schools' virtual sharing galleries towards the end of the project.

Learning materials were sent out at the end of the term so all students were ready to start their project at the beginning of Term 4.

Teachers were on a steep learning curve; they challenged and refreshed their teaching practice.

Teacher reflections

It was great to be part of the initial planning process of this project. It made me think outside the square a little with how this project could be delivered across centres. I also enjoy challenging myself with technology and using it effectively in teaching. This project certainly allowed for this to happen.

I loved the unit, the crossover between art and English was pleasure and something I wouldn't have thought to do in such depth. Great.

Samantha Newnham, Assistant Principal, Hay School of the Air.

Teachers learnt about their students, supervisors and colleagues. Parents learnt about their children, families and teachers. Everyone gained a new insight into their surroundings.

Something has shifted ... changes you don't expect.

Samantha Newnham

Read Samantha's article, [Learning across the state in Distance Education](#), for detail on the presentation of collaborative lessons, especially students using webcams to present their artwork saved in *Padlet*.

Curriculum advisors' reflections

We were privileged to witness the richness of the shared learning journey among teachers, students and communities across the three distance education centres.

Students demonstrated a deep connection with place, expressing care and concern for their environment. These are the first steps to sustainability and environmental citizenship.

The teachers are committed to exploring new pedagogies and modes of delivery for all Distance Education students. They are open to exploring new ideas and shifting their practice to accommodate new ways of working.

Their success continues as they have just received a grant to further explore their ideas and develop their skills, knowledge and understanding of new methodologies for teaching and learning, and extending the collaboration with the curriculum advisors.

**New Year
New Models
Lower Prices!**

A further 5% discount when you quote 'SC-0114' on your order!

Just Released!



**Barcode Zapper™
USB Handheld Scanner**

\$199



**Zapper Tornado™ USB
Corded Scanner Kit**

\$299



**Zapper Tornado BT™
USB Cordless Scanner Kit**

\$595



**Z4 DataTraq™ Portable
Barcode Reader Kit**

\$895

All scanners shown are compatible with Australian School Library Management Systems

All prices shown exclude GST and Delivery



PLAN

(Planning Literacy and Numeracy)

software K-6

Using PLAN software K-6

PLAN (Planning Literacy and Numeracy) software K-6 is designed to support school leaders, teachers, parents and students in collecting and monitoring the development of literacy and numeracy skills, strategies and understandings in students. It uses the Literacy and Numeracy continuums K-10 and allows teachers to enter student development information into the software; it then provides a range of reports for the use of different stakeholders.

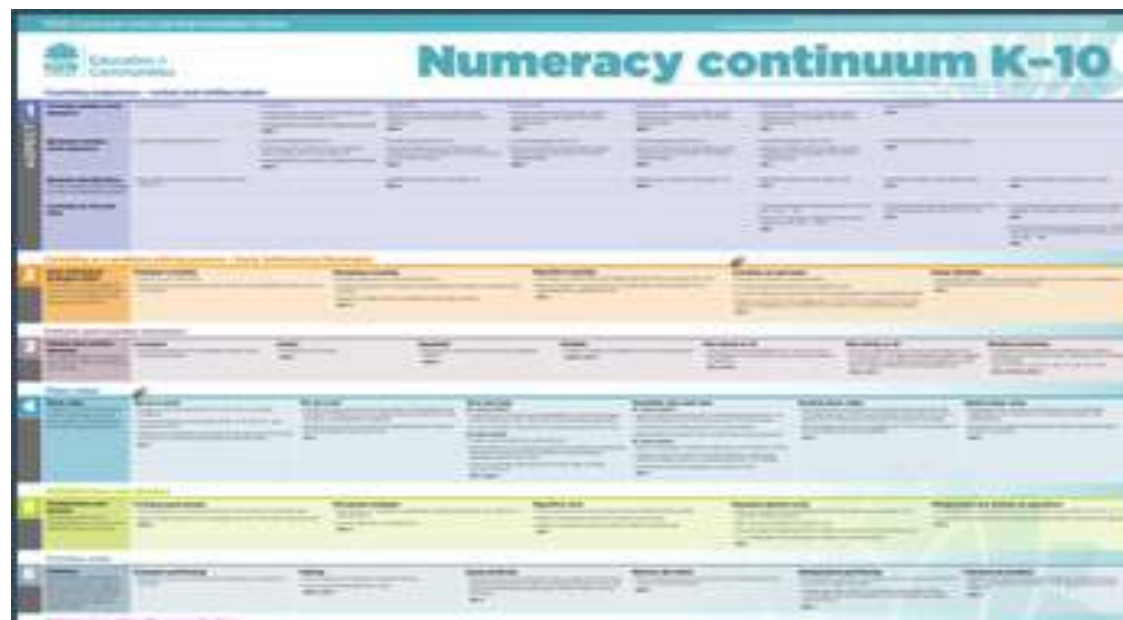


Alexandra Slee, K-2 Curriculum Advisor, Learning and Leadership – Early Learning and Primary Education, NSW Department of Education and Communities, provides curriculum advice to the software development team for PLAN and professional learning advice around the PLAN software to Educational Services teams.



[Literacy continuum K-10](#) (see the [interactive matrix](#) - DEC intranet)

Critical to the successful use of the PLAN software is a working understanding of the Literacy and Numeracy continuums K-10. The continuums outline a progression of student learning from Kindergarten to Year 10. They identify essential skills and understandings regarded as critical to the success in learning across the school years.



[Numeracy continuum K-10](#) (DEC intranet)

The continuums are powerful tools that all teachers can use to strengthen their knowledge of literacy and numeracy to deliver quality programs that enhance learning opportunities for students.

In conjunction with the NSW syllabuses, the continuums assist teachers to integrate literacy and numeracy into all Key Learning Areas.

The Literacy and Numeracy continuums K-10 are designed for primary and secondary schools to be used as part of whole school plans and initiatives. Several [support documents](#) and professional learning programs are built around these continuums.

Assessment for learning

Alongside the understanding of how to use the Literacy and Numeracy continuums is an awareness of assessment for learning (formative assessment). During his keynote presentation at the Twentieth Biennial Conference of The Australian Association of Mathematics Teachers, in Sydney 2005, Dylan Wiliam referred to extensive, worldwide research evidence and concluded that:

... a focus by teachers on assessment for learning, as opposed to assessment of learning, produced a substantial increase in students' achievement.

[Wiliam](#), p. 20

According to the Board of Studies NSW (BOS), [Advice on assessment](#), assessment for learning involves:

... teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

[BOS](#), p. 3

Where are my students now?

The PLAN software has been created to support teachers' use in the *teaching and learning cycle*. The *Best Start Kindergarten Assessment* guides teachers in an initial plotting of students in eleven critical aspects of literacy and numeracy. These are:

- reading texts
- comprehension
- aspects of writing
- aspects of speaking
- phonics
- phonemic awareness
- concepts about print
- forward number word sequences
- numeral identification
- early arithmetical strategies
- pattern and the repeated unit.

The plotting of students and the entry of their data in these aspects starts the cycle enabling teachers to answer the question, *Where are my students now?*



Best Start: Kindergarten assessment

Assessment data is entered into the PLAN software in two ways, each meeting a different need. Data entry by student allows a teacher to enter data on all the critical aspects of literacy and numeracy on the one screen. They can also see the last data entered in the previous term and any data that has been saved in the current term in the same screen. This method of data entry is useful when looking at particular student’s literacy and numeracy profile when recording assessments based on teacher observation and anecdotal records.

Data can also be entered by aspect. This allows a teacher to choose a particular critical aspect and enter the student development levels for all the students in that class. This method of data entry

enables a teacher to enter all the results after assessing a particular critical aspect for the whole class.

What do I want my students to learn?

Once the data is entered then a number of reports can be generated for different audiences and purposes. This brings teachers to the second part of the teaching and learning cycle, *What do I want my students to learn?* Teachers then have a range of reports available for analysis to help them decide the *where to next* or the next step of learning for individual students, small groups of learners or the class.

The guidance that is given through the reports is based on Vygotsky’s zone of proximal development research (1978), supporting teachers to identify learning goals that are new learning, a challenge, engaging and within the capabilities of students to achieve.

Classroom or teacher based reports for analysis include the:

- class analysis sheet
- individual student progress
- student results history.

Best Start Student Results History - Literacy

This report provides a history of student results displaying the student development level achieved for each Aspect. A dash (-) shown for an Aspect indicates that a student development level is not recorded for the date shown. The Roll class for the student is also included in the report and is shown with an asterisk (*) for a roll class of a school other than the current.

School: [Redacted] Public School
Year: 2

Student First Name	Student Last Name	Roll Class	Assessment Year	Assessment Term	Assessment Date	Reading texts	Comprehension	Vocabulary knowledge	Aspects of writing	Aspects of speaking	Phonics	Phonemic awareness	Concepts about print
Callyn	[Redacted]	2-*	2013	TERM1	12-Apr-13	5	5	5	5	5	7	5	5
			2012	TERM4	20-Dec-12	5	4	4	5	5	7	5	5
			2012	TERM3	21-Sep-12	5	3	3	5	4	5	5	5
			2012	TERM2	29-Jun-12	3	2	3	4	3	4	4	4
			2012	TERM1	05-Apr-12	3	2	3	3	3	4	3	4
			2012	TERM1	02-Mar-12	3	2	3	3	3	3	3	3
			2011	TERM4	20-Dec-11	3	2	3	3	3	3	3	3
			2011	TERM4	11-Nov-11	3	2	3	3	3	3	2	3
			2011	TERM3	25-Sep-11	3	2	2	3	3	3	2	3
			2011	TERM2	19-Aug-11	3	2	-	5	3	3	2	3
			2011	TERM1	09-Apr-11	1	1	-	1	2	2	2	2

Student results history - literacy

These reports allow teachers to look for small groups with multiple learning goals, mismatches of information on students, student learning growth and identifying students who have plateaued.

How will my students get there?

At this point the PLAN software gives teachers the tools and direction to identify planning and programming information, *How will my students get there?* This information is provided in a *Learning plan* in both printable and online versions. The Learning plan is a working document that shows the grouping of students within a critical aspect, the cluster of learning beyond, the *where to next?* and suggests teaching and learning activities that will support the new learning.

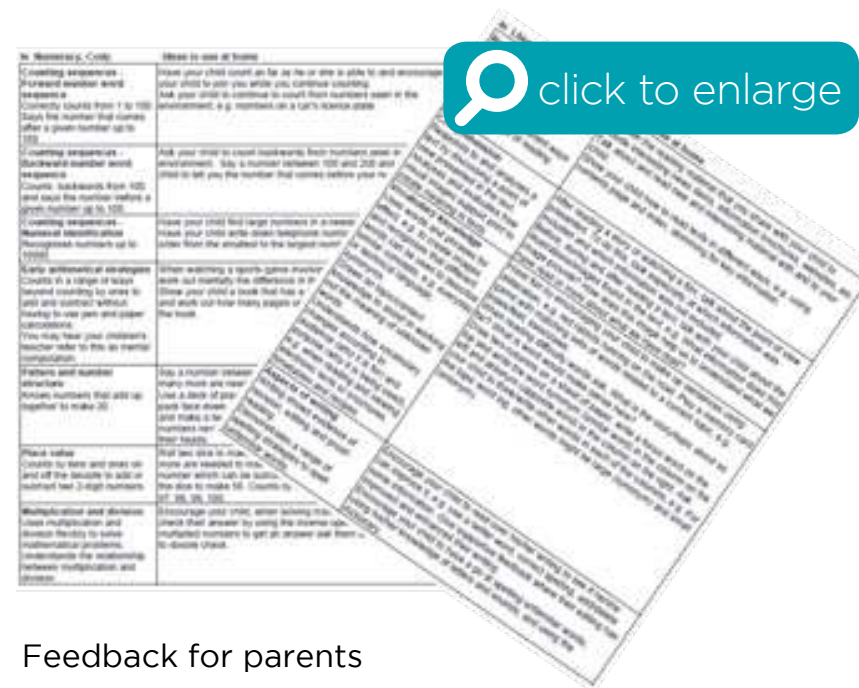
How will I know when my students get there?

In the professional learning around the PLAN software, teachers are encouraged to identify assessment opportunities within the teaching process, use backward mapping strategies and design assessments to address the question, *How will I know when my students get there?*

Teachers then implement their programs, noting, adjusting and assessing the students until such time as they want to update the data and start the cycle again.

Feedback

Schools share the student’s literacy and numeracy development information with parents by generating a *Feedback to parents* report, or a *Feedback on student progress* report, and discussing it with the caregivers of a child. These reports identify the behaviours and strategies that a student is demonstrating in class and then give parents ideas to support their child’s learning at home. These ideas are carefully chosen, not only to support what is happening in the classroom, but to provide enjoyable and meaningful interactions between parent and child.



Feedback for parents

For older students, the Feedback on student progress report can be used to engage the student with the notion that they have control over their learning. Communications between teacher and student about what the student understands, what they need to know next, and what they can do to get there are very powerful ones and should be encouraged now that the PLAN software is available to teachers K-6. This addresses assessment as learning. This process of feedback gives students the locus of control to monitor their own learning pathways and clear direction on their areas of strength and those areas that require further development. School teams and executive are also provided reports that can be run on a class or cohort level. These reports include; the Schools Assessment

Summary, School Continuum Progress and Statistical Report. These reports provide trend and school progress information for teachers to evaluate the teaching and learning within their classrooms and provide student learning data to identify professional learning opportunities to improve student learning outcomes in literacy and numeracy.

Data entry into PLAN software is mandatory in Term 1 of Kindergarten. This data entry provides schools with initial information on what literacy and numeracy understandings the student has brought with them from their home, community, family and prior to school services. Data entry beyond Kindergarten Term 1 is not mandated but is strongly encouraged.

Some literacy and numeracy interventions and programs have a component of regular data entry into PLAN software to assist teachers and trainers in analysing the pathways of learning for students and the effectiveness of the teaching practices. These interventions and programs include Language, Learning and Literacy (L3) and Targeted Early Numeracy (TEN).

Professional learning in the use of PLAN software is designed for classroom teachers to gain a theoretical and

practical understanding of the teaching and learning cycle and PLAN software. It also provides a guide on how to align assessment data with the Literacy and Numeracy continuums K-10 to support the use of the NSW syllabus documents through effective classroom practice. For further information about the professional learning in your area please contact your local Educational Services team.

References and further reading

Board of Studies NSW, [Advice on assessment](#), accessed 14 January 2014.

Murray, M 2012, '[The Literacy continuum K-10: a vital tool for all teachers](#)', *Scan*, vol. 32, no. 2, pp. 30-34, accessed 14 January 2014.

Black, B. & William, D. 2001, [Inside the black box: raising standards through classroom assessment](#), British Educational Research Association, accessed 14 January 2014.

William, D. 2005, '[Keeping learning on track: Formative assessment and the regulation of learning](#)', in M. Coupland, J. Anderson & T. Spencer, *Making mathematics vital: proceedings of the twentieth biennial conference of The Australian Association of Mathematics Teachers*, pp. 20-34.

Share this

Keeping Books Alive



This professional development seminar is designed to inform and inspire primary and secondary school teachers and librarians, municipal librarians, literacy support professionals and those interested in promoting literacy. [Check the schedule and registration information.](#)

Where: City of Greater Dandenong Civic Centre and Library, 225 Lonsdale Street, Dandenong, Victoria

When: Friday 30 May 2014

MANTLE Conference



The MANTLE Conference will be held on 9 May 2014 in Newcastle. Jackie French will present at two concurrent sessions. Registration should be open mid-late March. Find more information on the [website](#) and on [Facebook](#).

An afternoon with Robert Ingpen



Teacher-librarians and all who value beautiful books for young readers will want to attend the IBBY Australia event on 5th April. The special guest speaker is Robert Ingpen, the only living Australian to have won the Hans

Christian Andersen Award, the highest accolade in the world of children's literature.

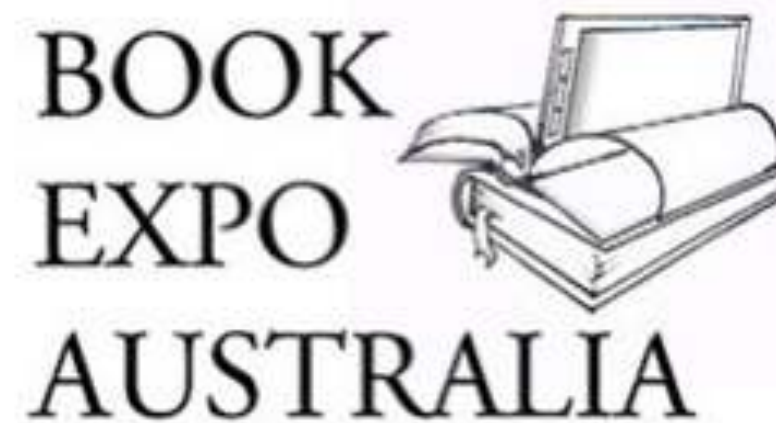
When: Saturday, 5th April 2014 from 2pm

Where: Santa Maria del Monte School 59 The Boulevard, Strathfield NSW

\$30 IBBY member/concession \$35 non-member

Book through [Eventbrite](#).

Book Expo Australia



Meet favourite, known and emerging authors at BE Aus (pronounced as B Oz). Find books from all genres, including eBooks, audio books, graphic novels and comics at the expo.

When: 30–31 August 2014

Where: Exhibition Hall 5, Sydney Showground, Sydney Olympic Park, NSW 2127

Visit [Welcome to BE Aus](#) for details.

Cool ICT tools



Paula Madigan shares this [Cool new ICT tools 2013](#) PowerPoint file, with live links, on box. Check it out for ideas on tools to use for presentations, animations, quizzes and curriculum related activities.

Make learning visible

Is learning visible to students? by Peter DeWitt is an interesting read that is inspired by the research of John Hattie. This and other opinion pieces are found on the [Education Week blog](#).

resource reviews

Contents

Curriculum springboard resources	63
Eresources	71
Professional reading	79
Picture books	82
Fiction for younger readers	90
Fiction for older readers	98
Information, poetry and drama	106
Who reviews?	116

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.

Copyright for reviews is held by the NSW Department of Education and Communities. Permission for reproduction of reviews in part or full for any purpose must be sought in writing. For further information contact colleen.foley@det.nsw.edu.au.

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





WWI dogs

<http://www.leper1917.wordpress.com/2013/01/04/british-ww1-trench-dogs-2/>

Outcomes:

A student describes, analyses and evaluates the role of key features, individuals and groups during World War I

H1.1 H1.2 H3.2 H3.3

[Modern History syllabus Stage 6](#)

A student describes, analyses and evaluates why people enlisted in WWI and their experiences

Core study - Depth Study 3

[NSW syllabuses for the Australian curriculum History K-10](#)

NSW DEC teachers advice, implementation support and resources at

[AC - NSW syllabuses for the Australian Curriculum \(intranet\)](#)

Teaching and learning opportunities:

- Select a picture or photograph of war animals and describe their roles and the roles of their handlers in the war on the Western Front
- Evaluate the usefulness, reliability and perspectives of sources through development of an e-book, investigating role of groups in WWI
- Describe the experiences of people in WWI both at war, at home, and after the war
- Create a virtual pinboard or virtual story of life for Australians during and after WWI

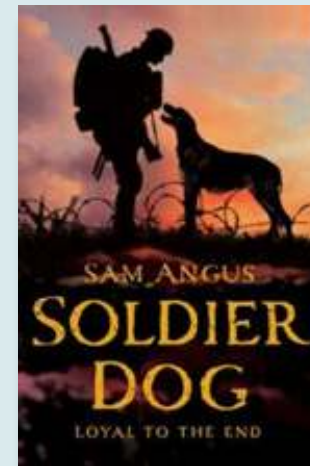
Review:

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 middle and senior school students. When his dog Rocket has puppies, Stanley cares and raises them. He manages to rescue the runt of the litter Soldier when his father gives away all the puppies. Stanley believes his father drowns Soldier, and enlists in the army. Simple yet sophisticated written text depicts the harshness of military training, the realities, chaos, terror and confusion of war, and Stanley's responsibilities with the dogs as messengers and with Medical Corps 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. It may be useful as a complementary text when studying HSC Core Study World War I in Modern History Stage 6 to instigate discussion on war experiences. A. Frost
USER LEVEL: Stage 4 Stage 5 Stage 6
SCIS 1583066
([Scan 32.4](#))

Resources:

Australia and World War 1 by Terry O'Brien (Stage 5)

Australia and World War 1 by Ann Howard (Stage 5)

An ANZAC tale by Greg Holfed & Ruth Starke (Stages 5-6)

Saving Zasha by Randi Barrow (Stages 5-6)

Shadow by Michael Morpurgo (Stages 4-6)

Soldier boy by Anthony Hill (Stages 4-5)

Song of the slums by Richard Harland (Stages 4-6)

The donkey that carried the wounded by Jackie French (Stages 2-6)

Websites and apps

[The 3rd Light Horse Brigade Scout Group WW1](#)

[The animals in war memorial Army WW1](#)

[Australian screen: The First World War First World War, 1914-1918 units:](#)

[Australians at war](#)

[Mapping our Anzacs](#)

[Timeline WW1](#) (free)

[War animals](#)

[War & identity](#)

[Why did Australia become involved in WW1](#)

Professional resources:

- [AC history units](#)
- [Australian curriculum resources](#)
- [Australians at war](#)
- [War history: First World War 1914-18](#)
- [Wartime snapshots](#)
- [History sample programs](#)
- [Resource reviews](#)



- [TaLe](#)
- [TesAustralia](#)

Composing:

- [Pinterest](#)
- [Storybird](#)
- [Microsoft Photo Story](#)
- [GlogsterEDU](#)
- [Tagxedo](#)
- [Mixbook](#)
- [PhotoPeach](#)
- [PowerPoint](#)



How do picture book characters reach out to readers?

Outcome:

A student:
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 express themselves and their relationships with others and their world.

[ENe-11D](#), [EN1-11D](#) & [EN2-11D](#)

[NSW syllabuses for the Australian curriculum English K-10](#)

NSW DEC teachers advice, implementation support and resources at [AC - NSW syllabuses for the Australian Curriculum](#) (intranet)

Reviews extracts:

Rosie Revere, engineer

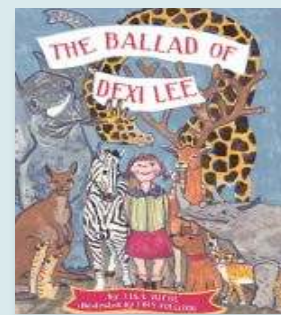
BEATY, Andrea & ROBERTS, David



... In this expertly crafted picture book, characterisation is displayed via expressive illustrations and clearly articulated rhyming text. S. Rasaiah
Full review in [Scan 33.1](#)

The ballad of Dexi Lee

NICOL, Lisa & CULLITON, Lucy



... The remainder of this rhyming story is devoted to all the unusual tricks that occur to Dexi Lee as she regains her self-confidence. This boldly illustrated picture book could be a valuable resource for students who lack self-esteem or have concerns about how their peer group perceives them ... S. Rasaiah
([Scan 33.1](#))

Parachute

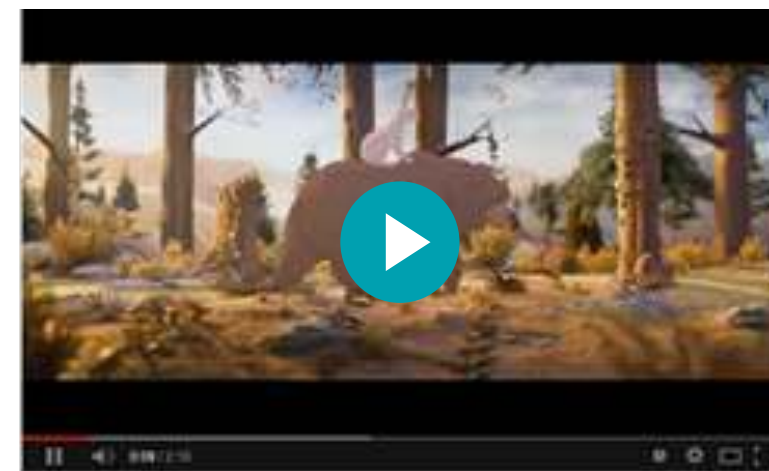
PARKER, Danny & OTTLEY, Matt



... At this juncture in the picture book, the illustrations take on a mystical quality as we see Toby fighting his demons and overcoming his terrors... S. Rasaiah
Parachute Scan 33.2

Teaching and learning opportunities:

- Screen images on IWB of distinctive characters from picture books.
- Class choose figurative language that best describes the emotions that the characters engender in them. Create word clouds that exemplify these emotions. Display on a class blog.
- Ask students to identify how the composer has reached out to the audience through this character
- List strategies used: speech, dress, abilities, language, expressions, resolutions, plot, settings, etc.
- Discuss in pairs if any of the feelings/ events have happened in own lives. [Refer to Making connections comprehension strategies.](#)



[The bear and the hare](#) by JohnLewisRetail (YouTube videos need a teacher log in)

Professional resources:

- [9 kids' books with powerfully useful life-lessons](#)
- [Characterisation in Mr Fox](#) (intranet)
- [Join a reading adventure!](#)
- [A literature companion for teachers](#)
- [NSW English K 10](#) - Pinterest
- [Raps and book raps](#)
- [Resource reviews](#)
- [Shaun Tan: The lost thing, stories and more](#)
- [TaLe](#) - particularly: [Engaging personally with texts K 6](#)

Resources:

- [Rosie Revere, engineer by Andrea Beaty, illustrated by David Roberts by Abrams Books](#) (YouTube videos need a teacher log in)
- [The bear and the hare](#) by JohnLewisRetail (YouTube videos need a teacher log in)

Composing:

- [Blogging for kids](#) - Pinterest
- [blogED-](#) (intranet)
- [Web tools for kids](#)
- [Word clouds for kids](#)

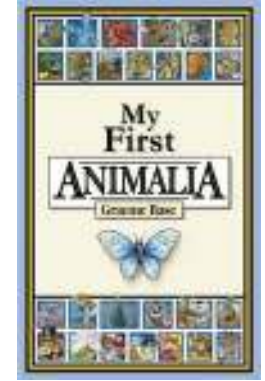
Australian Curriculum Springboard



*How many letters can you read and write?
How many sounds can you hear?*

Lower case, upper
case & direction

Early Stage 1
Kindergarten



My first Animalia by Graeme Base

Outcomes:

A student:

- Demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies [ENe-4A](#)

[NSW syllabuses for the Australian curriculum English K-10](#)

Content:

- understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality ([ACELA1433](#))
- recognise the letters of the alphabet and know there are lower and upper case letters ([ACELA1440](#))

NSW DEC teachers advice, implementation support and resources at [AC - NSW syllabuses for the Australian Curriculum](#) (intranet)

Reviews extracts:

My first Animalia

[BASE, Graeme](#)

Each double page of this picture book introduces two letters of the alphabet, in upper and lower case ... The layered meanings and use of word and picture clues to meet the author's challenge make it suitable for young children as well as emerging readers.

K. Rushton ([Scan 33.1](#))

Alphabet ice cream: an a-z of alphabet fun

[HEAP, Sue & SHARRAT, Nick](#)

Each large letter gets a page, with upper and lower case identified. Most are in a simple 'j is for jelly' format; several have a sentence. The rhyme which links pages within the text will be enjoyed by students while it enhances learning the alphabet. C. Thomas ([Scan 26.2](#))

An Australian abc of animals

[BANCROFT, Bronwyn](#)

Australian animals, both well known and unusual, illustrate each alphabet letter. Bancroft, an Aboriginal artist who paints in a non traditional style, has used a stylised form of x-ray art, with the use of multiple bright colours adding to the contemporary feel of the illustrations. F. Moore ([Scan 23.4](#))

Full reviews available in [Resource reviews](#).

Teaching and learning opportunities:

- Support students to recognise upper and lower case letters in a range of fonts by exploring digital and print texts in modelled and guided reading
- Let students become *letter detectives* and hunt in pairs for letters, and sounds of letters, using apps, books, ebooks and environmental print
- Ask students to record letters and match with pictures which they draw or cut and paste to match
- Give students several letters and in pairs students use Play School art maker app to orally record letter sounds and any words which start with the same sound.
- Use *Drawing pad* app, crayons, pencils, pens, chalk and paint to write letters using a range of tools.



(You Tube videos need a teacher log in)

Ebooks:

- [Clifford stories](#)
- [Fun with Spot](#)

Professional resources:

- 'iPads and Kindergarten: students' literacy development' by Matthew Jones, [Scan 31.4](#)
- [Bear and Chook books rap](#)
- [NSW English K-10 Pinterest](#) board
- [Raps and book raps](#)
- [Resource reviews](#)
- [TaLe](#)

Resources:

- [Animalia](#) - Graeme Base
- [Drawing pad](#) \$1.99
- [The little red hen - Kidztory animated storybook](#)



(You Tube videos need a teacher log in)

- [Lola's ABC party 2 - Kindergarten practice](#) \$1.99
- [Play School art maker](#)

Books

- *Alison Lester's ABC* - Alison Lester
- *Dog in cat out* - Gillian Rubinstein
- *Each peach pear plum* - Janet & Allan Ahlberg
- *Orange pear apple bear* - Emily Gravett



Oral histories and primary sources help us understand our past

Continuity and
Change
Stage 1
Years 1-2



NSW Schoolhouse Museum of Public Education

Outcomes:

A student:

communicates an understanding of change and continuity in family life using appropriate historical terms. [HT1-1](#)

[NSW syllabus for the Australian curriculum History K-10](#)

Historical concept for Stage 1

Continuity and change: some things change over time and others remain the same, e.g. changes and similarities in family life over time; aspects in the local community that have changed or remained the same.

NSW DEC teachers' advice, implementation support and resources at

[AC - NSW syllabuses for the Australian Curriculum](#) (intranet)

Composing:

- [Book creator](#) free
- [Compare and contrast](#) - Venn diagrams
- [Explain everything](#) \$2.99
- [iMovie](#) \$5.49
- [Paper camera](#) \$0.99
- [SonicPics](#) \$2.99
- [Time line generator](#)

Review:

[How times change](#)



An awareness of family history and community heritage is the focus of [Australian Curriculum: History](#) for Foundation to Year 2 students. The layout and appearance of this interactive site makes 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, graphics, teacher questions and interactive tasks and games to assess understanding. *Teacher overview* explores how oral histories and primary sources assist in the pursuit of skill development and the analysis of historical sources. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1 Stage 2
SCIS 1627547 ([Scan 33.1](#))

[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 states that the ... *study of History from Kindergarten to Year 10 investigates the actions, motives and lifestyles of people over time* ... S. Rasaiah ([Scan 32.4](#))

Teaching and learning opportunities:

- [Analysis tools](#) Library of Congress
- Discuss concepts of past and present and relate these to historic photographs or objects collected from student's research or homes
- List dates of the photographs/objects and construct a timeline using [Time line generator](#)
- Interview family members or visitors to school who have stories to tell about life or events in their past. Compare with life today
- Hot seat or role play games where students take on roles of people they have interviewed or researched from history (use everyday occupations or members of society e.g. students at school in the past/present)
- [Compare and contrast](#) aspects of the past and present- use findings to construct a class debate about the advantages/disadvantages of life today and yesterday
- Make an [iMovie](#) or use [Book creator](#) to document and display understanding about change and continuity as it relates to families.

Interactive resources:

- [Australian history mysteries](#) (online units by subscription)
- [Getting it together: from colonies to Federation](#)

Professional resources:

- [Analysis tools](#) Library of Congress
- [Resource reviews](#)
- [TaLe](#)
- [Using primary sources](#) National Archives Australia
- [Writing tools through time](#) (YouTube videos need a teacher log in)

Sources - digitised collections:

- [Discover collections: history of our nation](#)
- [NSW Schoolhouse Museum of Public Education](#)
- NSW State Records: digital gallery
- [Objects through time](#)
- [Trove](#)

Other resources

- [Compare and contrast](#)
- historical novels by [Jackie French](#)
- [Making tracks](#) Australian Museum
- *My Australian story* series [Scholastic Australia](#)
- [Primary school resources to support the Australian history curriculum](#) ASLA



What are our yearly customs, practices and traditions?



by jessica.diamond

HSIE outcome:

Identifies customs, practices, symbols, languages and traditions of their family and other families

[CUS1.3](#)

Content:

- similarities and differences between ways in which families express their culture, e.g. celebrations
- customs and practices important to students, including celebrations
- Aboriginal people's relationship to the land

History outcomes:

Students:

- sequence days of the week, months and seasons of the year
- identify days, holidays, events celebrated by students and their families and discuss cultural differences in days celebrated. [HT1-1 \(ACHHK029\)](#)

[NSW syllabuses for the Australian curriculum History K-10 syllabus](#)

NSW DEC teachers advice, implementation support and resources at

[AC - NSW syllabuses for the Australian Curriculum](#) (intranet)

Review:

An Aussie year: twelve months in the life of Australian kids

McCARTNEY, Tania and SNERLING, Tina
EK Books, NSW, 2013
ISBN 9781921966248



Showing the rich tapestry of cultures and traditions in Australia, this picture book captures the spirit of Australian childhood. The book uses simple but appealing illustrations,

colourful text and speech bubbles to provide a snapshot of childhood life across a typical year in Australia. Arranged by month, aspects of everyday life, celebrations, commemorations and family traditions are illustrated and explained. By featuring five Australian children from five different ethnic backgrounds, the cultural diversity of Australia is emphasised. The book supports the HSIE Stage 1 [Cultures](#) strand, enabling comparisons of family customs, beliefs, and practices. Teachers' notes and a supporting website are available.

G. Braiding

USER LEVEL: Stage 1 Stage 2

SCIS 1617200

[\(Scan 33.1\)](#)

Teaching and learning opportunities:

- Create a class calendar and plot in annual school events (Harmony Day, Clean Up Schools Day, ANZAC Day, holidays)
- On personal copies of the class calendar, students add and illustrate personal events, e.g. birthday, Chinese New Year, Ramadan
- Discuss similarities and differences in students' families' annual traditions and celebrations
- Dramatically portray cultural traditions illustrated in *An Aussie year* through freeze frames and add additional customs and traditions
- Create a class picture book illustrating the yearly cultures and traditions within the class, using students' text and illustrations
- List the seasons, describe the environmental characteristics and illustrate seasonal activities, e.g. wear winter school uniform, play soccer and netball
- Collaborate with local Aboriginal people to learn about the use of natural indicators and their seasonal calendar
- Create a school seasonal calendar based on natural indicators, e.g. the clover is flowering on the oval.

Professional resources:

- [An Aussie year: notes for teachers](#)
- [Harmony stories eBook](#)
- [The lost seasons](#) - ABC
- [Raps and book raps](#)
- [Resource reviews](#)
- [TaLe](#)
- [Weather in my world: Indigenous perspectives curriculum links](#)
- [A year on our farm teachers' notes](#)

Resources:

- *All through the year* by Jane Godwin & Anna Walker
- *Diary of a wombat* by Jackie French & Bruce Whatley
- *Ernie dances to the didgeridoo* by Alison Lester
- *Possum magic* by Mem Fox & Julie Vivas
- *A year on our farm* by Penny Matthews & Andrew McLean

Composing:

- [PicStitch](#) free
- [PhotoStory](#) free
- [ShowMe](#) free
- [SonicPics](#) \$2.99
- [VideoScribeHD](#) \$1.99



What was the impact of the Eureka Stockade on the colony?

Outcomes:

A student

- describes and explains the significance of people, groups, places and events to the development of Australia [HT3-1](#)
- applies skills of historical inquiry and communication [HT2-5](#)

[NSW syllabus for the Australian curriculum History K-10](#)

Content:

The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought. ([ACHHK095](#))

Students:

Use a range of sources to investigate ONE significant development or event and its impact on the chosen colony.

NSW DEC teachers advice, implementation support and resources at

[AC - NSW syllabuses for the Australian Curriculum](#) (intranet)

Review:

The night we made the flag: a Eureka story
WILKINSON, Carole and CIAFFAGLIONE, Sebastian

Black Dog Books, NSW, 2013, 2008
ISBN 9781922179159



A narrative in this boldly illustrated picture book is woven around evidence that remains of the materials and construction of the original Eureka flag. Gathered from stories passed down through generations this book recreates the making

of the flag by a group of women on the evening before the Eureka Stockade in the Victorian goldfields. The clever choice of colour and framing in the illustrations generates a clandestine mood and places the reader with the women as they warmly complete their task. Told through the eyes of a young girl, the book provides a very good example of historical narrative which incorporates source material, supporting the [History K-10 syllabus](#) historical skill of *explanation and communication*. Teachers may find that this accessible story provides background knowledge about the impact that the Eureka Stockade had on the colony for the History Stage 3 topic [The Australian colonies](#). [Teachers' notes](#) are available.

G. Braiding

USER LEVEL: Stage 3 **SCIS 1610676**
([Scan 33.1](#))

Teaching and learning opportunities:

- Create a visual timeline of the events leading up to the Eureka Stockade
- Measure out and reproduce the Eureka flag on the asphalt in the playground using chalk
- Enact the women in the tent making the Eureka flag using *The night we made the flag* as a guide
- Discuss what the men would have been talking about the night the flag was being made. Create the imagined scene in the men's tent and enact it.
- Recreate a day in the goldfields in the school playground. Culminate in a recreation of the Eureka Stockade.
- Storyboard, script and video enacted scenes of key events in the Eureka stockade and create as movies
- Research key characters in the Eureka rebellion. Through their voice, explain their role.
- Create a political cartoon that illustrates the consequences of the Eureka Stockade in terms of Australian democracy
- Create an historical narrative explaining the significance or creation of a painting or poster from the goldfields.

Related texts:

- [Eureka Stockade](#) - Behind the News Activity
- [Eureka Stockade classroom ideas](#) - Public Record Office Victoria
- [The night we made the flag: a Eureka story classroom ideas](#)
- [Raps and book raps](#)
- [Resource reviews](#)
- [TaLe](#)

Digitised collections:

- [Eureka on trial](#)
- [Trove](#)

Resources:

- [Big book of Australian history](#) by Peter Macinnis
- [Eureka flag](#) - Museum of Australian Democracy at Eureka
- [Eureka flag video](#) - National Film and Sound Archive
- [Eureka stockade](#) - Australian Government
- [Eureka stockade video](#) - Behind the News
- [Eureka stories](#) - Culture Victoria
- [The impact of the Eureka Stockade](#) - SBS

Composing:

- [Camera+](#) \$1.99
- [iMovie](#) \$5.49
- [PhotoSketch](#) free
- [Videolicious](#) free
- [VideoScribeHD](#) \$1.99



Why do we commemorate ANZAC Day and Remembrance Day?

Outcomes:

A student

- identifies celebrations and commemorations of significance in Australia and the world [HT2-1](#)
- applies skills of historical inquiry and communication [HT2-5](#)
[NSW syllabus for the Australian curriculum History K-10](#)

Content:

Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC Week, National Sorry Day) and the importance of symbols and emblems ([ACHHK063](#))

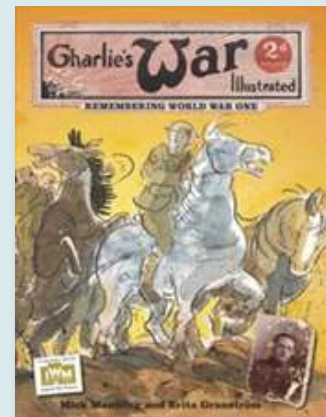
Students:

Identify important Australian celebrations and commemorations and discuss their origins and significance in society
NSW DEC teachers advice, implementation support and resources at [AC - NSW syllabuses for the Australian Curriculum](#) (intranet)

Review:

Remembering World War One

MANNING, Mick and GRANDSTROM, Brita
Franklin Watts, UK, 2013
ISBN 9781445110332



Interesting cartoon style images of life during wartime are interwoven with copies of original photographs, recruitment posters, picture cards and silk embroidered post cards in this thought provoking book. This is the true story of the author's grandfather, Charlie, who

joined the British army in 1914 and fought in France, Palestine and Salonika throughout the war and survived. Told in the first person by Charlie, the book provides a strong personal perspective that enables the reader to share the mixed emotions of a 17 year old heading off to war. The use of speech bubbles and text boxes adds to this personal dimension, building empathy and understanding. The book cleverly intersperses the social customs and traditions of wartime with the fighting methods and techniques. It could be used to support studies of the origins of Anzac Day in the History Stage 2 topic [Community and remembrance](#) and as part of the 100 year anniversary of WWI in 2014. G. Braiding

USER LEVEL: Stage 1 Stage 2
SCIS 1606659
([Scan 33.1](#))

Teaching and learning opportunities:

- Compare the online text, [Remembering Charlie Cooper](#), with *Remembering World War One*, identifying the similarities and differences in British Charlie Manning's and Australian Charlie Cooper's WWI experiences.
- Compile a list of the variety of roles of soldiers in WWI, e.g. camel corps, Light Horsemen, flying corps and back home, e.g. women's land army.
- Visit and view local honour boards and memorials that commemorate the war. Research one person each using the [Australian War Memorial person search](#).
- Write about a WWI experience - in the voice of a locally honoured WWI service person
- Search [Trove](#) for WWI silk postcards, similar to those reproduced in the *Charlie's war illustrated* series, and read the soldiers' messages home. Create Remembering WWI postcards and write home through the voice an Australian WWI soldier
- View and compare WWI recruitment posters and identify the persuasive techniques used
- Make red poppies from tissue paper, plant a rosemary plant in a memorial garden and discuss their symbolism and other ANZAC and Remembrance Day traditions.

Related texts:

- [ANZAC: where history and spirit meet](#) - Shrine of Remembrance
- [Australian War Memorial Resources](#)
- [Resource reviews](#)
- [TaLe](#)
- [WWI Commemoration program: for teachers](#) - State Library of NSW

Digitised collections:

- [Australian War Memorial collection](#)
- [Trove](#)
- [War and Australia](#) - NSW State Records
- [War stories](#) - State Library of NSW

Resources:

- *A day to remember* by Jackie French & Mark Wilson
- *Big book of Australian history* by Peter Macinnis
- *The last flight* by Terry Deary
- *Meet the ANZACs* by Claire Saxby & Max Berry
- *Memorial* by Gary Crew & Shaun Tan
- *My mother's eyes: the story of an Australian boy soldier* by Mark Wilson
- [We remember](#) by Stacey Hattenson & Nina Sanadze

Composing:

- [Book creator](#) free
- [Comics creator](#) \$1.99
- [Comic maker](#) free
- [Comic life](#) \$5.49
- [SonicPics](#) \$2.99

Curriculum Springboard



Contemporary photographic practice: a changing reality

The Conceptual Framework
Stage 5 & Stage 6
Years 9-12



CONTEMPORARY PHOTOGRAPHY
IN ASIA

Outcomes:

A student

- P2: explores the roles and relationships between the concepts of artist, artwork, world and audience
[Visual Arts syllabus Stage 6](#)

Other outcomes:
P8, H2, H8

Photographic & Digital Media Years 7-10 syllabus
5.2, 5.8

Photography, Video & Digital Imaging Stage 6 CEC
M2, CH2

Content:

- Conceptual Framework (roles and relationships between the agencies of the artist, artwork, world and audience)
- Cultural and Postmodern Frames
- Practice.

Review:

Contemporary photography in Asia

HOOTON, Keiko S. & GODFREY, Tony

Tracing the recent emergence of experimental art photography in East Asia, this publication highlights intersections between the localised practices of artists and global realities.

A series of introductory essays present authentic arguments useful for developing students' informed points of view about the role of innovation in contemporary photographic practice. Following chapters set up a powerful dialogue with artists' voices from diverse regions, presenting quotes from individual artists alongside high-quality plates of key artworks. Visually and conceptually challenging works blur photography with performance, installation and virtual worlds, providing refreshing stimulus material for critical and practical investigations. The absence of accompanying curatorial text invites active questioning and interpretation of the interrelationships between the artworks, artists' intentions, time and place. Concise biographies of all artists provide useful starting points for in-depth student research and critical inquiry. It is to be noted that the publication contains sensitive issues and imagery related to artists' deconstruction of cultural taboos.

H. Yip

USER LEVEL: Stage 5 Stage 6 Community Professional
SCIS 1628647
(Scan 33.1)

Teaching and learning opportunities:

- Explore how contemporary photographic artists blur boundaries between truth and reality versus fiction and fantasy. Compare [Yang Zhenzhong](#), [Maiko Haruki](#) and [Cao Fei](#).
- Debate the role of social networking in creating online individual and collective identities. Create a collaborative *metaportrait* to represent particular social tribes. Refer to Ken Kitano's *Our face* and Atta Kim's *On-air*.
- Appropriate pre-existing images and experiment with role-play, role-reversals, masquerade, re-staging and digital image manipulation to re-present histories and alternate points of view. See [Yasumasa Morimura](#) and [Hai Bo](#).
- Explore an urban or natural environment on foot, documenting it from different angles and points of view. Create a composite image to reveal the passing of time and a subjective landscape of memories. Refer to Sohei Nishino's *Diorama map* series.
- Explore extremes of light and shadow, experimenting with overexposure and underexposure. Crop or obscure parts of photographs to create unexpected compositions with open narratives. See [Maiko Haruki](#).
- Construct an installation on a miniature scale. Use macro photography and depth of field to play on audiences' perceptions of reality and fiction. Refer to the work of [Xing Danwen](#).
- Capture variations of a subject. Digitally layer the images and adjust opacity to create ghostly, animated effects to reveal the passing of time.
- Experiment with capturing a frame within a frame and the notion of the audience or voyeur.

Professional resources:

- [Australian Centre for Photography](#)
- [4A Centre for Contemporary Asian Art](#)
- [VADEA NSW on Twitter](#)

Other resources:









- [APT5 Yang Zhenzhong, Artist talk](#)
- [Artist interview: Yee I-Lann](#)
- *Art photography now* (2011) by Susan Bright
- *The big bang: contemporary Chinese art from The White Rabbit Collection* (2010) by Elizabeth Keenan
- *China's vanishing worlds: countryside, traditions, and cultural spaces* (2013) by Matthias Messmer & Hsin-Mei Chuang
- *Cubicle life* (2013) by Chun Wai
- *Daido Moriyama: reflection and refraction* (2013) by Daido Moriyama
- [Episode 156: Sohei Nishino](#), The Art of Photography
- *Hong Kong Contemporary Art Awards 2012* (2013) by The Hong Kong Museum of Art
- *Residue* (2013) by Marcel Heijnen
- [Sohei Nishino](#)
- [Wawi Navarroza](#)
- *Yasumasa Morimura: theater of the self* (2013) by The Andy Warhol Museum (iBook) (video)
- [Yee I-Lann](#)

eresources

Resources are listed in Dewey order

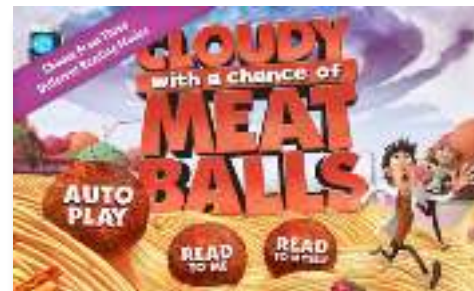
Changes happen daily on the internet. Sites may not be permanent or structured as they were when reviewed. Reviews indicate fees, registration or devices as needed. Icons used:

Icons used:

-  **app for iPad/iPhone/iPod touch; app for Android**
-  **digital authoring tool; learning platform software**
-  **ebook; ejournal; online database**
-  **interactive; e.g. game; learning object**
-  **media presentation; e.g. podcast; slide show; digital story; video; audio**
-  **website**
-  **must be purchased**
-  **scan selected eresources into SCIS Create orders or check SCIS Special order files**

Icons for eresources are from [Microsoft clip art and media](#) and [Open Clip Art Library](#).

Cloudy with a chance of meatballs



This narrated storybook app is a delightful representation of the book written in 1978 by Judi Barrett

and recently made into a film. Perfect for readers and beginner readers, the choices of *Auto play*, *Read to me* and *Read to myself* mean that this app can be enjoyed by a range of viewers. The Menu icon reveals 36 story settings which allow users to return to scenes at random or resume viewing and reading at a given point in the story. The artwork is vibrant and colourful, and the swiping action required to change screens is reminiscent of turning pages in a book. The narration is clear and expressive with appropriate sound effects. Humour abounds in this fantasy tale of an invention that turns water into food, resulting in a tomato tornado that threatens a town with spaghetti and meatballs. S. Rasaiah

USER LEVEL: Stage 1 Stage 2 Stage 3

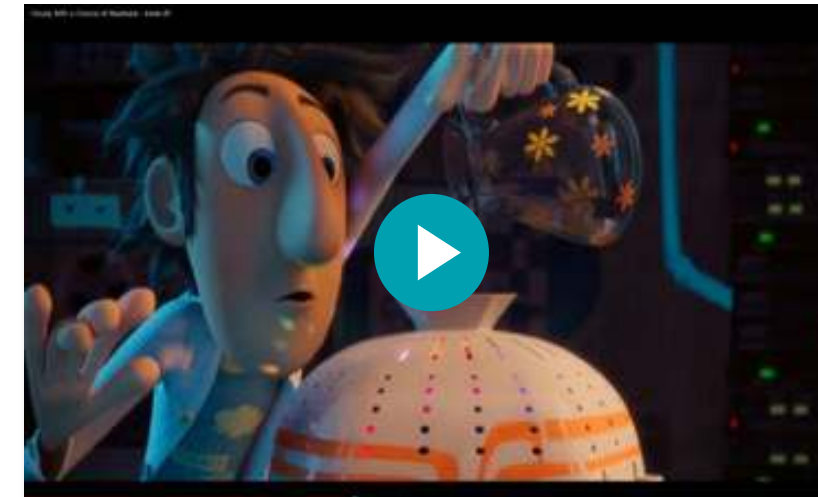
KLA: AC; English

SYLLABUS: English K-10

PUBLISHER: Sony Pictures Animation, USA

REVIEW DATE: 03/02/2014 [F]

SCIS 1648182



[Cloudy with a chance of meatballs -trailer #1](#) by SonyPictures (YouTube videos need a teacher log in)

Neil Gaiman's free short stories



The *Open culture* website hosts collections of cultural and educational media. This page features a grab bag of works by writer, storyteller, poet and comics creator, Neil Gaiman. In an eerie video clip, Gaiman reads an excerpt from his young adult novel, [The graveyard book](#), which provides a compelling introduction to the story. [How to talk to girls at parties](#) is presented both as an audio reading and in [written text](#). Another interesting narrative available in audio version is [The truth is a cave in the black mountains](#). Unfortunately, the live recordings of [Orange and Other people](#) lack clarity in their audio production; however, they may still be useful if students

have copies of the stories to read along with. Within the online *Text* links, it is important to note that *American gods* is an adult publication and not suitable for classroom use. The most appropriate choices for adolescent readers include [A study in emerald](#), [How to talk to girls at parties](#), [The case of the four and twenty blackbirds](#), [The day the saucers came](#) and [The truth is a cave in the black mountains](#). From this repository, teachers can select the resources most suited to their particular students and planned syllabus links. C. Sly

USER LEVEL: Stage 4 Stage 5 Professional

KLA: AC; English

SYLLABUS: English K-10; English 7-10

PUBLISHER: Open Culture, USA

REVIEW DATE: 03/02/2014 [F]

SCIS 1646506



[Neil Gaiman reads from The graveyard book](#) by Bloomsbury Publishing (YouTube videos need a teacher log in)

[TED: ideas worth spreading](#)



Continuing TED's mission to spread ideas in the hope of effecting positive social change, the [TED](#) app makes the entire TED library accessible on mobiles and tablets, even offline. Available for Android and iOS devices, the app allows users to create personalised playlists, view TED talks with subtitles in multiple languages, and download videos for later offline viewing. iOS users can also view videos via Apple TV using AirPlay. Talks can be searched, browsed by tags, sorted by popularity or currency, and shared with colleagues and friends via email or social media. Alternatively, the *Inspire me* feature facilitates serendipitous video selection, based on a user's general viewing preferences. By specifying how much time the individual has to spare, *Inspire me* generates a playlist containing videos of suitable duration. Offering a rich and constantly expanding library of quality videos about education, technology, design, business, science and global issues, the app, like its parent [website](#), could inform and inspire senior students undertaking research and teachers pursuing ongoing professional learning. T. Kenny

USER LEVEL: Stage 6 Professional

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

PUBLISHER: TED Conferences, LLC, USA

REVIEW DATE: 03/02/2014 [303.4]

SCIS 1647398



[It's the TED Android app!](#) by TED blog video (YouTube videos need a teacher log in)

[How times change](#)



An awareness of family history and community heritage is the focus of [Australian Curriculum: History](#) for

Foundation to Year 2 students. 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, graphics, teacher questions, and interactive tasks and games to assess understanding. *Teacher overview* explores how oral histories and primary sources assist in the pursuit of skill development and the analysis of historical sources. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1 Stage 2

KLA: AC; HSIE

SYLLABUS: History K-10; HSIE K-6

PUBLISHER: Education Services Australia, Vic.

REVIEW DATE: 03/02/2014 [306.09]

SCIS 1627547



[Kiva: empower people around the world with a \\$25 loan](#)



This clear, accessible website outlines the valuable work of [Kiva](#), a non-profit organisation which aims to alleviate

poverty by connecting lenders and borrowers globally to provide micro credit. The site contains general information [About microfinance](#), including its history, purpose, impact and outcomes. Users can also lend \$25 or more to a borrower of their choice, to help the recipient achieve a specific commercial goal, such as the purchase of livestock or agricultural equipment.



[How Kiva works](#) by Kiva (YouTube videos need a teacher log in)

Since its launch in 2005, the service has supplied over \$500 million in loans, through the work of approximately one million lenders, with a 98.99% repayment rate. The site's success makes it a worthy example for teachers seeking resources to support learning about concepts of micro credit, global citizenship, social justice, and the power of an individual to effect dramatic positive change. The website may also aid understanding in the Commerce

7-10 syllabus options, *Global links* and *Community participation*. T. Kenny

USER LEVEL: Stage 5 Professional

KLA: HSIE

SYLLABUS: Commerce 7-10

PUBLISHER: Kiva, USA

REVIEW DATE: 03/02/2014 [361.7]

SCIS 1646503 

FutureLearn: learning for life   

With a goal to *inspire learning for life*, *FutureLearn* offers a range of free, short online courses from prominent international universities and cultural institutions. Owned by The Open University, the service is currently in beta, and features approximately 40 pilot courses which are accessible via computer, tablet and mobile devices, enabling flexible delivery. Current [courses](#) include [Web science: how the web is changing the world](#), [The discovery of the Higgs boson](#), and [Shakespeare and his world](#). Most courses take six to 10 weeks to complete, though some are much shorter. Guided by Hattie's principles of visible learning, courses typically involve learning through videos and articles; questioning, discussion

and collaboration; and activities, quizzes and tests. Upon completion, participants receive a record evidencing their learning. Covering a diverse range of subject areas, massive open online courses (MOOCs) of this kind could appeal to gifted and talented students pursuing a special interest. They could similarly be utilised by teachers undertaking ongoing professional learning. Some courses are also well suited to prospective school leavers, including [Preparing for uni](#) and [A beginner's guide to writing in English for university study](#). T. Kenny

USER LEVEL: Stage 5 Stage 6 Professional

KLA: AC; English; HSIE; Mathematics; Science

PUBLISHER: FutureLearn, UK

REVIEW DATE: 03/02/2014 [374]

SCIS 1646501 



[Introduction to FutureLearn](#) by FutureLearn (YouTube videos need a teacher log in)

Tangled roots 

Connecting common words with their derivations, this app may assist students as they unpack the root meanings of spelling words. Presented with the number of possible words from a root, prefix or suffix, along with its meaning, users have an opportunity to list as many words as they can before conceding defeat. Feedback is instant and *Show words* reveals the total list of correct words. Some of the results in this American English activity may be confusing to Australian students and the pop up advertisements could be distracting. Despite these minor deterrents, the app has the potential to expand students' knowledge of vocabulary and language usage which are components of the new Australian English curriculum. S. Rasaiah

USER LEVEL: Stage 2 Stage 3 Stage 4


KLA: AC; English

SYLLABUS: English K-10

PUBLISHER: EnergyDams, USA

REVIEW DATE: 03/02/2014 [428.1076]

SCIS 1648172 

 must be purchased



Screenshot from *Tangled Roots* app

Maths monkey's quest   

ABSTRACT



Aimed at students in Years 3 to 8, this app is an educational game, designed to sharpen students' maths skills and recall. The app presents mathematical questions on topics ranging from addition and subtraction, to ratios and percentages. Using a game-based learning approach, in which the aim is to keep bananas safe by shooting the correct answer, the app allows students

to progress to increasingly challenging levels. These include *Jungle* (Years 3 and 4), *Beach* (Years 5 and 6), *City* (Years 7 and 8) and *Outback* (Years 7 and 8 – more advanced). A high scores leader board is provided, and there is provision for multiple player profiles. Suitable for iOS and Android devices, *Maths monkey's quest* is available for \$1.99 via Apple's [App store](#) and [Google play](#).

USER LEVEL: Stage 2 Stage 3 Stage 4

KLA: AC; Mathematics

SYLLABUS: Mathematics K-6; Mathematics K-10; Mathematics 7-10

PUBLISHER: NSW Education & Communities, NSW

REVIEW DATE: 03/02/2014 [510]

SCIS 1584691 \$1.99

All about space



RAYNHAM, Alex



Designed for use with *iBooks*, this inviting ebook about space is available for download on both iPad and Mac,

though using an iPad gives users full

access to its interactive features. Self-marking quizzes, colourful diagrams, attractive scrolling photo galleries, satellite imagery, short videos, and *Discover!* fact boxes add interest and interactivity. A glossary is available, and audio recordings of the written text also assist understanding. Using *iBooks*, pages can be bookmarked, and notes and highlighting can be added. Chapters include: *Our solar systems*, *The inner planets*, *The outer planets*, *Rocks and ice*, *Astronomy*, *Life on other planets*, *People in space*, and *Our future in space*. This clear resource may support learning within the [Science K-10 \(incorporating Science and Technology K-6\) syllabus](#), particularly as students investigate the key features and orbits of the planets. It may also provide a basic introduction to student research on the contributions made by people, including Galileo, to advancing scientific understanding of space, and could help learners appreciate how technological developments and scientific discoveries have significantly changed people's understanding of the solar system.

T. Kenny

USER LEVEL: Stage 3 Stage 4

KLA: AC; Science

SYLLABUS: Science K-10

PUBLISHER: Oxford University Press, UK (Oxford read and discover)

REVIEW DATE: 03/02/2014 [523.1]

SCIS 1647438 \$13.99

ANSTO elementals



Different games, designed to aid recollection of the current periodic table with its 118 discovered elements, are presented in this Science app. Five games, each with six levels of knowledge, culminate in reward badges that chart progress and motivate the player. Flash cards for revision contain the name of an element, its symbol, atomic number, group and advanced information about the electron configuration and valency of that element. As students extend their knowledge and understanding of scientific concepts, this app may support the development of skills in the Science strand, *Chemical world*. S. Rasaiah

USER LEVEL: Stage 5

KLA: AC; Science

SYLLABUS: Science K-10

PUBLISHER: ANSTO, NSW

REVIEW DATE: 03/02/2014 [546.076]

SCIS 1647995



Great migrations



BLADON, Rachel



Attractive scrolling photo galleries, colourful maps and short videos add interactivity to this ebook about animal migration.

Reasons and challenges for animal migration are outlined, as well as specific detail about the migration of birds, insects, bats, and land and ocean animals. Activities at the end of each chapter, including self-marking multiple choice questions and cloze passages, test students' understanding, though explanatory feedback is not provided for incorrect responses. Designed to be read in *iBooks*, the ebook format is well suited to the terminology-rich language of this factual text, with definitions of key terms conveniently available via a pop-up window. Short, simple sentences, accompanied by audio recordings of the written text, further aid accessibility for young readers. The resource is easily navigated via either the *Table of contents* or the search facility; pages can be

bookmarked, and notes and highlighting can be added. Although specific Australian content is limited, this clearly presented ebook may support learning about the diminishing diversity of animal species as a result of human and climatic impacts on migration patterns. T. Kenny

USER LEVEL: Stage 3

KLA: HSIE; SciTech

SYLLABUS: HSIE K-6; Science & Technology K-6

PUBLISHER: Oxford University Press, UK (Oxford read and discover)

REVIEW DATE: 03/02/2014 [591.56]

SCIS 1647432 \$13.99

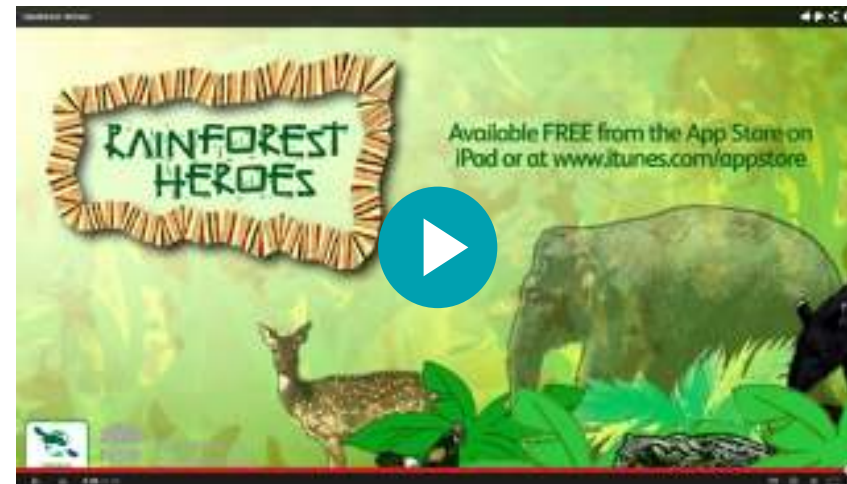
Rainforest heroes



ABSTRACT

In this free app, students and the general public can learn about rainforest ecosystems by experiencing Taronga Zoo's Wild Asia rainforest trail, guided by animated volunteer researcher, Heidi Greentree. The app is incorporated into Taronga Zoo's [excursion program](#), in which students create their own PDF field report using the photographs, observations and information which they collect. Students can subsequently use this report at school for further research

and collaborative work. The app includes *Real heroes*, a mystery which, once solved, reveals the rainforest's reliance on much smaller creatures.



[Rainforest heroes](#) by Taronga Sydney (YouTube videos need a teacher log in)

While using the app, students can virtually feed the animals their zoo diet; take and choose photographs; watch videos taken by the keepers; and hear animals communicating. If on location at Taronga Zoo, students can also take and upload their own photographs of the animals; track their position on the map via GPS; and observe the animals and signage to check field observations and answer questions. iPads are supplied by Taronga Zoo for schools attending a planned excursion.

USER LEVEL: Stage 3 Stage 4
Community

KLA: AC; HSIE; Science

SYLLABUS: HSIE K-6; Science K-10

PUBLISHER: NSW Curriculum and Learning Innovation Centre, NSW

REVIEW DATE: 03/02/2014 [591.7]

SCIS 1647252

Wild Australia



ABSTRACT

Focusing on Australian animals, this free app for Taronga Zoo is designed for students in Years 3 and 4 to use while they are part of the Taronga Zoo educational excursion program. The app is available to visitors to Taronga Zoo Sydney and Taronga Western Plains Zoo, as well as off-site users. Guided by zoo keeper, Rod, and the GPS-enabled maps for both zoos, students explore the fascinating Wild Australia trails and discover the diversity and uniqueness of Australia's wildlife. Videos, photographs, animations, *Did you know?* facts, and activities build students' knowledge and understanding. The aim is for students to create a PDF poster using photos, observations and information which they collect. Completed posters can be emailed to others, as a record of student learning and to inform others about conservation.

USER LEVEL: Stage 2 Stage 3

KLA: AC; HSIE; Science

SYLLABUS: HSIE K-6; Science K-10

PUBLISHER: NSW Department of Education & Communities, NSW

REVIEW DATE: 03/02/2014 [591.994]

SCIS 1647371



[Wild Australia app launch](#) by Taronga Sydney (YouTube videos need a teacher log in)

Creatorverse



This drawing sandbox app that transforms simple lines and shapes into animated creations with colour, lines, joints, forces, motors and teleporters is limited only by the user's imagination. The helpful sound effects add drama and excitement to shapes that seem to take on a life of their own on the grid. The ability to share creations with the *Creatorverse* community or to observe, download and repurpose the thousands of other creations made and saved in the

cloud are options that may appeal to inventors. Elements of physics, gravity and velocity expand the use of this app in a Science classroom as students are encouraged to explore, design and experiment while interacting with this intriguing app. S. Rasaiah

USER LEVEL: Stage 3 Stage 4 Stage 5

KLA: AC; Science

SYLLABUS: Science K-10

PUBLISHER: Linden Research, USA

REVIEW DATE: 03/02/2014 [607.6]

SCIS 1648006 



[Creatorverse - a fun drawing sandbox game with physics from Linden Lab](#) by Creatorverse (YouTube videos need a teacher log in)



Scan the SCIS barcodes to select eresources for your collection.

[The British Library's photostream](#)



It is useful to have access to a repository of images that can be freely used, remixed or repurposed. This page from The British Library provides a potpourri of antiquated images taken from 17th, 18th and 19th century books. They include maps, diagrams, illustrations, satirical sketches, illuminated manuscripts, landscapes, wall paintings and more. In total, there are over a million images, released via Flickr's *The commons*. These images can be viewed generally as a [Photostream](#) or in [Sets](#), which include [Technology](#); [Science fiction](#); [Children's book illustration](#); [Illustrated letters & typography](#); [Decoration](#); [Maps](#); [Fashion & costumes](#); [Portraits](#); and [Christmas](#). The collection is an eclectic accumulation of visual artifacts, but browsing its contents may reveal some worthwhile gems to support studies in history, science and technology, creative writing, visual literacy or illustrated project work. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional

KLA: AC; English; HSIE; SciTech

SYLLABUS: English K-10; History K-10; HSIE K-6; SciTech K-6

PUBLISHER: British Library, UK

REVIEW DATE: 03/02/2014 [740]

SCIS 1646651 



[Highlights from the mechanical curator](#) by The British Library



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

**New Year
New Models
Lower Prices!**

A further 5% discount when you quote 'SC-0114' on your order!

Just Released!



**Barcode Zapper™
USB Handheld Scanner**

\$199



**Zapper Tornado™ USB
Corded Scanner Kit**

\$299



**Zapper Tornado BT™
USB Cordless Scanner Kit**

\$595



**Z4 DataTraq™ Portable
Barcode Reader Kit**

\$895

All scanners shown are compatible with Australian School Library Management Systems

All prices shown exclude GST and Delivery



Little fox music box



Extremely engaging graphics that insist on interaction compliment the musical aspects of this app for young children. Three songs, sung with children's voices in very different settings, are on offer, with the lyrics of each song displayed as the music plays. The enchanting characters and landscapes come alive with a tap or a swipe of the iPad, making each cameo a delight to watch. A karaoke style sing-a-long is made possible with the option of recording the user's own voice while reading the lyrics on the screen. Playing back, storing or emailing the recording is simple and immediate, making this a highly intuitive activity for early learners. *Fox studio* leads to a fox den in which original songs can be recorded, accompanied by boiling teapots, rattling worms, beat box rhythms and clanging kitchen ladles. The fox can be enticed to dance along to the beat. The hidden animations in *Evening song*, the ability to change the seasons in *Old MacDonald*, and the humour in *London Bridge* are certain to spark curiosity and encourage investigation by users of this enjoyable app. S. Rasaiah

USER LEVEL: Early Stage 1

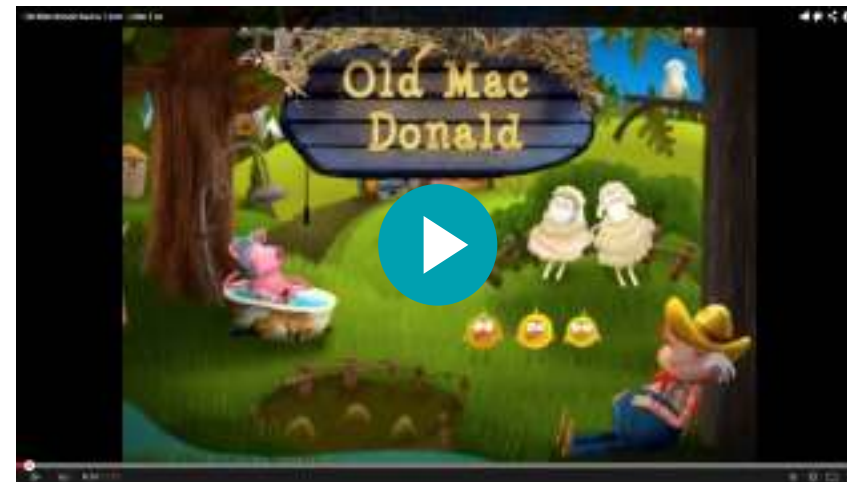
KLA: CA

SYLLABUS: Creative Arts K-6

PUBLISHER: Fox & Sheep, Germany

REVIEW DATE: 03/02/2014 [782.42]

SCIS 1646527 \$3.99 (iOS); \$2.99 (Android)



Old MacDonald had a farm - little fox by NightyNightAllStars (YouTube videos need a teacher log in)

NSW PSC activity manager (NSW Premier's Sporting Challenge)



ABSTRACT

Available for iOS and Android devices, and as a web app for computers, the NSW Premier's Sporting Challenge app specifically supports the [NSW Premier's Sporting Challenge](#). Four young challenge ambassadors use video messages to encourage students to persist in their physical activity throughout the ten week challenge. Students can record their physical activity in real time, log past activities, store personal and team history, email

results, and see their accumulated award level. The GPS facility (available only in the mobile apps) maps their route and calculates distance and speed, along with minutes spent during the activity. The free app is supported by a simple user guide and the [B Active](#) teaching and learning resource, which provides students with tasks and interactive online activities which are mapped to the [PDHPE 7-10 syllabus](#).

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

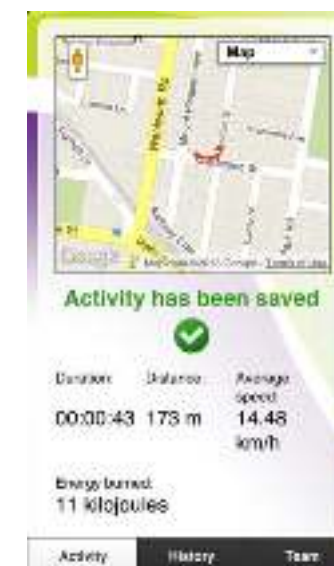
KLA: PDHPE

SYLLABUS: PDHPE K-6; PDHPE 7-10

PUBLISHER: NSW Department of Education & Communities, NSW

REVIEW DATE: 03/02/2014 [796.07]

SCIS 1647239



Screenshot of NSW Premier's Reading Challenge app

Europeana 1914-1918: untold stories & official histories of WW1



Further expanding [Europeana's](#) already expansive collection of European cultural artefacts, this new online resource curates previously unpublished accounts of WW1, documenting the conflict from multiple perspectives. The vast digital collection comprises 400 000 rare documents, 660 hours of film material, and personal documents and artefacts belonging to approximately 8000 Europeans involved in the war, shared by their families. Users can search the site or [browse](#) by source type (letters, diaries, photographs, films, official documents and postcards), subject (remembrance, propaganda, prisoners of war, trench life, aerial warfare, naval warfare and women), and war front (Italian front, home front, Eastern front, and Western front). Results can also be filtered to reveal only Australian sources. In addition to this rich primary source material, the collection features critical essays, short films and interviews reflecting on the conflict and its aftermath. The site's material is available under an open licence, allowing students to use and adapt it. Packed with quality content, this resource could support learning in the Modern History HSC core study, *World*

War I 1914–1919, and in the History K–10 depth study, *Australians at war: World Wars I and II*. T. Kenny

USER LEVEL: Stage 5 Stage 6
Professional

KLA: AC; HSIE

SYLLABUS: History 7–10; Modern
History Stage 6

PUBLISHER: Europeana, Netherlands

REVIEW DATE: 03/02/2014 [940.3]

SCIS 1647273



[Europeana - an impression of our 1914–1918 roadshows \(short\)](#) by Europeana

Mapping our Anzacs



ABSTRACT

Mapping the Anzacs offers three ways to commemorate the original Anzacs and allows access to browse almost 400 000 records of Australian Army service during WWI. The home page contains a large, interactive map of Australia with links from each state and territory to detailed maps with red flags representing locations from which soldiers were born and enlisted. Click on the maps of Great Britain and the world for details of servicemen and women who, although born overseas, enlisted in Australia. Click on a red flag to find towns and people, and then click on each name for more information. Below the map are the *Latest scrapbook entries* and *Featured tributes*. Navigation tabs provide access to [Find a service person and see their service record](#), [Add a note or photograph to the scrapbook](#), and [Build a tribute to people important to you](#). Community members must register a user name and email address to add to the scrapbook and to create a tribute. Information from this website is being used to create a new website, [Discovering Anzacs](#).

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

KLA:

AC; History

SYLLABUS:

History K–10

PUBLISHER:

National Archives of
Australia

REVIEW DATE: 03/02/2014 [940.4]

SCIS 1410172



[Mapping our Anzacs - screenshot of images from WWI](#) (YouTube videos need a teacher log in)

professional reading

Resources are listed in Dewey order

A game of thrones: the graphic novel [series]

ABRAHAM, Daniel & PATTERSON, Tommy



Bantam Books, USA, 2012 & 2013

An adaptation of George R. R. Martin's fantasy epic, this graphic novel series compiles works initially published as short comic books into larger hard cover volumes. Followers

of the original fictional narratives or the adapted television series will already be familiar with this complex tale. Set in the fictional land of Westeros, it follows the conflict and intrigue of several medieval warlords and their followers as they battle for ascendancy and rule of the Seven Kingdoms. Complex layers of interrelated plots and subplots trace the familial or political alliances and treacherous activities of the key families that are ever ready for ruthless combat to secure or

defend their hegemony. Adapting such an epic narrative to the comics medium has obviously been challenging and the results are engrossing and visually dramatic. While the skilfully expressive, full-colour artwork may appeal to a range of readers, the content is only appropriate for mature readers. Apart from scenes of overt and gruesome violence, there are instances of nudity, sex and incest that are quite graphic in the illustrative mode. Nevertheless, additional notes included in these publications are particularly interesting. Volume 1 concludes with detailed information on the process of reconstructing Martin's series to comics format, giving consideration to the scripting, layout, artwork, colouring and lettering. Additional material at the end of Volume 2 focuses on the process of adapting the extensive prose of the original texts to the succinct verbal and visual elements of the comics form. Teachers may find these reference sections valuable in relation to explaining the complexities involved in transmedial adaptation. C. Sly

USER LEVEL: Professional
From \$28.95

Reviewed titles in this series:

A game of thrones: the graphic novel, Volume 1 SCIS 1553284

A game of thrones: the graphic novel, Volume 2 SCIS 1629110

Procrastination buster: getting things done

GENOVESE, Jane & GENOVESE, Sharon
Learning Fundamentals, WA, 2012
ISBN 9780980738858 [155.232]



As both teachers and students know, beating procrastination is not easy. There are so many distractions today that anyone can easily avoid getting down to work. This booklet aims to provide a toolkit of different techniques to use, to stop wasting time and succeed at school. Of course, many students will thumb through the booklet to avoid completing schoolwork but if they do they may realise that overcoming procrastination means enjoying life more and being less stressed. The book is really a short course in tackling the negative thoughts that sabotage a student's efforts to organise and begin their work. There are many reflective exercises to help them pinpoint their best ways of dealing with distractions. There is a [linked website](#) with great study skills resources. A school can also book a *procrastination buster* workshop on the site. Year advisers and school counsellors will find this book valuable. A. Soutter

USER LEVEL: Stage 5 Stage 6
Professional
KLA: PDHPE
SYLLABUS: PDHPE 7-10; PDHPE 11-12
SCIS 1587880 Paper \$12.95

Creating room to read: a story of hope in the battle for global literacy

WOOD, John
Viking Penguin, Vic, 2013
ISBN 9780670015436 [370.9172]



The narrative that threads through this volume both documents and provides a self-reflection on the work of John Wood, who, in ten years, has established 10 000 libraries in the poorest communities on the globe. The author describes his philosophy in starting the not-for-profit *Room to Read* program as placing the highest value on education as an investment in addressing inequality, terrorism and the dark forces of nihilism. The inspiration for *Room to Read* lies in investment, rather than charity, building capacity using business models that minimise costs, invest in local services

and maximise returns for children. The power in Wood's story is one of personal capacity to build a worldwide organisation based on soliciting ideas from the widest variety of people and creatively harnessing resources in ways that make an enticing and readable account of transforming the lives of children in poverty into ones filled with hope and optimism for a better future.

F. Whalan

USER LEVEL: Professional
SCIS 1600982 Paper \$29.99

Classroom talk: understanding dialogue, pedagogy and practice

EDWARDS-GROVES, Christine, ANSTEY, Michele, & BULL, Geoff



PETAA, NSW, 2014
ISBN 9781875622894
[371.102]

Opening with words from the Wiradjuri Nation reflects an embedded discourse about the importance of meaningful, respectful classroom interactions and culture created by teachers for all learners.

Teachers looking for practical strategies for supporting classroom talk, including for literacy learning, will be pleased to find QR codes throughout this text. When the QR codes are scanned the reader will be linked to additional web resources available on the publisher's website. Also provided are dialogue enactment and practice (DEAR) activities which provide a framework to support independent reflection. Each section of this book is also very well supported by theory and helps to develop the reader's understanding of the nature of classroom talk as a pedagogical practice. The theory of practice which informs the text is further explained through the liberal use of diagrams, tables and useful examples. The final chapter would be very relevant for use in learning communities as it provides a detailed and useful framework for reflecting on practice. Classroom talk is a challenging aspect of teaching and this text provides excellent practical support. K. Rushton

USER LEVEL: Professional
KLA: AC; English
SYLLABUS: English K-10
SCIS 1638430 Paper \$39.95

Indigenous Education: a learning journey for teachers, schools and communities

Edited by Nina Burridge, Frances Whalan & Karen Vaughan

Sense Publishers, The Netherlands, 2012
 ISBN 9789460918865 [371.829]



Professor John Lester reflects in the foreword on the systemic inability to provide effective education for Aboriginal students while he applauds educators trying to address this issue. In the first part of this book there is an historical overview of Aboriginal education in NSW, followed by a description of the action learning Quality Teaching Indigenous Project (QTIP), the subject of this study. There is a useful overview of the QTIP study, which was based on the [NSW Quality Teaching framework](#). Individual studies of seven schools which participated in the project are presented in the second part. Both primary and secondary schools provide a range of contexts in which these issues were explored. These accounts may be useful for school communities undertaking projects supporting the NSW Quality Teaching Framework or supporting Aboriginal

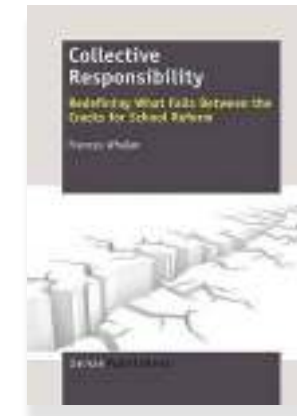
education. Suggestions drawn from the study are provided in the third part of the text. K. Rushton

USER LEVEL: Professional
SCIS 1635586 Free - [Google Books](#)

Collective responsibility: redefining what falls between the cracks for school reform

WHALAN, Frances

Sense Publishers, The Netherlands, 2012



ISBN 9789460918803 [379.1]
 School communities interested in undertaking whole school reform may find this academic study of the development of collective responsibility helpful in reflecting on their school's practices or designing their own model. The importance of developing collective responsibility is defined and linked to other aspects of school reform such as the development of professional communities and professional development. One chapter also provides detailed accounts of how two primary and two secondary schools attempted reform. School leaders and mentors could select aspects of the

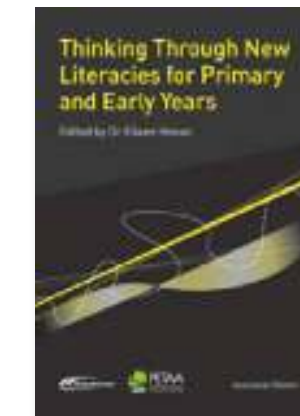
survey instrument or the school studies for discussion in their own context, for instance by comparing professional development across the four schools to their own context. A proposed model for the development of collective responsibility is presented in the final chapter. As it is also summarised in a table format, this resource could easily be used as a starting point for discussion. K. Rushton

USER LEVEL: Professional
SCIS 1635620 Paper \$52.25

Thinking through new literacies for primary and early years

METCALFE, Jayne et al

Hawker Brownlow Education, Vic, 2013



ISBN 9781743303641 [428.007]
 Integrating new literacies and technology can be demanding especially when trying to meet the challenges of contemporary classrooms. To support the reader in clarifying their ideas, the chapters focus on discreet aspects of teaching including verbal, visual, aural and oral literacy as well as

social media and using technology for inclusion. Choosing to explore an aspect of teaching is supported by the foregrounding of key ideas which are accompanied by concise explanations and exemplified by case studies. There are also very clear instructions on a wide range of topics from how to introduce new literacies like podcasting and how to rethink strategies for working with familiar texts to include the use of technology. The suggestions are useful for a range of ages and subjects from Music to English. For any teacher wanting to integrate new literacies and technology this is a great companion text. K. Rushton

USER LEVEL: Professional
SCIS 1627212 Paper \$35.95

[Wallis & Matilda](#)

Musical interpretations of the works of A. B. (Banjo) Paterson are included as *Musical clips* and, more completely, in *Video clips* on this site that showcases the work of the *Wallis and Matilda* country music band. The videos of the band singing and playing well-known poems such as *Clancy of the Overflow*, *A bush christening* and *Waltzing Matilda* are stirring and authentic. Students unfamiliar with some of the Australian

vernacular may be able to deconstruct more of the meaning as the stories unfold through the music and the rhythmic verses. Included on this site are a biography of [Banjo Paterson](#) and plain text versions of some of Banjo's works in [Banjo resources](#). As 2014 marks the 150th anniversary of the birth of t outstanding Australian poet, this site may be a useful resource in teaching about the significance of Australian bush ballads in our history. S. Rasaiah

USER LEVEL: Community Professional
KLA: AC; English
SYLLABUS: English K-10
PUBLISHER: Wallis and Matilda, Vic.
REVIEW DATE: 05/02/2014 [782.42]
SCIS 1648015 



[Clancy of the overflow - Wallis and Matilda](#) by Malabu2 (YouTube videos need a teacher log in)

[Out of place](#)

BARUT, Arda et al

Currency Press, NSW, 2013 (The voices project)

ISBN 9780868199788 [A822]



A second collection of monologues in *The voices project* series, this, like the previous one, offers material that may be infelicitous, even for use with senior students. Tediously naturalistic, the scripts lack the subtlety, dramatic range and stylistic variation that senior drama students should be seeking. One of the great values of drama is engaging in acting. Monologues featuring angst-ridden, solipsistic adolescents delivering reflections on their life experiences through stereotypically coarse expression, are not especially exciting options for performance. Many of these scripts afford little opportunity to explore the rich elements of drama. Teachers would need to consider individual scripts closely as the content may not be appropriate for selection as

performance pieces within the school context. C. Sly

USER LEVEL: Professional
KLA: CA
SCIS 1611144 Paper \$24.95

[The voices project, 2011 & 2012: Tell it like it isn't & The one sure thing](#)

MARLOW, Jasper et al

Currency, NSW, 2012

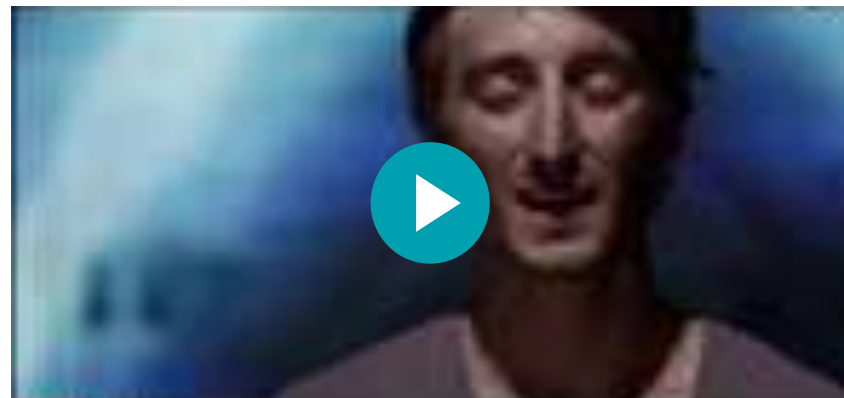
ISBN 9780868199368 [A822]



A collection of dramatic monologues, this publication is the result of an ambitious project to foster young writers and provide performable solo scripts for actors, particularly HSC drama students. While the writing process no doubt had its benefits, the published results are problematic. Predominantly focusing on contemporary, teenage characters, the naturalistic scripts tend to be stereotypical, clichéd perceptions of young adult interactions and concerns. Frequent swearing and references to drinking, drug use, sexual encounters,

partying and dangerous driving are certainly issues that students can relate to, but neglect the wider spectrum of creativity and imagination that could be encountered in drama studies. Drama teachers need to be aware of the sensitive content of these monologues and carefully consider their appropriateness as performance pieces within the school context. C. Sly

USER LEVEL: Professional
KLA: CA
SCIS 1560258 Paper \$24.95



[Tom Stokes in Hunger by Brooke Robinson](#) (YouTube videos need a teacher login)



[Emma Campbell in Stick by Carolyn Burns](#) (YouTube videos need a teacher login)

picture books

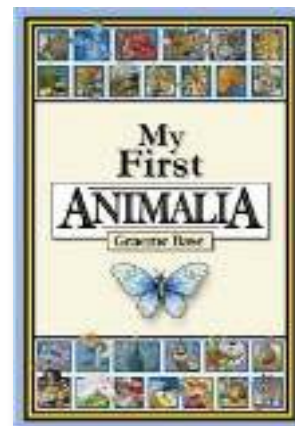
Resources are listed in alphabetical order by author

My first Animalia

BASE, Graeme

Viking, Vic, 2013

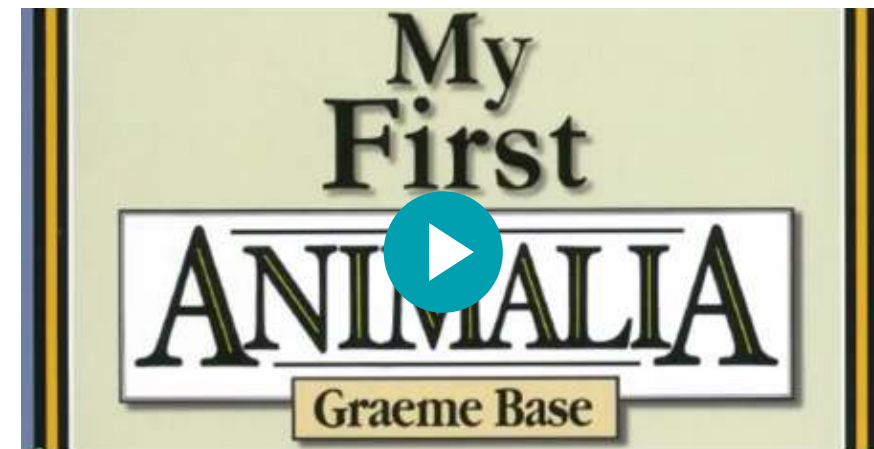
ISBN 9780670077489 [793.73]



Each double page of this picture book introduces two letters of the alphabet, in upper and lower case, with an illustrated fold out page. On the facing page, a short phrase and accompanying image introduce the animal which represents the letter and appears in the fold out section. These larger images are taken from the original *Animalia*, but here the author challenges the reader to find only four things in each picture. The four small picture clues have labels, supporting the close reading of this alliterative text. The layered meanings and use of word and picture clues to meet the author's

challenge make it suitable for young children as well as emerging readers. Most importantly, all readers will be engaged by Graeme Base's whimsical and intricate illustrations. K. Rushton

USER LEVEL: Early Stage 1 Stage 1
KLA: AC; English
SYLLABUS: English K-10
SCIS 1627119 \$19.99



[Graeme Base talks about My first Animalia](#) by Penguin Books Australia (YouTube videos need a teacher log in)

Rosie Revere, engineer

BEATY, Andrea & ROBERTS, David
 Abrams Books for Young Readers, USA, 2013

ISBN 9781419708459 [811]



Shy Rosie doesn't dare to speak in class but secretly harbours a talent for designing contraptions from trash. In this expertly crafted picture book, characterisation is displayed

via expressive illustrations and clearly articulated rhyming text. Rosie's innermost feelings become palpable as her pride in a successful invention turns to acute embarrassment upon its failure. Students who struggle with overcoming disappointment or have a fear of failing would be cheered by the resolution in this story. Although Rosie's cheese-copter crashes, wise Great-Great-Aunt Rose teaches Rosie resilience and how to [bounce back](#). From this, the young engineer learns that failure can only happen if one stops trying. Cross-curriculum perspectives are suggested in the [Teacher guide](#). S. Rasaiah

USER LEVEL: Stage 1
KLA: AC; English; Science; PDHPE
SYLLABUS: English K-10; PDHPE K-6; Science K-10
SCIS 1629123 \$19.95



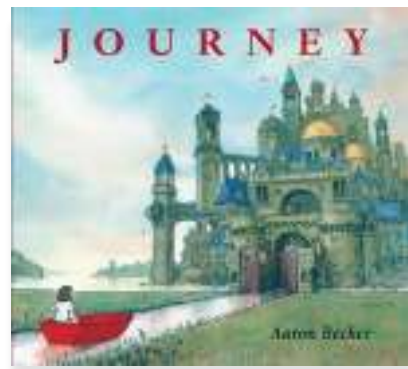
[Rosie Revere, engineer by Andrea Beaty, illustrated by David Roberts](#) by Abrams Books (YouTube videos need a teacher log in)

Journey

BECKER, Aaron

Walker Books, UK, 2013

ISBN 9781406342307



A lonely girl, whose family members are all too occupied with some form of technology to pay her any attention, discovers a red crayon, draws a

door on her bedroom wall and walks into a world where she controls a fantasy journey. The girl uses her red crayon to create the means of moving from place to place, floating and flying through a magical escapade and coming home with an unexpected friend. *Journey* is a wordless picture book, beginning with sepia-toned illustrations with dashes of red, changing to full colour when the girl begins her adventure. Different styles of illustrations can be found throughout the book, giving wonderful opportunities for teachers to explore visual literacy. Readers will not fail to make comparisons with [Harold and the purple crayon](#), both literally and figuratively. Themes of kindness, courage and friendship are presented in a way that will appeal to young students and

older readers will appreciate the book on a more symbolic level. H. Myers

USER LEVEL: Early Stage 1 Stage 1
Stage 2

KLA: AC; English

SYLLABUS: English K-10

SCIS 1627399 \$27.95



[Journey by Aaron Becker - book trailer](#) by Candlewick Press (YouTube videos need a teacher log in)

Crouching tiger

COMPESTINE, Ying Chang & NASCIMBENE, Yan

Candlewick, USA, 2011

ISBN 9780763646424



A gentle message of patience and inner strength is captured in this picture book that is one to be shared

as a read aloud for younger students. While Vinson's grandfather visits from China, he teaches Vinson about Chinese culture and also teaches him the steady movements of tai chi. A special bond between grandfather and grandchild unfurls by the close of the text. Especially useful for Stage 2, this book conveys preparations for celebrating Chinese New Year with martial arts, firecrackers and dragon dancing. Interspersed throughout the book are basic greetings in Mandarin and endearing illustrations of Vinson recreating tai chi movements. *Crouching tiger* is one to include for special commemorative days such as [Harmony Day](#) that acknowledge diversity and celebrate multiculturalism. L. Williams

USER LEVEL: Stage 1 Stage 2

KLA: AC; English; HSIE

SYLLABUS: English K-10; History K-10

SCIS 1536342 \$27.95

My first day at school

COSTAIN, Meredith & MACINTOSH, Michelle

Windy Hollow Books, Vic, 2013

ISBN 9781922081254



Narrated by four students attending their first day at school, this delightful picture book is a recount of their experiences, told in verse. From arriving at school and entering

the classroom, to farewelling new friends and many experiences in between, each verse can stand alone and, together, realistically sequence a milestone in a child's life. Young readers will easily identify with the narrators, Zach, Amira, Ari and Zoe, sharing their fears, excitement and laughter. A variety of fonts and the colourful illustrations add meaning to the written text, emphasising similes, onomatopoeia, and alliteration – literary devices that make this a pleasure to read aloud. Ideal for Kindergarten orientation days, this book can also be used to develop historical concepts of [Continuity and change](#) and [Significance](#), and to [Respond to, read and view texts](#) for English Objective A. [Teachers' notes](#) and a [play script](#) are available for further ideas. C. Keane

USER LEVEL: Early Stage 1 Stage 1

KLA: AC; English; History

SYLLABUSES: English K-10; History K-10

SCIS 1635054 \$25.94

Baby elephant walk

DAVID, Hal, MANCINI, Henry, & MOWAT, Rhiannon

Scholastic Australia, NSW, 2013

ISBN 9781742834184 [782.42083]



Oversized, happy images of jungle animals in this picture book illustrate lyrics penned to Henry Mancini's *Baby elephant walk*,

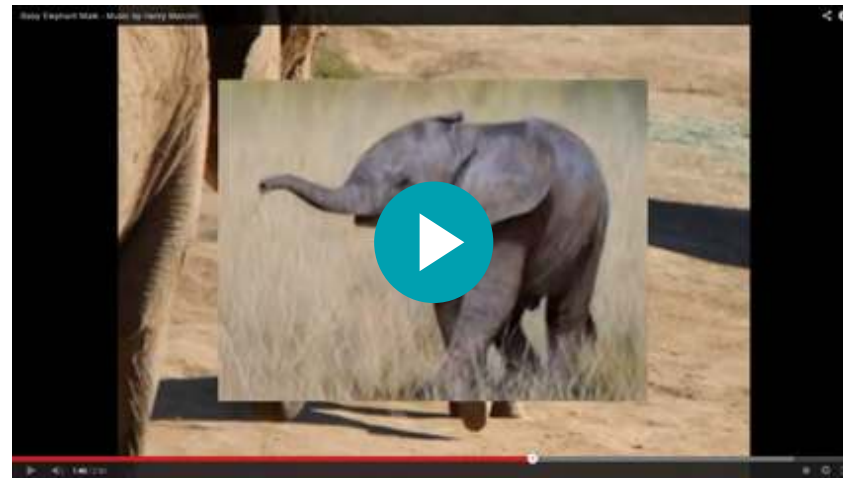
written in 1961. The accompanying CD contains the song and an instrumental track. Appropriate music can add to the imagery and mood of a book, allowing readers to project themselves into the setting. The jaunty melody of this song and the comical actions of the animals in the book immerse the reader in the rhythm of the dance. This extra sensory device combines the words, movement, pictures and background knowledge of actual elephants to complete the literary experience of this joyful book. S. Rasaiah

USER LEVEL: Early Stage 1

KLA: AC; CA; English

SYLLABUS: Creative Arts K-6; English K-10

SCIS 1625290 \$24.99

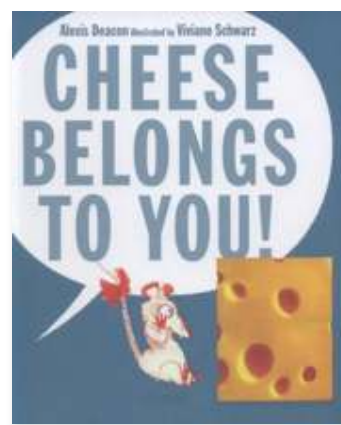


[Baby elephant walk - music by Henry Mancini](#) by uschisfly (YouTube videos need a teacher log in)

Cheese belongs to you!

DEACON, Alexis & SCHWARZ, Viviane Walker, UK, 2013

ISBN 9781406339666



The cheese-inspired endpapers and the proclamation of the rules of Rat Law draw the reader into this comical picture book about the possession of a slice of Swiss cheese. The cumulative

text explains that if you take a piece of cheese, then it belongs to you – unless a bigger, quicker, stronger, scarier, hairier or dirtier rat wants it. The power plays that ensue illustrate dominance over the weak by the strong. This allegory may enable students to see this as an

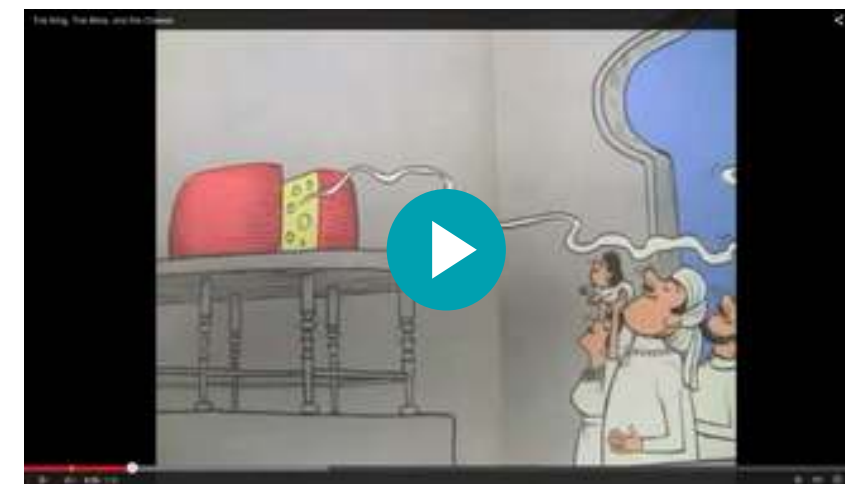
effective technique in writing. Stretchy sentences add interest and humour with emotive adjectives and variance in font size. Perceptive readers will enjoy predicting which rat will win the cheese and might even foresee the twist in the ending. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1 Stage 2

KLA: AC; English

SYLLABUS: English K-10

SCIS 1598471 \$27.95



[The king, the mice and the cheese](#) by TitanNationWWT (YouTube videos need a teacher log in)

Once Tashi met a dragon

FIENBERG, Anna, FIENBERG, Barbara & GAMBLE, Kim

Allen & Unwin, NSW, 2013

ISBN 9781741758870



Beautiful illustrations in this picture book take the reader to a magic land where the rains only come when the dragon sends them. The first year when the rains don't come,

brave Tashi rides on a tiger's back to the palace of the dragons. Here he finds a sad little dragon, TumTum, who can't wake his mother. Tashi helps Tum Tum break the demon spell that holds his mother and she, in turn, grants Tashi his wish and sends the rains.



[Kim Gamble creates a Tashi scene the background](#) by Allen & Unwin (YouTube videos need a teacher log in)

The rich language in this fantasy tale makes this a wonderful story to share as the plot and characters provide plenty of opportunities for young readers to participate with the text. Students, familiar with previous Tashi adventures, will connect with the colourful, large format presentation of this latest Tashi escapade. K. Rushton

USER LEVEL: Stage 1

KLA: AC; English

SYLLABUS: English K-10

SCIS 1627391 \$24.99

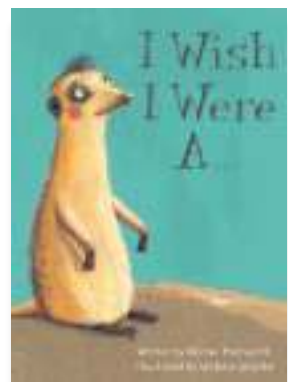
I wish I were a ...

HOLZWARTH, Werner & JESCHKE, Stefanie

Translated from the German by Talia Rebecca Ergas.

Sky Pony Press, USA, 2013

ISBN 9781620879931



Close-up frames of a meerkat, chimpanzee, bear and lion display each animal's unique characteristics in this picture book, first published in Germany. Set in a zoo, the repetitive surveillance of the meerkat on sentry duty is described in minimal text as he

looks left, straight, right, straight, over and over, seeing the same animals in his limited world. As he guards the other meerkats, he rues the fact that he is not silly like the chimpanzee, strong like the bear or fearsome like the lion. Unbeknown to him, these same animals admire the meerkat's speed, dedication and leadership. The humour in the illustrations does not detract from the moral of the story: the importance of recognising one's individual talents.

S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1

SCIS 1636575 \$22.94



[Meerkat Manor](#) by planetanimal (YouTube videos need a teacher log in)

Esther's rainbow

KANE, Kim & ACTON, Sara

Allen and Unwin, NSW, 2013

ISBN 9781743313701



A delightful picture book, with simple illustrations, follows Esther's discovery of a rainbow and her subsequent observations of the colours that make up that rainbow. The reader goes on a journey of sight, senses and feelings as Esther follows the hum of the rainbow in her desire to recapture its first magic. This book lends itself to use with juniors as they explore language, colours, days of the week and simple science ideas to do with light and the [Physical world](#). The text and pictures invite children to be observant of the world around them. Each double page focuses on one colour. The page layout allows for phrased reading, which corresponds with the illustrations, while the storyline follows a repetitious format, allowing for prediction and the opportunity for students to join in with the reading. M. Sutura

USER LEVEL: Early Stage 1 Stage 1

KLA: AC; English; Science

SYLLABUS: English K-10; Science K-10

SCIS 1626347 \$24.99

To get to me

KERR, Eleanor & ROSSELL, Judith

Random House Australia, 2013

9781742758831



Sharing and discussing a picture book like *To get to me* can be a way to teach concepts in [English K-10](#). Excellent examples of English, such as parts of speech, dialogue, sound effects and sentence construction are evident on every page of this engaging book about transport and friendship across the world. Peter, in Sydney, telephones his friend, Ahmed, in the Middle East, inviting him to come to Taronga Zoo. To meet Peter, Ahmed will have to travel by camel, bus, plane, train, ferry and chairlift, passing many cultural images along the way. Onomatopoeia injects further appeal to the story. Prepositions and clearly constructed sentences with language that adds to the imagery, such as *jumbo jet* instead of *aeroplane*, also contribute to the usefulness of this resource in the teaching of English.

References to landscapes, dress and lifestyles are cleverly embedded in the illustrations. S. Rasaiah

USER LEVEL: Early Stage 1

KLA: English

SYLLABUS: English K-10

SCIS 1612704 \$19.95



[Onomatopoeia](#) by mindy bauer (YouTube videos need a teacher log in)

Brush of the gods

LOOK, Lenore & SO, Meilo

Schwartz & Wade Books, USA, 2013

ISBN 9780375870019



Illustrated in a contemporary calligraphy style, this picture book tells the story of Wu Daozi from the Tang Dynasty, stated

as possibly China's greatest painter. Commencing with Daozi as a young calligraphy student, the ancient art form of calligraphy is demonstrated through the engaging narrative and colourful illustrations. The artwork also provides glimpses into the customs and traditions of early Chinese daily life. The final pages should inspire much debate amongst readers about the mysterious disappearance of the artist and the beauty of his final work. The theme in this book increases understanding in the HSIE [Cultures](#) strand and the focus on an early technology, in a cultural context, supports the History Stage 1 topic [The past in the present](#). This attractive book may also assist students learning about [Making](#) and [Appreciating](#) artworks using traditional methods. G. Braiding

USER LEVEL: Stage 1 Stage 2 Stage 3

KLA: AC; CA; HSIE

SYLLABUS: Creative Arts K-6;
History K-10; HSIE K-6

SCIS 1636569 \$27.95

An Aussie year: twelve months in the life of Australian kids

McCARTNEY, Tania & SNERLING, Tina

EK Books, NSW, 2013

ISBN 9781921966248 [529]



Showing the rich tapestry of cultures and traditions in Australia, this picture book captures the spirit of Australian childhood. The book uses simple

but appealing illustrations, colourful text and speech bubbles to provide a snapshot of childhood life across a typical year in Australia. Arranged by month, aspects of everyday life, celebrations, commemorations and family traditions are illustrated and explained. By featuring five Australian children from five different ethnic backgrounds, the cultural diversity of Australia is emphasised. The book supports the HSIE Stage 1 [Cultures](#) strand, enabling comparisons of family customs, beliefs, and practices. [Teachers' notes](#) and a supporting [website](#) are available. G. Braiding

USER LEVEL: Stage 1 Stage 2

KLA: AC; HSIE

SYLLABUS: HSIE K-6

SCIS 1617200 \$19.99

Meet ... Captain Cook

MURDIE, Rae & NIXON, Chris
Random House Australia, 2013 (Meet-)
ISBN 9780857980175 [910.92]



Artistically illustrated and very engaging, this picture book tells the story of Captain Cook's voyage

to the east coast of Australia. It begins with introducing Captain Cook as a person, which immediately gives a human perspective and builds empathy. The illustrations are comic-like and entertaining. Effective use of framing, angles and layout depicts the various stages of Cook's journey, including contact with New Zealand's Maoris and Australia's Aboriginal people.



[The first voyage of James Cook](#) by Learningvids4kids (YouTube videos need a teacher log in)

The accompanying text uses size and colour for emphasis and rich noun groups to describe the crew and the enormity of the expedition. Explaining the journey of one world

navigator, this book ably supports the History Stage 2 topic, [First contacts](#). The format of this resource lends itself to drama, hot seating and role-playing, allowing teachers to gauge students' understanding of the subject matter. Discussion and exploration of supplementary resources about the impact of European exploration of Australia on Aboriginal people would be appropriate following the reading of this book. G. Braiding

USER LEVEL: Stage 2

KLA: AC; English; HSIE

SYLLABUS: English K-10; History K-10

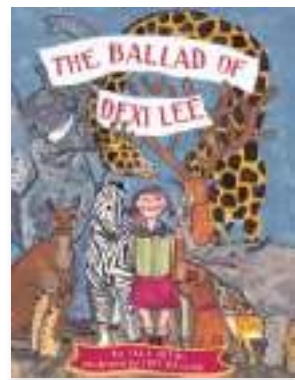
SCIS 1612775 \$19.95

[The ballad of Dexi Lee](#)

NICOL, Lisa & CULLITON, Lucy

Jane Curry Publishing, NSW, 2013

ISBN 9781922190482 [A821]



Expressed as a verse story, this tale begins with a litany of the negative aspects of having gigantic hands. Just as Dexi Lee descends into despair... *life was tough when you just did not fit*, she visits the zoo and

things become right again as ... *to be different was CLEVER, not something to fear*. Reassuring examples of zoo animals using their unique attributes to hear, smell, reach or scratch allow Dexi Lee to rethink how she could use her enormous hands. The remainder of this rhyming story is devoted to all the unusual tricks that occur to Dexi Lee as she regains her self-confidence. This boldly illustrated picture book could be a valuable resource for students who lack self-esteem or have concerns about how their peer group perceives them. S. Rasaiah

USER LEVEL: Stage 2 Stage 3

SCIS 1628679 Paper \$19.95

[Xander's panda party](#)

PARK, Linda Sue & PHELAN, Matt UQP, 2013

ISBN 9780702249983 [811]



Xander the panda is planning a party. After inviting all of the bears in the zoo, he soon realises that the other animals want to come too. In a story

that explores friendship and inclusion, Xander sends more and more invitations as his guest list continues to grow. The

rhyming text rolls right off the tongue, making this picture book a wonderful read-aloud. The warmly inviting illustrations will encourage readers to find the creatures being spoken of as they read, while the humour behind the illustrations will cause merriment. A pleasing outcome draws the story to a neat conclusion, and the whole will be well used to teach readers about the different creatures that inhabit the world. The book closes with a lengthy author's note about pandas, their classification, their threat of extinction and more. [Teachers' notes](#) are available. M. Sutera

USER LEVEL: Early Stage 1 Stage 1

KLA: AC; English

SYLLABUS: English K-10

SCIS 1624716 \$19.95

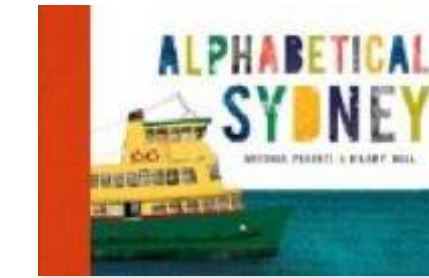


[Xander's panda party by Linda Sue Park](#) by Houghton Mifflin Harcourt (YouTube videos need a teacher log in)

[Alphabetical Sydney](#)

PESENTI, Antonia & BELL, Hilary
NewSouth, NSW, 2013

ISBN 9781742233703 [A821]



Alphabet picture books can be appreciated on several levels, showing how composers use

creative features to engage their audience. Astute readers will be engrossed in this vibrantly illustrated book as the language used is rich and rhythmic, the images realistic and creative and the alphabetical theme, engaging. The sites and activities in and around Sydney's city, suburbs and harbour are described in verses and artistic posters. The mix of realism and symbolism in the paintings show aspects of Sydney that should intrigue students and invoke discussion, based on their own prior knowledge. The cultural landmarks and Australian pastimes would support teaching the *Environments* strand of the HSIE K-6 syllabus. Language forms and features such as rhyme, alliteration and organisational patterns make this book a valuable resource for teaching outcomes in the English K-10 syllabus. S. Rasaiah

USER LEVEL: Stage 1

KLA: AC; English; HSIE

SYLLABUS: English K-10; HSIE K-6

SCIS 1629550 \$19.99

Goodnight, goodnight, construction site

RINKER, Sherri Duskey & LICHTENHELD, Tom

Scholastic, USA, 2011

ISBN 9780545480581 [811]



Students building their field knowledge and vocabulary about building sites and types of vehicles found there will find much to enjoy in this useful

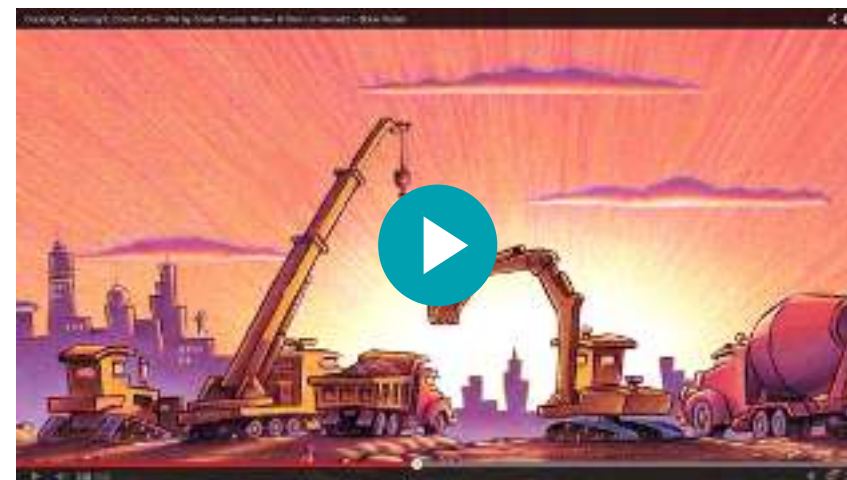
picture book. Written in verse, the text resembles a lullaby as a construction site begins to shut down for the evening following a hard day's work. Reminiscent of characters in the animated movie *Cars*, illustrator Tom Lichtenheld gives his cranes, cement mixers, dump trucks, bulldozers and excavators a touch of anthropomorphism via components that resemble sleepy facial features. His choice of moody, darkening tones with oil pastels suggests the setting sun. The book would enhance the Science and Technology unit, *Getting about* and HSIE activities involving *Social systems and structures*. Teachers may find that the concepts in this book reinforce the English skills required in *Objective C* as students learn to think creatively and imaginatively. I. McLean

USER LEVEL: Early Stage 1 Stage 1

KLA: AC; English; HSIE; SciTech

SYLLABUS: English K-10; HSIE K-6; Science & Technology K-6

SCIS 1591086 Paper \$19.99



Goodnight, Goodnight, Construction Site by Sherri Duskey Rinker & Tom Lichtenheld -- Book Trailer by Chronicle Books (YouTube videos need a teacher log in)

Meet the ANZACs

SAXBY, Claire & BERRY, Max

Random House Australia, NSW, 2014

ISBN 9780857981929 [940.4]



The story behind the ANZAC legend is cleverly described in written and visual text in this well-crafted picture

book. Use it to promote discussion about what life was like 100 years ago, particularly noting the differences in transport and communication technologies, and identify where the events took place on a world map. Note how the author and illustrator position the reader to empathise with these volunteers – detailed close-ups on early pages entice the reader to share the soldiers' fun, mateship, and eagerness to get on with the task and return home to their families, while bird's-eye perspective images distance the viewer from the action. The story ends with the disembarkation at Gallipoli and the following pages contain a valuable timeline of events for WWI. This excellent resource can be used with the [NSW DEC Pinterest collection](#) to introduce primary students to concepts related to commemorating the centenary of the First World War. C. Keane

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

KLA: AC; English; HSIE

SYLLABUS: English K-10; History K-10

SCIS1642294 \$24.99

Maya and the turtle: a Korean fairy tale

SOMA, Han & STICKLER, John C.

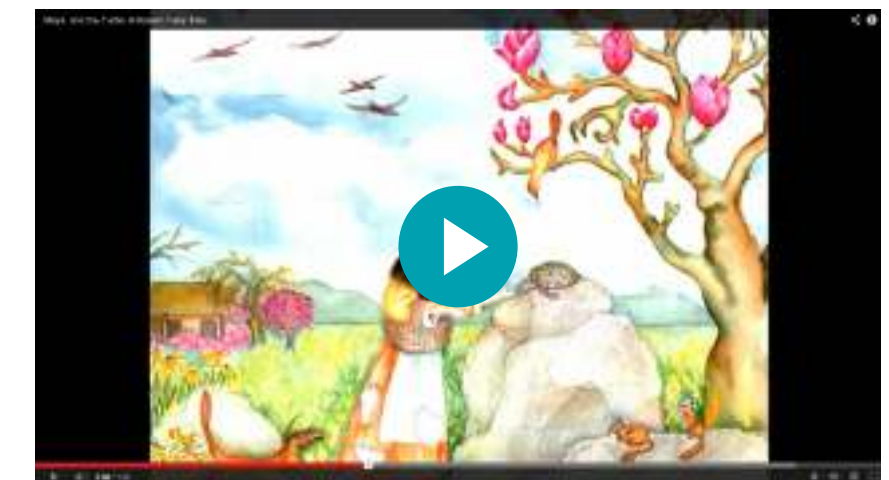
Tuttle, Japan, 2012

ISBN 9780804842778 [398.2]



Scattered throughout this picture book are explanatory notes which punctuate the text and respond to illustrations or incidents in the story. These notes explain Korean names or aspects of Korean

culture and occasionally use Korean language. The illustrations are engaging and support the verbal text in this simple story of a girl's bravery and her love for her father.



Maya and the turtle: A Korean fairy tale by John Stickler (YouTube videos need a teacher log in)

Told in the familiar style of a traditional tale, this story has a moral and a happy ending. The purpose of a traditional tale is echoed by the didactic tone of the notes to the young reader which explain and inform. The author's note says that this story was told to her by her mother and this re-telling has a simple charm. Teachers may find the content of this Asian story supports understanding in the cross-curriculum priority, [Asia and Australia's engagement with Asia](#) in the [Australian Curriculum: History](#). K. Rushton

USER LEVEL: Stage 1 Stage 2

KLA: AC; English; HSIE

SYLLABUS: English K-10; History K-10

SCIS 1606654 \$17.99

The big beet

WARD, Lynn & CARRUTHERS, Adam
Omnibus, NSW, 2013

ISBN 9781862919662 [A821]



Australian epicureans' unique passion for beetroot slices on their hamburgers is celebrated in this spirited retelling, in humorous verse, of Alexei Tolstoy's version

of the traditional Russian folk tale, *The enormous turnip*. On the McGruffs' farm, resilient Bertie Magee has managed to grow an enormous red beet, which requires the assistance of the town's most eccentric citizens to help pull it out of the ground. Hilarity ensues and their ultimate success in harvesting the beetroot is predictably celebrated with a traditional backyard barbeque. Many visual elements of the extended story in this picture book are not mentioned in the rhyming written text and could inspire class writing activities. Sharp-eyed students can identify and recount several ongoing subplots, including buried treasure, disgruntled rabbits, a dinosaur fossil and a lost UFO. I. McLean

USER LEVEL: Stage 1 Stage 2

KLA: AC; English

SYLLABUS: English K-10

SCIS 1621196 \$24.99

This little piggy went dancing

WILD, Margaret & NILAND, Deborah
Allen & Unwin, NSW, 2013

ISBN 9781743315118 [398.8]



The familiar and beloved *This little piggy ...* nursery rhyme is extended to suggest five very different personalities for

the pig characters involved in this delightful first picture book. Students will be anticipating the actions in each new double spread, as the enthusiastic and energetic piggies take turns being the last one mentioned, and either hop home, do the hula, whizz by on a scooter, or jump, stomp, skip or zoom. The illustrator has made excellent use of the long, rectangular frames created by the dimensions of this picture book. The resource would lend itself to frequent readings, class discussion of attributes and action words, and perhaps the creation of a character matrix on the IWB, with students adding the characters' physical descriptions and activities into their correct cells.

I. McLean

USER LEVEL: Early Stage 1

SCIS 1626642 \$19.99

The night we made the flag: a Eureka story

WILKINSON, Carole & CAIFFAGLIONE, Sebastian

Black Dog Books, NSW, 2013

ISBN 9781922179159



A narrative in this boldly illustrated picture book is woven around evidence that remains of the materials and construction of the original Eureka flag. Gathered from stories

passed down through generations, this book recreates the making of the flag by a group of women on the evening before the Eureka Stockade in the Victorian goldfields. The clever choice of colour and framing in the illustrations generates a clandestine mood and places the reader with the women as they warmly complete their task. Told through the eyes of a young girl, the book provides a very good example of historical narrative which incorporates source material, supporting the [History K-10](#)

[syllabus](#) historical skill of *explanation and communication*. Teachers may find that this accessible story provides background knowledge about the impact that the Eureka Stockade had on the colony for the History Stage 3 topic [The Australian colonies](#). [Teachers' notes](#)

are available. G. Braiding

USER LEVEL: Stage 3

KLA: AC; HSIE

SYLLABUS: History K-10

SCIS 1610676 Paper \$16.95

fiction younger

Resources are listed in alphabetical order by author

Australian girl [series]

Wombat Books, QLD, 2013



Five young girls take different exciting adventures through Australia's outback and history with the help of a rainbow necklace. The books in this series are adventure stories that emerging chapter book

readers may enjoy. The characters are interesting and relatable. The five girls are all unique with their own gifts and passions. They work together to solve the mystery, save the day and get back home in time for dinner. Themes included are friendship, courage, perseverance, teamwork, creativity, compassion, commitment and loyalty. Both reviewed books can be bought as ebooks to be used on an interactive white board or iPad. On the publisher's

website each book has [teachers' notes](#).
M. Sutura

USER LEVEL: Stage 1 Stage 2
Paper \$14.95 each

Reviewed titles in this series:

Amy and the Wilpena flood

SCIS 1621318

Annabelle and the missing turtles

SCIS 1632950

Jedi Academy

BROWN, Jeffrey

Scholastic, NSW, 2013 (Star wars)

ISBN 9781743620564



Prolific cartoonist and graphic novelist, Jeffrey Brown, recently gained the attention of a new audience with his little humour books, *Darth Vader & son* and *Vader's little princess*, which poked fun at the *Star wars* movie universe. Here is a more extensive look at the lives of students attending Pilot Middle School at Jedi Academy. Presented as handwritten diary entries, captioned drawings, letters, amusing report cards and pages of comic strip panels, young Roan Novachez's

life parallels the experiences of Luke Skywalker and friends except when everything goes wrong. To appreciate this book, no knowledge of the *Star Wars* films is essential, but many in-jokes work due to readers' assumed familiarity with Master Yoda, and creatures such as Hutts, Wookiees and Ewoks. The author also encourages readers to *Start your own journal!* and provides a page of useful, inspirational writing tips. I. McLean

USER LEVEL: Stage 2 Stage 3

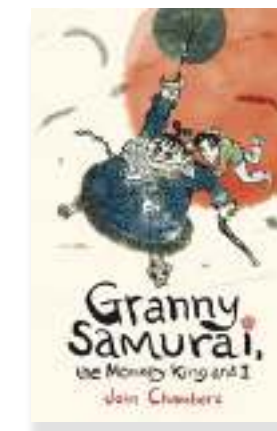
SCIS 1627566 Paper \$12.99

Granny Samurai, the Monkey King and I

CHAMBERS, John

Walker, UK, 2013

ISBN 9781406340969



The narrative voice of the protagonist, young wordsmith Samuel Johnson, describes a series of unimaginable events in this illustrated novel. Bothered by his uncle's absence in Azerbaijan and his persecution by the school bully, Samuel finds an unlikely ally in the strange old lady next door. Visualising how the scary granny uses ninja techniques to solve

problems is enhanced by the sketches that are scattered across every page. The pace of the story and the carefully chosen language will appeal to readers who enjoy action and humour. At the conclusion of the book, Samuel invites readers to investigate further adventures of Granny Samurai on her [website](#).

S. Rasaiah

USER LEVEL: Stage 2 Stage 3

SCIS 1601281 Paper \$12.95

Disaster chef

COSTAIN, Meredith

Walker Books, NSW, 2013 (Lightning strikes)



ISBN 9781921977794

Ollie and Julian are identical twins, but they couldn't be more different. Ollie loves sports and is the local footy champ, while Julian is a quiet achiever who spends

most of his time in the kitchen, cooking. Julian enters the Junior Maestro Chef competition but when he falls ill before the taping of the show's finale, it's up to Ollie to pretend to be his brother and cook up a storm. This humorous, cleverly written and entertaining book

could almost be seen as a spoof on what actually happens behind the scenes on cooking shows. The mix of both sport and cooking, along with mischief and mayhem, would appeal to a large group of readers, especially intermediate readers needing support, who will relate to the story and enjoy a fun read. The publisher's website includes [teachers' notes](#). M. Sutera

USER LEVEL: Stage 2 Stage 3

KLA: English

SYLLABUS: English K-10

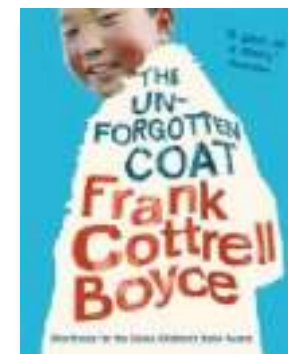
SCIS 1594470 Paper \$12.95

The un-forgotten coat

COTTRELL BOYCE, Frank

Walker, UK, 2012

ISBN 9781406341546



Inspired by a real incident in which a family was suddenly spirited away back to Mongolia, this funny engaging book will give middle school students some insight into refugee issues. It

is the story of a girl who befriends a Mongolian refugee boy and his younger brother. Because of a complete lack of cultural understanding on both sides, all

sorts of things go wrong but through the adventures and mishaps the reader learns a lot about life in Mongolia. The book is in the form of a journal written by a Year 8 girl with a photo of herself and her friends on the first page and then other photos sprinkled throughout. Shortlisted for a British award, this book is an excellent addition to a school library. A. Soutter

USER LEVEL: Stage 3 Stage 4

SCIS 1580881 Paper \$17.69

Operation blue dragon

DANDO-COLLINS, Stephen

Random House Australia, NSW, 2013 (Caesar the war dog)

ISBN 9780857980533



Caesar is a dog that has been adopted by the army and trained to detect explosives. The story is set in Afghanistan and the reader is quickly caught up in the lives and problems faced by Caesar and the men with whom

he works, especially his handler, Ben. We follow Caesar in his journey to find hostages being held by the enemy and it is remarkable what the dog must go

through in order to do his job. A second plot running through the novel deals with Ben's family back in Australia. Not only is Caesar facing a difficult situation, so is Josh, Ben's son. This situation is current and very relevant to many young people and the author sends a clear message to his young readers that promotes reflection and learning. The [free online sample](#) of this riveting novel may assist to engage readers. A. Ellis

USER LEVEL: Stage 3 Stage 4

SCIS 1619350 Paper \$16.95

Larrikin Lane

DARLING, Kate & WOOD, Ben

Omnibus Books, SA, 2013 (Mates)

ISBN 9781862919891



A title in the Mates series, *Larrikin Lane* tells the story of a suburban family that owns some mischievous farm animals. It is a short, fully coloured, illustrated chapter book, with words that might be difficult or unusual presented in

different fonts, making it an easy read for new independent readers wanting to achieve quick success. At the end of the story is a spread explaining how

the larrikin spirit survives in Australia—in the outback as well as in the suburbs. *Larrikin Lane* also illustrates how hostility between neighbours can be converted into cooperation and good will with just a little understanding and compromise. Using the book to stimulate discussion about national spirit, urban versus rural living and the need for harmonious coexistence, could make it a valuable HSIE resource. On the Scholastic website there are [teachers' notes](#). M. Sutera

USER LEVEL: Stage 1 Stage 2

KLA: HSIE

SYLLABUS: HSIE K-6

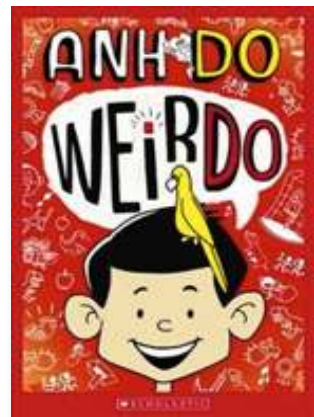
SCIS 1601645 Paper \$11.99

WeirDo

DO, Anh, & FABER, Jules

Scholastic Australia, NSW, 2013

ISBN 9781742837581 [A827]



From the lenticular animation on the cover that simulates a parrot defecating over a boy's head, to the basic trials and tribulations of a new boy at school, especially as he has an unfortunate name, this illustrated novel should appeal to

most young readers. [Anh Do](#) is known for his previous works that describe how his family arrived in Australia as refugees from Vietnam and assimilated into their new country. This latest book, although a work of fiction, draws on the author's experiences growing up with a different culture and may contribute to understandings about the cross-curriculum priority, [Asia and Australia's engagement with Asia](#). The Australian humour embedded in the vocabulary and the obvious situations illustrated in the numerous drawings and font changes align this book with a popular contemporary genre. S. Rasaiah

USER LEVEL: Stage 3 Stage 4

KLA: AC; English; HSIE

SYLLABUS: English K-10; History K-10

SCIS 1627572 Paper \$12.99



[WeirDo by Anh Do by TheScholasticChannel](#)
(YouTube videos need a teacher log in)

The cryptic casebook of Coco Carlomagno [series]

DUBOSARSKY, Ursula & DENTON, Terry
Allen & Unwin, NSW, 2013

ISBN 9781743312605



Coco Carlomagno, Chief of Police in Buenos Aires, Argentina, needs the help of Alberta, his brainy cousin. Working together, these crime-solving guinea pigs use their deductive powers to solve a different mystery in each of these books.

Coco, a flamboyant character, often adds an exclamation in Spanish to emphasise his feelings, but these are explained in a glossary of Spanish words and terms at the back of each book. In the first book in this series, *The missing mongoose*, Coco and Alberta must deal with some puzzling problems at the zoo. In the third book, *The Perplexing pineapple*, Coco is sure his office is haunted when, every day at the same time, he sees a floating pineapple and hears a terrible noise. Young readers will be drawn into these stories through the addition of anagrams, puzzles, find-a-words, clues and mazes. Quirky and hidden illustrations add to the enjoyment. There are [activity sheets](#)

and other [resources](#), as well as the characters' [Facebook](#) page. M. Sutera

USER LEVEL: Stage 1 Stage 2

Reviewed titles in this series:

The missing mongoose

SCIS 1615880

The perplexing pineapple

SCIS 1605260 Paper \$12.99 each

Wombatman and the veggie patch vandals

FERGUSON, Mike & RYAN, Steph
Little Steps Publishing, NSW, 2013

ISBN 9781921928628



The concept of the school vegetable patch, with students being involved in its care and produce is embraced in this early chapter book. Two wombats, living on the other side of a school hedge are tempted by its

delicious produce. Herbert Tinkleton resists his wombat appetite and spends each evening cleaning the area of the playground rubbish, occasionally gathering interesting objects for his home collection. When the ripe produce

begins to disappear the wombats become the prime suspects, with the principal insisting that they must go. The school's Environmental Group try to prove their innocence but don't know where to start. It is Herbert Tinkleton, through late night stakeouts, who discovers the real reason for the disappearing veggies. The short chapters are generously interspersed with colour illustrations, providing light humour. Contrasting the book with Herbert's [online journal](#) might support the understanding and application of language forms and features in outcomes, EN1-2A and EN2-2a of the *English K-10 syllabus*. S. Morton

USER LEVEL: Stage 1 Stage 2

KLA: AC; English

SYLLABUS: English K-10

SCIS 1628697 Paper \$14.95

Figaro and Rumba and the cool cats

FIENBERG, Anna & KING, Stephen Michael
Allen & Unwin, NSW, 2013
ISBN 9781743313497



The second adventure of Figaro, the Cuban dog, and Rumba, the ex-musician cat, sees the two friends teaming up with the owners of the Cool Cats Café. Rolando, the sloth, Marta, the singer, and the little ginger Cool Cat Dora, are

developed as believable characters in this entertaining romp. The combination of Anna Fienberg's narrative and Stephen Michael King's fun-filled illustrations provide an enticing first chapter book for readers who are venturing into longer stories. The picture support and absence of blocks of dense text may appeal to readers who appreciate books with shorter chapters and a fast-paced storyline. The first book featuring these characters was reviewed in [Scan, vol. 32, no. 1](#). S. Rasaiah

USER LEVEL: Stage 2

SCIS 1627351 \$19.99

Refuge

FRENCH, Jackie
Angus&Robertson, NSW, 2013
ISBN 9780732296179



A novel of imagination and adventure that takes the reader on a journey of self-discovery and growth, *Refuge* tells the story of Faris, a 13-year-old Afghani, whose father was arrested and tortured by the police in his home country.

After his father escapes to Australia, Faris and his grandmother attempt to follow, but the boat carrying them from Indonesia sinks during a storm. Faris regains consciousness to find he is in his ideal Australia, with its golden beaches and blue water, where he can play with other children from different times and places. Slowly, with the help of Susannah, he realises that he can find the strength to survive in the world of the storm and find his father in Australia. [The author describes Refuge](#) as the story of 60 000 years of migration to Australia. It is a tale of love and acceptance where people, treated as equals, can live without fear. A. Ellis

USER LEVEL: Stage 3 Stage 4

KLA: English

SCIS 1615888 Paper \$15.99



[Jackie French on Refuge](#)

Marceline and the Scream Queens

GRAN, Meredith
KaBOOM!, USA, 2013
ISBN 9781608863136



Melding a potpourri of genres, including adventure, science fiction and supernatural fantasy, this brightly coloured comic collection is action packed. Produced in graphic novel format, the brief episodes follow

the adventures of a zany rock band led by Marceline, a vampire queen. Under the new management of the demure Princess Bubblegum, the paranormal rock group performs a series of shows across the land of Ooo.

Coping with poor reviews, self-doubt and a transmogrifying band member tests their mettle. Adapted from a popular television series presented on the Cartoon Network, the print version will appeal to young readers who enjoy bizarre, high-energy, animated cartoons. C. Sly

USER LEVEL: Stage 3 Stage 4

SCIS 1627000 Paper \$24.95

Accidental adventurer

HARMER, Wendy & EDMONDS, Andrea
Scholastic Australia, 2013
ISBN 9781742838755



Everything is A-OK in the world of Ava Anne Appleton. She lives with her parents and her dog Angus, at number 3A Australia Avenue. Life is perfectly orderly, just how she likes it. But then, the Appleton family heads

off on a grand adventure for a whole year. Ava is horrified! This series has the potential to introduce readers to the wonders of travelling around Australia as Ava learns to appreciate life outside of the confines of her comfort zone and enjoys new experiences. The larger print

and illustrations are ideal for readers just exploring chapter books. The focus on alliteration is a theme and adds to the enjoyment of reading the story. This book has its own [website](#) which includes the first chapter of the book, colouring pages, a word search and a craft activity. [Teachers' notes](#) are included on the publisher's website. M. Sutera

USER LEVEL: Stage 1 Stage 2

KLA: AC; English

SYLLABUS: English K-10

SCIS 1620537 Paper \$9.99

Shahana

HAWKE, Rosanne
Allen & Unwin, NSW, 2013



ISBN 9781743312469

This is a sensitive and beautifully written novel that examines the hardships faced by children living in divided Kashmir. For background to the story, see a short [video interview](#) with the author. Shahana, 14 years old, plays mother to her brother, Tanveer. She is a young girl fighting to maintain a life for them both on the Pakistani side of the Line of Control, but life becomes complicated when they

befriend Zahid, who comes from the Indian side. The novel conveys the fear and uncertainty faced by children who live under extreme, war torn conditions, whilst also showing the strength and determination of young people to survive. Shahana is willing to stand against the cultural expectations of the past and to create a new reality in the world that has grown out of the conflict. It is a compelling read. A. Ellis

USER LEVEL: Stage 3 Stage 4

SCIS 1610070 Paper \$15.99



[Author Rosanne Hawke discusses Shahana: Through My Eyes](#) (YouTube videos need a teacher's log in)



[Shahana: Through My Eyes](#) by Rosanne Hawke — [book trailer](#) (YouTube videos need a teacher's login)

The race

KETTLE, Phil & JELLETT, Tom
Ford Street Publishing, Vic, 2013 (Toocool)
ISBN 9781921665776



In *The Race*, book 36 in Toocool series 5, a planned race against Toocool's friends turns wild when his supercharged jet ski, built with his neighbour, becomes airborne—a story that could be a

useful resource for exploring inventions. This clever chapter book, with illustrations accompanying the text, is useful for independent reading sessions. The structure of the narrative provides opportunities to discuss the way language is employed to create meaning, with italics used for emphasis and dialogue to represent the interactions between characters. The book has a glossary and ends with a list of jokes. The Toocool series has an accompanying [website](#) containing details of books in the series, information for teachers, and information and activities for younger readers. On the Ford Street website

there are [teachers' notes](#) containing suggested activities for achieving Australian Curriculum outcomes.

M. Sutera

USER LEVEL: Stage 1 Stage 2

KLA: AC, English

SYLLABUS: English K-10

SCIS 1592646 Paper \$9.95

These are the Avengers

MACRI, Thomas, NORTON, Mike & Hi-Fi Design

Scholastic Australia, 2013 (The Mighty Avengers; Ready-to-read. Level 1)

ISBN 9781742836751



Captain America, the Incredible Hulk, Ant-Man, Wasp, Thor and Iron Man are the six core superheroes of Marvel's popular comic book series, *The Mighty Avengers*. Many students attempting this early reader will already be

familiar with most of these characters due to recent live action motion picture adaptations and *The Avengers: Earth's mightiest heroes!* animated TV series. Large font is a feature of the sparse text, as the author briefly describes each

character and what is unique about their particular powers, costumes and weaponry. The glossy and dynamic artwork adds to the appeal and assists with word recognition for students moving towards independent reading. I. McLean

USER LEVEL: Stage 1

SCIS 1591309 Paper \$11.85

Ruby of Kettle Farm

MATTHEWS, Penny

Penguin, Vic, 2013 (Our Australian girl; Puffin)

ISBN 9780143307457



In the time of the Great Depression in 1931, Ruby and her mother are living with their cousins on a farm in rural South Australia. The comforts of city life are long gone but Ruby copes with each setback with a resilience and fortitude. Her mother's health begins to fade under the uncertainty of Ruby's father's whereabouts. When Ruby finally discovers the reason for her father's absence she is determined to find him, her quest taking her to the camps of homeless, jobless men camping by

Adelaide's River Torrens. Readers of this book are given a wonderful insight into 1930s life from food, daily chores, schooling, basic medication and society's class divisions. This series supports outcome HT3-2 in the *History K-10 syllabus: Describes and explains different experiences of people living in Australia over time*. S. Morton

USER LEVEL: Stage 2 Stage 3

KLA: AC; History

SYLLABUS: History K-10

SCIS 1625628 Paper \$14.95

Kiki: my stylish life

MAY, Kyla

Scholastic, USA, 2013 (Lotus Lane)

ISBN 9780545445122



A title in the Lotus Lane series, this is for children who are just starting to read independently. With easy-to-read text, a fast-paced plot and illustrations on every page, this book can boost reading confidence and stamina. Kiki lives on Lotus Lane, where she and her friends, the members of the Lotus Lane Girls Club, participate in a full schedule of activities every week.

Kiki documents these events in her diary, along with her passion for fashion and her rivalry with the new girl in town, Mika. Though the spelling is American, the writer-illustrator is Australian. The themes will have universal appeal to young girls in the target age group. A preview of the book can be found in [Google books](#). M. Sutera

USER LEVEL: Stage 1 Stage 2

KLA: English

SYLLABUS: English K-10

SCIS 1603878 Paper \$7.99

***Little mates* [series]**

MCFARLANE, Susannah & CREAGH, Lachlan

Scholastic Australia, 2013



These compact alphabet books include an alliterative alphabet story based on an Australian animal. Una loves unusual things, like unicycles and ukuleles. Violet is a very vocal vampire bat. Her voice can be heard all over the valley. Although it is touted as helping children learn to read, the actual reading age is a little higher due to the phonemic complexity and meanings of

some of the words which may need to be explored. The content could easily please a younger child when an adult reads it aloud. On the publisher's website there are [teachers' notes](#) for some of the books of the series as well as some [activity sheets](#) on the author's website.

M. Sutera

USER LEVEL: Stage 1 Stage 2

KLA: AC; English

SYLLABUS: English K-10

Reviewed titles in this series:

Unique Una

SCIS 1610342

Vocal Violet

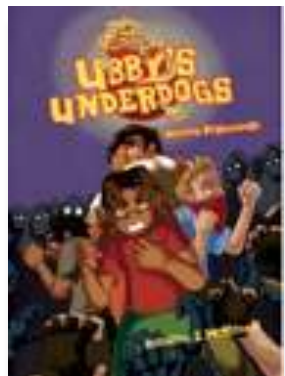
SCIS 1610340

Heroes beginnings

McKENNA, Brenton E.

Magabala Books, WA, 2013 (Ubby's underdogs)

ISBN 9781922142139



Continuing the tale of Ubby and her endearing gang of multicultural misfits, this is the second book in the *Underdogs* trilogy. Created by an Indigenous graphic novelist, the visual-verbal

narrative is packed with high-powered adventure. On a mission to find Sai Fong, a Chinese girl who disappeared at the end of the first instalment, Ubby and her gang run into a great deal of trouble with some unsavoury people and evil spirits who inhabit their story-world. A cocktail of nationalities populates the township of Broome and some long-term alliances are beginning to shift as Ubby proves her courage in her search to find and save Sai Fong. Unlikely heroes emerge and gain the recognition of the leaders in the secret Council of Magic, but for these unexpected warriors this is just the beginning. McKenna astutely employs the comics format to weave a rich, exciting postcolonial tale of friendship and community that transcends cultural barriers. It is an appealing graphic narrative with many thought-provoking issues to consider and discuss. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5

KLA: AC; English

SYLLABUS: English K-10

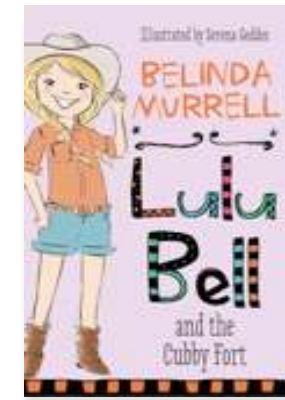
SCIS 1637472 Paper \$24.95

Lulu Bell [series]

MURRELL, Belinda

Random House Australia, NSW, 2013

ISBN 9781742758794



The four books in the Lulu Bell series are about Lulu growing up in a vet hospital, where she shares many adventures with family, friends and lots of animals. In *Lulu Bell and the cubby fort*, Lulu and her family spend an exciting Easter holiday at her uncle's farm, where she enjoys the company of her many cousins. Themes are family life, farm life and holidays. *Lulu Bell and the moon dragon* celebrate the Vietnamese Lunar New Year Festival, during which Lulu, her friends and family, make costumes, lanterns and moon cakes. Themes are the Vietnamese Moon Festival, whale watching, school life, bullying, conflict resolution and friendship. Young readers will relate to her quirky family. The black and white sketches support the narrative and add an exciting emotional quality to the novels. Free [sample pages](#) of each book can be found at the publisher's [website](#). Both books are available in eBook format as well. M. Sutera

USER LEVEL: Stage 1 Stage 2

KLA: English; HSIE

SYLLABUS: English K-10; HSIE K-6

Reviewed titles in this series:

Lulu Bell and the cubby fort

SCIS 1620842

Lulu Bell and the moon dragon

SCIS 1620841 Paper \$9.95 each

Bush holiday

NORRINGTON, Leonie & McKENNA, Brenton

Omnibus Books, SA, 2013 (Mates)

ISBN 9781742990019



This is a warm-hearted story of bush tucker, of family values amongst Aboriginal communities and of how traditional customs are kept alive through generations. In this tale, Tillithia wants to go to the movies during the school holidays but her mother and aunt have a different idea. They are going out to country where Tillithia will be shown their ancestral land and how to use it and look after it. Tillithia is taught some words from her people's language so that later she is able to understand more of what her family is saying when she joins in with the old ladies, creating a bush tucker meal to present to them. One of the titles in the Mates series, this little book is readily picked up as an early chapter book by emerging readers as it has the look and feel of a novel but with large, clear print, some illustrations and particular words highlighted to draw

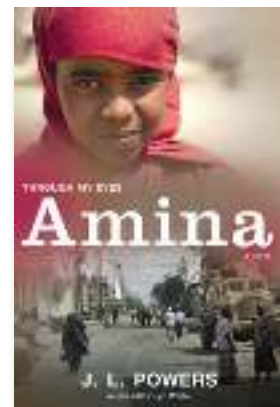
readers' attention. See the Scholastic website for [teachers' notes](#). M. Sutera

USER LEVEL: Stage 1 Stage 2
KLA: English; HSIE
SYLLABUS: English K-10; HSIE K-6
SCIS 1615822 Paper \$11.99

Amina

POWERS, J. L
 Allen&Unwin,NSW,2013(Throughmyeyes)
 ISBN 9781743312490

As part of six independent novels written from a cultural perspective of young people across the globe, Amina endures as a gripping narrative. Set in Mogadishu in drought-ridden Somalia, the story reveals the history of the civil war that plagued the country. Amina is a brave and talented girl whose creative expression of memories using war debris,



poetry and street art is stifled by the Al-Shabaab. Exposed to the social customs of Muslim culture, language and religion, we are empathetic to the plight of Amina's family as they struggle between staying in their mother country and fleeing war-torn Somalia. When her father's life is in danger and

her brother kidnapped, Amina battles to care for her mother and grandmother in a fast paced, tense and captivating sequence of events. The author cleverly creates circumstances for discerning readers to engage with cultural nuances, visualise surroundings and embrace an optimistic future. A timeline, glossary and websites for further exploration provide information about life in Somalia. L. Williams

USER LEVEL: Stage 3 Stage 4
KLA: AC; English
SYLLABUS: English K-10
SCIS 1623260 Paper \$15.99



[Amina: Through my eyes by J.L. Powers - book trailer](#) by Allen & Unwin (YouTube videos need a teacher log in)

A lesson for Lina

RIPPIN, Sally
 Penguin, Vic, 2013 (Our Australian girl. 1956; Puffin)
 ISBN 9780143307037



The fourth and concluding title in the series about Lina is set in Melbourne in 1956. Lina's Italian family emigrated to Australia after World War II. Her father, once a journalist, now works long hours in a factory as does her mother and uncle, but this is done willingly to provide a better life for their children. Lina feels stretched between two worlds of the close-knit Italian extended family sharing a small house and the private girls' school she attends, having won a scholarship. Lina's literary skills, channeled in the editing of the school magazine, bring her solace in her feelings of isolation at school. Her moral compass is tested when she submits a story to her hero journalist at *The Age* newspaper about the Melbourne Olympics. This series supports the historical concepts of perspectives and empathetic understanding in the History K-10 syllabus. S. Morton

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: History K-10
SCIS 1625625 Paper \$14.95

New Year New Models Lower Prices!

A further 5% discount when you quote 'SC-0114' on your order!

Just Released!

**Barcode Zapper™
USB Handheld Scanner**

\$199

**Zapper Tornado™ USB
Corded Scanner Kit**

\$299

**Zapper Tornado BT™
USB Cordless Scanner Kit**

\$595

**Z4 DataTraq™ Portable
Barcode Reader Kit**

\$895

All scanners shown are compatible with Australian School Library Management Systems

All prices shown exclude GST and Delivery



fiction for older readers

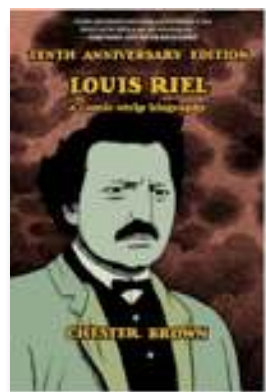
Resources are arranged alphabetically by author. See also [eresources](#).

Louis Riel: a comic-strip biography

BROWN, Chester

Drawn & Quarterly, Canada, 2013

ISBN 9781770461307



A tenth anniversary edition of a highly regarded graphic novel, this historical account of Louis Riel and the Red River Rebellion is likely to be unknown to non-Canadian readers. Since it is a fascinating

story and an excellent example of the graphic novel medium, it could be promoted more widely. A descendant of the indigenous Métis people, Riel led prolonged resistance against the Canadian government's incursion

on their territory. It is a tale of misunderstanding, deception, power and political intrigue that has resonances for readers in other countries where indigenous peoples have suffered the effects of colonisation and oppression. Brown makes expert use of the comics format. He deploys regular panelling and monochromatic images to convey the historicity of the narrative. This graphic novel interpretation of Riel's contribution to Canadian history is supported by endnotes, a bibliography and a brief index. It is worthy of consideration for study as a literary non-fiction text. C. Sly

USER LEVEL: Stage 5 Stage 6

KLA: English; HSIE

SYLLABUS: English K-10; English Stage 6

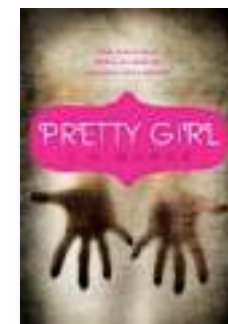
SCIS 1629092 Paper \$26.95

Pretty girl

BURKE, J. C.

Random House Australia, 2013

ISBN 9781741663136



Containing romance, mystery and a group of friends starting university, this book has all the contemporary ingredients for the teenage reader.

Many important issues are, none the less, explored. Body image is everything to the group of school friends. One of the girls breaks up with her long term boyfriend because he has never said she was pretty, whereas the villain flatters her. Binge drinking and drug taking are shown to cause humiliation. No matter what else is happening, study is important and the characters are shown to strive for excellence. The heroine is a diving champion and there are instructions on how to overcome fear interwoven into the plot. This is a very moral book. The characters are even clear about not answering their mobiles while driving. A. Soutter

USER LEVEL: Stage 5 Stage 6

SCIS 1623483 Paper \$19.95



J.C. Burke reads an extract from [Pretty girl](#) by RandomHouse Books AU (YouTube videos need a teacher login)

The bone dragon

CASALE, Alexia

Faber and Faber, UK, 2013

ISBN 9780571295616



There are few novels about foster care for the many secondary students in care in every high school. This is a book for them and for others who have suffered grief and loss. It is the story of Evie, who was physically

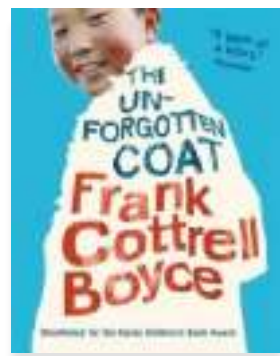
and emotionally abused before she was adopted in middle childhood. We meet her when she has just had an operation to repair the damage that was done to her. She is in the care of a kind couple who have lost their son in a car accident. She knows she is loved but she still suffers from terrifying nightmares and flashbacks. Her foster uncle helps her by carving a bone fragment from her rib into a dragon to give her strength. At night the dragon comes to life and takes her on magical midnight journeys that allow her to sleep peacefully for the rest of the night. She learns to confront her demons and, it seems, the dragon avenges her. A. Soutter

USER LEVEL: Stage 4 Stage 5 Stage 6

SCIS 1611003 Paper \$19.99

The un-forgotten coat

COTTRELL BOYCE, Frank
Walker, UK, 2012
ISBN 9781406341546



Inspired by a real incident in which a family was suddenly spirited away back to Mongolia, this funny engaging book will give middle school students some insight into refugee issues. It

is the story of a girl who befriends a Mongolian refugee boy and his younger brother. Because of a complete lack of cultural understanding on both sides, all sorts of things go wrong but through the adventures and mishaps the reader learns a lot about life in Mongolia. The book is in the form of a journal written by a Year 8 girl with a photo of herself and her friends on the first page and then other photos sprinkled throughout. Shortlisted for a British award, this book is an excellent read. A. Soutter

USER LEVEL: Stage 3 Stage 4

SCIS 1580881 Paper \$17.69

They hosed them out

CUSACK, John Bede
Wakefield, SA, 2012
ISBN 9781743051054



This outstanding conversational recount of the Australian experience during World War II may be a useful professional resource to complement studies in [History Stage 5 Core Study -Depth Study 3](#). In 1941 Johnny Beede embarks

on a voyage to England with the RAF. From coming under attack in the Atlantic to the camaraderie between British and Australian soldiers in Liverpool, injuries, tales of time of leave and interactions with commanding officers, and landing jets in the ever-present fog, this narrative conveys a sense of adventure coupled with the horror of war. The courage is inspiring and may instigate discussion on the reality of war. The language, style and format are suitable as a professional resource for research into the Australian experience of war. Teachers need to be aware of references to wenching, gambling and drinking. A [website](#) is dedicated to this war novel. A. Frost

USER LEVEL: Stage 6 Professional

KLA: HSIE

SYLLABUS: History K-10
SCIS 1589018 Paper \$24.95

Operation blue dragon

DANDO-COLLINS, Stephen
Random House Australia, NSW, 2013
(Caesar the war dog)
ISBN 9780857980533

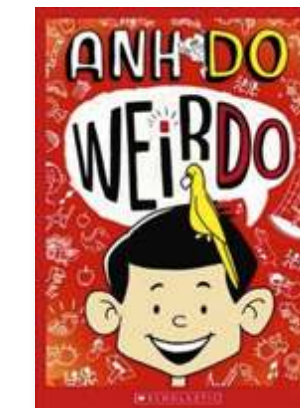


Caesar is a dog that has been adopted by the army and trained to detect explosives. The story is set in Afghanistan and the reader is quickly caught up in the lives and problems faced by Caesar and the men with whom he works, especially his handler, Ben. We follow Caesar in his journey to find hostages being held by the enemy and it is remarkable what the dog must go through in order to do his job. A second plot running through the novel deals with Ben's family back in Australia. Not only is Caesar facing a difficult situation, so is Josh, Ben's son. This situation is current and relevant to many young people. The author sends a clear message to his young readers that promotes reflection and learning. The [free online sample](#) of this riveting novel may assist in engaging readers. A. Ellis

USER LEVEL: Stage 3 Stage 4
SCIS 1619350 Paper \$16.95

WeirDo

DO, Anh, & FABER, Jules
Scholastic Australia, NSW, 2013
ISBN 9781742837581 [A827]



From the lenticular animation on the cover that simulates a parrot defecating over a boy's head, to the basic trials and tribulations of a new boy at school, especially as he has an unfortunate name,

this illustrated novel should appeal to most young readers. [Ahn Do](#) is known for his previous works that describe how his family arrived in Australia as refugees from Vietnam and assimilated into their new country. This latest book, although a work of fiction, draws on the author's experiences growing up with a different culture and may contribute to understandings about the cross-curriculum priority, [Asia and Australia's engagement with Asia](#). The Australian humour embedded in the vocabulary and the obvious situations illustrated in the numerous drawings and font

changes align this book with a popular contemporary genre. S. Rasaiah

USER LEVEL: Stage 3 Stage 4

KLA: AC; English; HSIE

SYLLABUS: English K-10; History K-10

SCIS 1627572 Paper \$12.99



[WeirDo by Anh Do by TheScholasticChannel](#)
(YouTube videos need a teacher log in)

Refuge

FRENCH, Jackie

Angus&Robertson, NSW, 2013

ISBN 9780732296179



A novel of imagination and adventure that takes the reader on a journey of self-discovery and growth, *Refuge* tells the story of Faris, a 13-year-old Afghani, whose father was arrested

and tortured by the police in his home country. After his father escapes to Australia, Faris and his grandmother attempt to follow, but the boat carrying them from Indonesia sinks during a storm. Faris regains consciousness to find he is in his ideal Australia, with its golden beaches and blue water, where he can play with other children from different times and places. Slowly, with the help of Susannah, he realises that he can find the strength to survive in the world of the storm and find his father in Australia. [The author describes *Refuge*](#) as the story of 60 000 years of migration to Australia. It is a tale of love and acceptance where people, treated as equals, can live without fear. A. Ellis

USER LEVEL: Stage 3 Stage 4

SCIS 1615888 Paper \$15.99



[Jackie French on Refuge](#)

The ocean at the end of the lane

GAIMAN, Neil

Headline, UK, 2013

ISBN 9781472200327



Returning to his childhood home for a funeral, the 40 year old narrator is beset by memories and takes a drive further down the lane to the old farmhouse at the end. As a seven year old, he and his father discovered that

their lodger had committed suicide in their family car at the side of the road near the old farmhouse. The residents of the farmhouse, Lettie Hempstock, her mother and her grandmother looked after the boy for a short time, during which he discovered the ocean – really a pond on the Hempstock’s property. Seeing the ocean again as a 40 year old revives long-forgotten memories and terrors from this time in his life. The narrator’s memories illustrate that childhood is not always pleasant, that there can be a dark side and that the mystical and supernatural often play a part in children’s imaginations and experiences. While a mature audience may reminisce about their own childhood, young adult readers will see

similarities to works by C.S. Lewis or Stephen King. H. Myers

USER LEVEL: Stage 6

SCIS 1615931 Paper \$27.99



[Book Trailer: The ocean at the end of the lane, by Neil Gaiman](#)

The cuckoo’s calling

GALBRAITH, Robert

Sphere, UK, 2013

ISBN 9781408704004



Private detective Cormoran Strike is a war veteran who lost a leg in Afghanistan. He has a disastrous private life and his business is close to bankruptcy. When he is asked to investigate the death of a supermodel, that the police deemed as suicide, he agrees. The investigation

leads him into a sometimes seedy world of multi-millionaires, rock stars and fashion designers. Capably aided by his temp, Robin Ellacott, Strike solves the case but not before several plot twists. Knowing that the author is J. K. Rowling writing under a pseudonym, readers will recognise her descriptive prose, so much so that Cormoran Strike could be Hagrid with a prosthetic leg! The story is reminiscent of old-style private investigator novels, with superbly drawn characters and clever interplay between the detective and his secretary. This novel would be useful supplementary reading for students studying the *Crime writing* Elective 2 in English Extension 1 (2014 HSC only). H. Myers

USER LEVEL: Stage 6 Professional

KLA: English

SYLLABUS: English Stage 6

SCIS 1623548 Paper \$29.99

Marceline and the Scream Queens

GRAN, Meredith

KaBOOM!, USA, 2013

ISBN 9781608863136



Melding a potpourri of genres, including adventure, science fiction and supernatural fantasy, this brightly coloured comics collection is action packed. Produced in graphic novel format, the brief episodes follow

the adventures of a zany rock band led by Marceline, a vampire queen. Under the new management of the demure Princess Bubblegum, the paranormal rock group performs a series of shows across the land of Ooo. Coping with poor reviews, self-doubt and a transmogrifying band member tests their mettle. Adapted from a popular television series presented on the Cartoon Network, the print version will appeal to young readers who enjoy bizarre, high-energy, animated cartoons. C. Sly

USER LEVEL: Stage 3 Stage 4

SCIS 1627000 Paper \$24.95

Yamashita's gold

GWYNNE, Phillip

Allan & Unwin, NSW, 2013 (The debt 5)

ISBN 9781742378619



Fast paced written prose may engage readers as Dom waits for confirmation for the next instalment of *The Debt*, to search for the rumoured treasure of *Yamashita's Gold* that was plundered during World

War II and lost in Diablo Bay. He is not going to approach *The Debt* to confirm his suspicions as he will not be the only one searching for the gold and does not want to put his or his family's life at risk. Giving up running, he starts swimming as he waits for the next threatening message. Dom is a modern teenage hero who is supported by some strong female characters. Set on the Gold Coast, students may engage with the Australian context and contemporary use of technology embedded throughout the novel. A. Frost

USER LEVEL: Stage 4 Stage 5

SCIS 1622994 Paper \$14.99



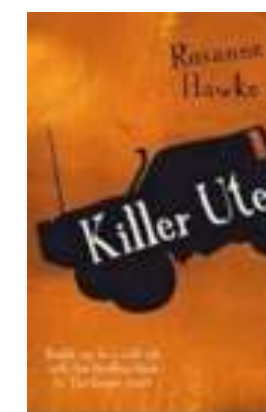
[The Debt \(Instalment 5\) – Yamashita's gold book trailer](#) by Allen & Unwin (YouTube videos need a teacher login)

Killer ute

HAWKE, Rosanne

University of Queensland Press, Qld, 2013 (The keeper)

ISBN 9780702249600



Middle-school boys with ADD do not find many novels worth the effort, but *Killer Ute* is part of a trilogy of thrillers (others are *The keeper* and *The sailmaker*) written just for them. The hero, Joel Billings, is a foster child

whose father is in jail, where he has fallen foul of drug dealers determined to avenge themselves by killing his son. Fortunately he has a wise, biker foster-father, Dev, who supports him through

exciting escapes and teaches him valuable life lessons. He learns how to calm himself, to think through problems and to control his impulsiveness. These skills are taught in such a palatable way that many students will reflect on them long after reading the book. This is another great book, well suited to the target audience. A. Soutter

USER LEVEL: Stage 4

KLA: English

SYLLABUS: English K-10

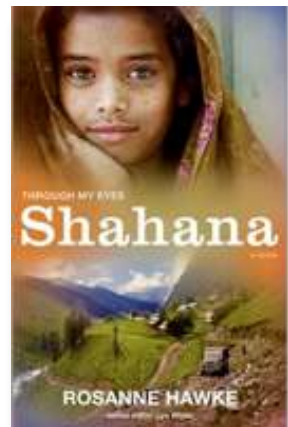
SCIS 1598896 Paper \$14.95

Shahana

HAWKE, Rosanne

Allen & Unwin, NSW, 2013

ISBN 9781743312469



This is a sensitive and beautifully written novel that examines the hardships faced by children living in divided Kashmir. For background to the story, see a short [video interview](#) with the author. Shahana, 14 years old, plays mother to her brother, Tanveer. She is a young girl fighting to maintain a life for them both on the Pakistani side of the Line of Control, but life becomes

complicated when they befriend Zahid, who comes from the Indian side. The novel conveys the fear and uncertainty faced by children who live under extreme, war torn conditions, whilst also showing the strength and determination of young people to survive. Shahana is willing to stand against the cultural expectations of the past and to create a new reality in the world that has grown out of the conflict. It is a compelling read. A. Ellis

USER LEVEL: Stage 3 Stage 4

SCIS 1610070 Paper \$15.99



[Author Rosanne Hawke discusses Shahana: Through my eyes](#) (YouTube videos need a teacher's login)



[Shahana: Through my eyes by Rosanne Hawke - book trailer](#) (YouTube videos need a teacher's login)

The accident

HENDRICK, Kate

Text, Vic, 2013

ISBN 9781922855



We can't always control what happens to us. We can only control what we do about it. This is the theme around which is built the story of a terrible car accident and the aftermath for the three young people involved.

It is about never retreating from life. The characters are beautifully drawn. There is Eliat, a foster-child herself, trying to raise her two-year-old daughter while working out her own life story. Will feels totally alone and unable to relate to his family. And Sarah, who has lost her brother in the accident and feels to blame for his death, tries valiantly to start afresh: a new life at a new school. The book is a little confusing, as it jumps back and forth in time and never depicts the accident itself. The book is written in the first person, but the reader is not always certain who is talking. [Comprehensive teaching notes](#) are available at the Text website. A. Soutter

USER LEVEL: Stage 4 Stage 5

KLA: AC; English

SYLLABUS: English K-10

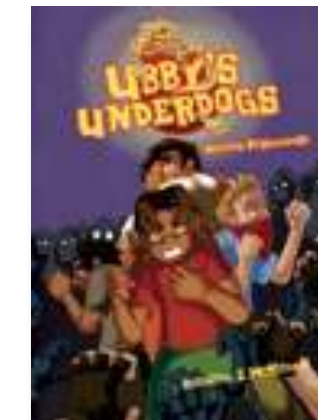
SCIS 1610644 Paper \$19.99

Heroes beginnings

McKENNA, Brenton E.

Magabala Books, WA, 2013 (Ubby's underdogs)

ISBN 9781922142139



Continuing the tale of Ubby and her endearing gang of multicultural misfits, this is the second book in the *Underdogs* trilogy. Created by an Indigenous graphic novelist, the visual-verbal narrative is

packed with high-powered adventure. On a mission to find Sai Fong, a Chinese girl who disappeared at the end of the first instalment, Ubby and her gang run into a great deal of trouble with some unsavoury people and evil spirits who inhabit their story-world. A cocktail of nationalities populates the township of Broome and some long-term alliances are beginning to shift as Ubby proves her courage in her search to find and save Sai Fong. Unlikely heroes emerge and gain the recognition of the leaders in the secret Council of Magic, but for these unexpected warriors this is just the

beginning. McKenna astutely employs the comics format to weave a rich, exciting postcolonial tale of friendship and community that transcends cultural barriers. It is an appealing graphic narrative with many thought-provoking issues to consider and discuss. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5

KLA: AC; English

SYLLABUS: English K-10

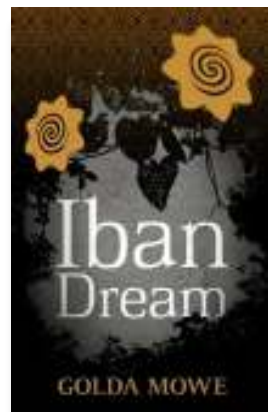
SCIS 1637472 Paper \$24.95

Iban dream

MOWE, Golda

Monsoon, Singapore, 2013

ISBN 9789814423120



Set in the thick rainforests of Borneo in the time of gods, sacrifices and headhunters, this fantasy tale entwines traditional cultural beliefs of Borneo's indigenous Iban population into a gripping narrative of the

adventures of Bujang, an orphaned boy raised by orangutans. Tragedy strikes early in the storyline, as Bujang's family is annihilated by headhunters. Not for the faint-hearted, the gruesome description of this scene sets the tone for the book

in which Bujang faces life-threatening challenges in serving the warpath god, Sengalang Burong. These tests, and the jungle landscape in which they are set, described in great graphic detail, provide a riveting tale of courage, bravery, resilience and good versus evil.

G. Braiding

USER LEVEL: Stage 4 Stage 5

SCIS 1629952 Paper \$15.99



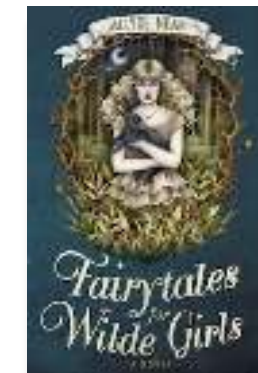
[Golda Mowe's Iban Dream Book Release with Robin Stienberg, National Critics Choice](#) by Robin Stienberg (YouTube videos need a teacher log in)

Fairytales for Wilde girls

NEAR, Allyse

Random House Australia, 2013

ISBN 9781742758510



A twisted gothic tale that may engage mature senior students with its suspenseful narrative that moves between fantasy, fairytale and horror genres. Captivating discourse may encourage discussion on grief, death, isolation, bullying and mental illness. To everyone around her, the main protagonist, Isola Wilde, is strange and wild with dysfunctional parents. She is protected by her Brother-Princes (ghost and faery protectors), chases unicorns through the nearby magic forest, and her new neighbour Edgar is her best friend. The anime-type princess she finds dead hanging in a birdcage in the woods starts threatening her and Edgar. Isola fights to determine what the princess wants before her woods die. At its core, the novel is a witty tribute to fairytales, interspersed with detailed portraits of characters and allusions to Oscar Wilde, Edgar Allan Poe, Cinderella, Kurt Cobain, Batman and Arthurian legend. Note that there are references to death, exorcism and drug use. A. Frost

USER LEVEL: Stage 6

SCIS 1603491 Paper \$19.95

John Pond of Oaks

OLLIS, Nev

Strategic, USA, 2012

ISBN 9781622124008



A rousing fictional memoir based on historical facts follows John Pond's life between 1856 and 1868 as he settled in the Macarthur area around Camden. John Pond was a deacon in the Church of England and an English school teaching parson. This narrative recounts the realities of a young family living in the Australian colony, with observations and experiences that engage the reader through racial differences, the gold rush, managing a farm, bushrangers, the police and life in the bush. The cultural differences within society, differences between settlers and Aboriginal people, and the empirical growth of the British Empire are explored. The language, style and format of this novel make it suitable as a professional resource when studying the Australian colony and Australia as a nation. A. Frost

USER LEVEL: Stage 6 Professional

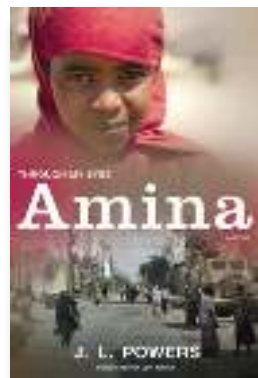
SCIS 1589003 Paper \$24.99

Amina

POWERS, J. L.

Allen & Unwin, NSW, 2013 (Through my eyes)

ISBN 9781743312490



As part of six independent novels written from a cultural perspective of young people across the globe, Amina endures as a gripping narrative. Set in Mogadishu in drought-ridden Somalia, the story

reveals the history of the civil war that plagued the country. Amina is a brave and talented girl whose creative expression of memories using war debris, poetry and street art is stifled by the Al-Shabaab. Exposed to the social customs of Muslim culture, language and religion, we are empathetic to the plight of Amina's family as they struggle between staying in their mother country and fleeing war-torn Somalia. When her father's life is in danger and her brother kidnapped, Amina battles to care for her mother and grandmother in a fast paced, tense and captivating sequence of events. The author cleverly creates circumstances for discerning readers to engage with cultural nuances, visualise surroundings and embrace an optimistic future. A timeline, glossary and

websites for further exploration provide information about life in Somalia.

L. Williams

USER LEVEL: Stage 3 Stage 4

KLA: AC; English

SYLLABUS: English K-10

SCIS 1623260 Paper \$15.99



[Amina: Through my eyes by J.L. Powers - book trailer](#) by Allen & Unwin (YouTube videos need a teacher log in)

Flora's war

RUSHBY, Pamela

Ford St, Vic, 2013

ISBN 9781921665981



Another quality Australian historical tale by Pamela Rushby, is told in *Flora's war*. Sixteen year old Flora Wentworth travels with her archaeologist father to Egypt. Peacefully set in

modern Cairo, just before the onset of World War 1, the landscape is infused with camels, bazaars, exotic foods, the river Nile, and contrasted with ancient Egyptian artefacts, tombs, pharaohs and pyramids. Written from a young, female Australian's perspective experiencing the rigours of volunteering in a war, this is well-researched speculative literature for older readers and would add insight into Core study - Depth study 3 [Australians at war: World Wars I and II \(1914-1918, 1939-1945\)](#). We follow the story of Flora and her best friend volunteering for the Australian Army Nursing Service and learn how the Egyptian civilians cared for 16000 wounded soldiers from Gallipoli. *Flora's war* will appeal to independent readers who can comprehend the inferences of war, understand a tragic love story and enjoy the rag-time dancing and coming-out balls of the era.

USER LEVEL: Stage 5

KLA: AC; HSIE

SYLLABUS: History K-10

SCIS 1616272 Paper \$18.95

The dream thieves

STIEFVATER, Maggie

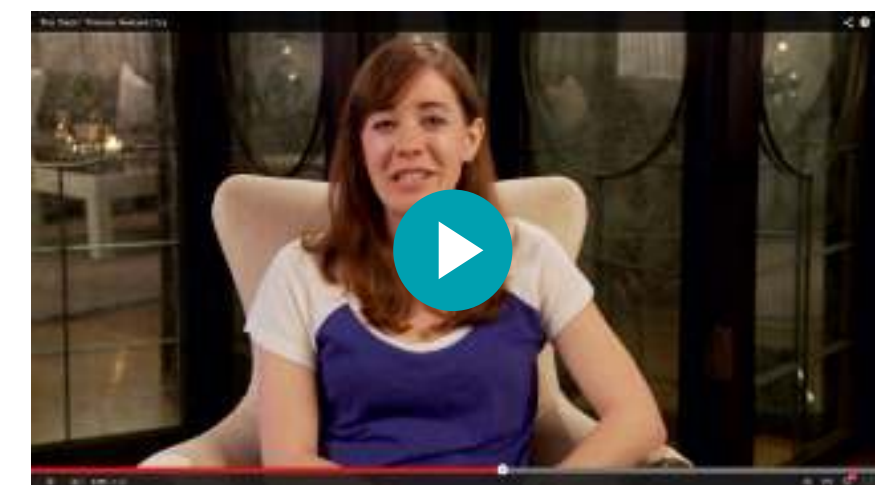
Scholastic, New York, 2013 (The raven cycle 2)

ISBN 9780545424943



Taking up where the previous novel left off, this second book in the series is somewhat hard to follow without the background from the previous book. The five main characters have discovered that a

ley line, an invisible channel of energy connecting sacred places, runs beneath their town and they believe it will lead them to Glendower, an ancient Welsh king. The strength of the ley line seems to wax and wane according to a series of secrets, dreams and nightmares that people are experiencing.



[The dream thieves release day](#) by This is Teen (YouTube videos need a teacher login)

These dreams and nightmares become increasingly important for the group, and especially for Ronan, who is trying to understand his supernatural abilities. A sense of danger and foreboding increases as the novel progresses and the characters react against one another and unknown forces. Interwoven with themes of the supernatural, psychic powers and dark forces is an exploration of class and wealth and their opportunities and limitations. H. Myers

USER LEVEL: Stage 6

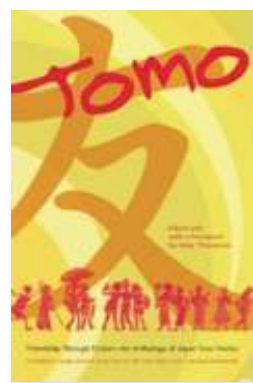
SCIS 1632738 \$24.99

Tomo: Friendship through fiction—an anthology of Japan teen stories

Edited by Holly Thompson

Stone Bridge Press, USA, 2012

ISBN 9781611720068



Tomo is a truly beautiful collection of writings which aims to bring stories about Japan to a worldwide audience and in doing so help young people affected by the earthquake and tsunami of March, 2011.

The 36 stories are presented in many forms—prose, verse, graphic novel and

handwritten diary entry. Nine of them are translated from Japanese and five of them deal directly with the earthquake. They are arranged in thematic groups and include tales of friendship, mystery, love, ghosts, magic, science fiction and history. Current Japanese pop culture and issues facing bicultural children are mixed with folktales and stories of supernatural powers. *Tomo* is Japanese for *friend* and the universal themes of belonging, identity and friendship provide a way for teenagers everywhere to empathise with those affected by the earthquake and tsunami. A [teachers' guide](#) and [Tomo blog](#) are available. H. Myers

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: AC; English

SYLLABUS: English K-10; English Stage 6

SCIS 1610333 Paper \$20.95

Bravest warriors, Volume 1

WARD, Pendleton, COMEAU, Joey, PEQUIN, Ryan & HOLMES, Mike KaBOOM!, USA, 2013

ISBN 9781608863228



Humour in stories can be created by witty, clever nonsense or slapstick silliness. This collection of tales in a comics-format book tends towards the latter. It is set in outer space and is riddled with incongruous inanities

such as a banana-shaped alien who is concerned about interplanetary sexism, a battle between a green and an orange cupcake, and a terrorist zombie woman. Apart from its overall foolishness, other shortcomings include segments of dialogue that could be considered sexually suggestive, and problematic layout that has character descriptions contained within tailed speech balloons, which appears to be an inappropriate use of fundamental comics coding. The high action and zaniness of this publication may appeal to some readers, but the value of the book is questionable. C. Sly

USER LEVEL: Stage 4

SCIS 1628444 Paper \$18.95

Nowhere to run

WATSON, Jude

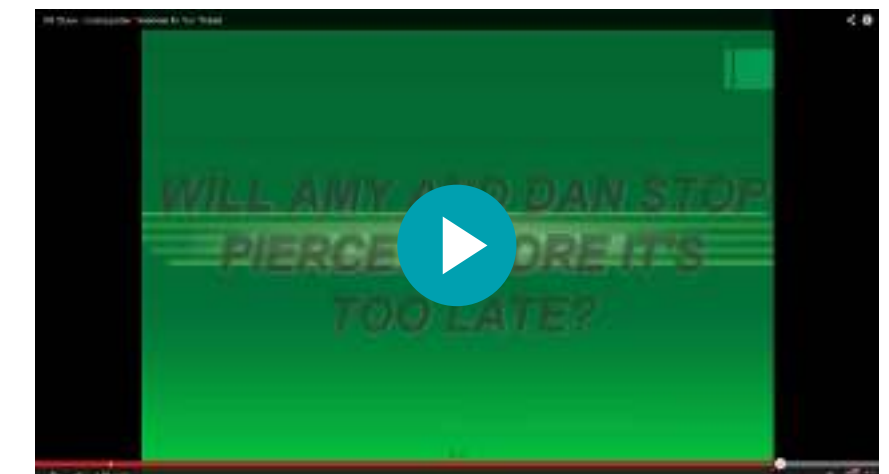
Scholastic Inc, USA, 2013 (The 39 clues. Unstoppable 1)

ISBN 9780545521376



There is something compelling about a young adult thriller, told over 12 illustrated instalments, with cliffhanger endings at every chapter. The teenaged Cahills, Amy and Dan, rescue

themselves from an open grave and compare notes with their former au pair, Nellie, only to realise that they are being misrepresented in the media as pranksters. They have a new arch enemy, J Rutherford Pierce, and an urgent mission to recover 39 lost serum ingredients collected in previous series.



[39 Clues: Unstoppable: Nowhere to run trailer](#) by Tani Finkelstein (YouTube videos need a teacher log in)

The monthly releases are supported by [The 39 Clues book club](#). Clue cards, six attached to each volume, contain secrets for making progress in an online game which has recently been extended with new activities. *The clue hunt* and *Cahills vs Vespers*, two interactive games from previous book series, are still available on the site. I. McLean

USER LEVEL: Stage 4

SCIS 1631098 \$17.99

The vanishing moment

WILD, Margaret

Allen & Unwin, NSW, 2013

ISBN 9781743315903



Bob, Arrow and Marika are three young people who are haunted by terrible things that have happened in their lives. The adults around them try to console them but they are unreachable. They meet a mysterious magician

who offers them the possibility of living a different version of their lives, a version in which the tragedies never occurred. The novel explores the unforeseen consequences of changing your life in this way. Is it better to stick with the devil

you know? Is there a hidden cost? This is a complex tale that asks many questions about personal responsibility. Arrow finds it difficult to forgive her parents for moving away from her childhood home after a tragedy, even though she is aware that they started a new life in the city to protect her. Marika's mother blames her for her innocent part in an event that had terrible consequences. Marika blames herself as well. Are they right? This is a real page-turner from an award-winning young people's novelist. A. Soutter

USER LEVEL: Stage 4 Stage 5 Stage 6

SCIS 1622991 Paper \$17.99

information, poetry and drama

Resources are in Dewey order

Kayang & me

SCOTT, Kim & BROWN, Hazel

Fremantle Press, WA, 2013

ISBN 9781922089229 [305.89]



Histories of the Wilomin Noongar people are told from Elder Hazel Brown's recollections and memories of her family, together with the voice of her nephew, Kim. Tales of massacres, discrimination, Stolen Generations and an existence spent under an imbalance of power are told without rancour or embellishment. Any perceived gaps or discrepancies between Hazel's story and the official records are investigated and questioned by Kim Scott. This historical recount delivered from a primary source highlights the importance of identity and

kinship to Aboriginal people and serves as an invaluable resource for students. The [Aboriginal Education K-12. Resource Guide Volume 2](#) provides a wealth of additional information supporting the cross-curriculum perspective, *Aboriginal and Torres Strait Islander histories and cultures*, in the History K-10 syllabus. [Teaching notes](#) are available from the publisher's [website](#). S. Rasaiah

USER LEVEL: Stage 5 Stage 6
Professional

KLA: AC; HSIE

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

SCIS 1593198 Paper \$24.99



[Kim Scott](#)

Martin Luther King: civil rights activist

GREEN, Jen

Wayland, UK, 2013 (Inspirational lives)

ISBN 9780750279116 [323.1196]



The appropriate use of eye catching text features and tips to the reader in this resource promote further investigation of the life of Martin Luther King. The information

is supported by photographs that illustrate milestones and key events in the activist's life and civil rights campaigns. The chronology begins with his *Early life* and *Growing up* and continues through his relentless civil rights work leading to his assassination at the age of 39 years. As Martin Luther King's birthday is celebrated as a public holiday in the United States, this book could support the History Stage 2 topic [Community and remembrance](#), in particular, the origin of celebrations and commemorations around the world. It could also support the History Stage 5 Depth study 4: [Rights and freedoms \(1945-present\)](#). G. Braiding

USER LEVEL: Stage 2 Stage 3 Stage 5

KLA: AC; HSIE

SYLLABUS: History K-10

SCIS 1629148 \$29.99



[Martin Luther King: I have a dream on August 28, 1963](#) by Martin Luther King (YouTube videos need a teacher log in)

In search of Captain Moonlite

TERRY, Paul

Allen & Unwin, 2013

ISBN 9781743315255 [364.15]



Captain Moonlite, the forgotten bushranger in Australian history, was a charismatic man, who commanded the loyalty of the men who stood with him, as well the devotion of his friends. However,

within the pages of this biography you clearly see a man who has many flaws and who has no compunction with lying when it benefits him. Paul Terry has used

new evidence in an attempt to try and tell the story of Andrew George Scott, alias Captain Moonlite. He references newly discovered letters written by Scott himself in the lead up to his execution. This gives the book a stable and reliable basis on which to put forward a new thesis on who this man was, and the part he played in the psyche and development of this emerging nation. Terry's conclusion about what really took place in 1869 at Mt Egerton, that sent Scott down his path of destruction, throws a twist in the tale. A. Ellis

USER LEVEL: Stage 4 Stage 5

KLA: English; HSIE

SYLLABUS: English K-10; History K-10

SCIS 1625866 Paper \$29.99

Cultural traditions in Australia

ALOIAN, Molly

Crabtree, Canada, 2013 (Cultural traditions in my world)

ISBN 9780778775218 [394.26994]



Straightforward facts and a range of well-chosen photographs in this book explain and illustrate some of Australia's major cultural celebrations including

Australia Day, Anzac Day and Easter. As this book uses American spelling to inform students in North America about Australian culture, Australian readers may question the accuracy of some of the information presented. The book supports the History Stage 1 topic [Present and past family life](#) and the History Stage 2 topic [Community and remembrance](#), and could provide a catalyst for students to compare this information with personal experiences of celebrations and stimulate discussions on family and cultural differences. The book could also be used to discuss the reliability of secondary sources when teaching the historical skill [Analysis and use of sources](#). Additional resources, including Aboriginal perspectives and consultation with local Elders, are needed to supplement content referring to Aboriginal people. G. Braiding

USER LEVEL: Stage 1 Stage 2

KLA: AC; HSIE

SYLLABUS: History K-10; HSIE K-6

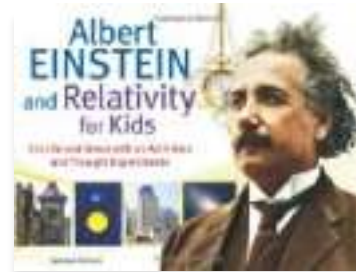
SCIS 1594862 Paper \$13.95

Albert Einstein and relativity for kids: his life and ideas with 21 activities and thought experiments

POHLEN, Jerome

Chicago Review Press, 2012

ISBN 9781613740286 [530.092]



An excellent introduction is presented in this accessible book about the life and works of a scientist who didn't follow the rules and

whose theories form the basis of modern physics. Einstein's life history and scientific achievements are presented with anecdotes, activities and thought experiments designed to engage younger students with subject matter that is often considered the domain of senior high school. The reader is encouraged to use dominoes to model a nuclear chain reaction, or a light source, beach ball and tennis ball to explain a solar eclipse. The book contains a large number of photographs, suggestions for further study, information about the works of other scientists of the day and web links. This is an excellent resource for inquisitive students. H. Myers

USER LEVEL: Stage 4 Stage 5

KLA: Science
SYLLABUS: Science 7-10
SCIS 1629008 Paper \$22.94

The journey into the invisible: the world from under the microscope

SCHLITT, Christine

Sky Pony, USA, 2013

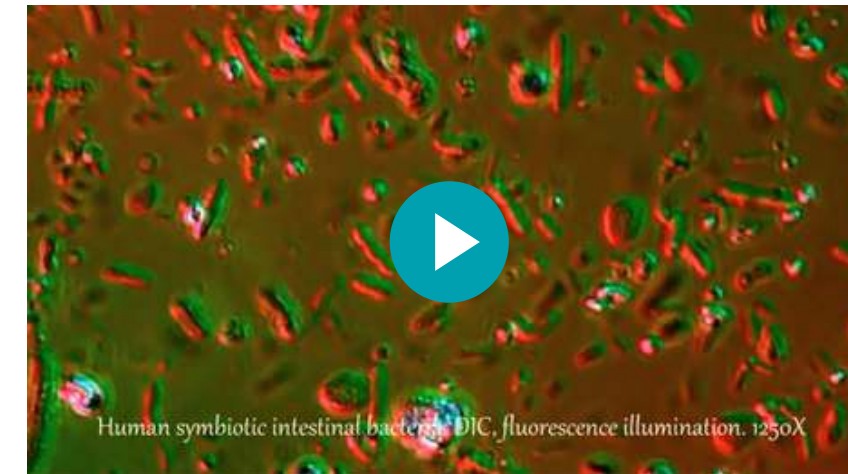
ISBN 9781620871164 [571.2]



Fascinating facts about microscopic life are explained and illustrated with coloured photographs in this interesting science book. Broadly

arranged according to the rooms in a typical house, the detailed contents page directs readers to the organisms that exist, unseen, in those rooms. An overview of the evolution of the microscope precedes discussions of a range of everyday objects and how they look when examined under a modern microscope, some that can enlarge up to 100 million times. The visual proof that we exist alongside these bacteria, viruses and micro-organisms may deepen understanding as students study the *Living world* strand across the *Science*

K-10 syllabus. S. Rasaiah
USER LEVEL: Stage 3 Stage 4
KLA: AC; Science
SYLLABUS: Science K-10
SCIS 1605255 \$22.95



The varied and incredible activity of microscopic life! HD 1080P! by Craig Smith (YouTube videos need a teacher log in)

What makes you you?

ARBUTHNOTT, Gill & MONES, Marc
A & C Black, UK, 2013

ISBN 9781408194065 [572.8]



From DNA to Dolly the sheep..., this concisely presented text tells the story of genetics. Commencing with a chapter on Charles Darwin and evolution, and Gregor Mendel in *The monk and the*

pea plants, it proceeds through the discoveries of chromosomes, human genomes, embryo selection, *gene therapy*, cloning, *DNA fingerprinting*, stem cells, and *growing new organs*. Jaunty illustrations of a cartoon boy and girl clarify main points in speech balloons. Clearly presented, captioned flow diagrams help to support the text. The book would be a good resource for Stage 2 Science and Technology unit, *A look inside*, and provides information for students writing persuasive texts on controversial science topics. It may be a useful, supplementary text for secondary students undertaking a study of how new biological evidence changes our understanding in *Living world*. I. McLean

USER LEVEL: Stage 2 Stage 3 Stage 4

KLA: AC; Science; SciTech

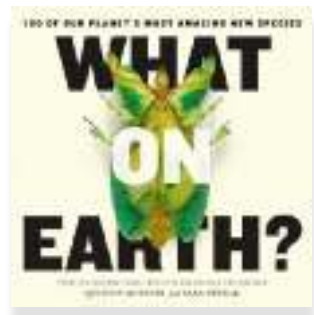
SYLLABUS: Science & Technology K-6; Science K-10

SCIS 1629016 Paper \$16.99

What on Earth?: 100 of our planet's most amazing new species

WHEELER, Quentin & PENNAK, Sara
Plume, USA, 2013

ISBN 9780452298149 [578.01]



An intriguing investigation into 100 fascinating new species is showcased by the International Institute for Special Exploration. Divided into chapters

based on the prettiest, strangest, smallest, largest, most endangered, deadliest, most extreme, and oldest new species, each animal, plant, bacteria, or fossil is succinctly outlined on a double page with colour photographs and simple diagrams supporting the text. Information regarding the location of discovery, scientific name, etymology and classification is provided in a fact box. An extensive index and references to further reading provides structured support for readers. This resource is suitable for the study of biodiversity in [Geography](#), adaptations in Outcome [ST3-10LW](#), and the structure and function of organisms in the living world in [SC4-14LW](#) in Science K-10. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5

KLA: AC; HSIE; Science

SYLLABUS: Geography 7-10;
Science K-10

SCIS 1629958 Paper \$29.99

Illustration next: contemporary creative collaboration

BENAROYA, Ana

Thames & Hudson, UK, 2013

ISBN 9780500517017 [741.6]



Exploring the practice of collaboration in the field of contemporary illustration, this publication sets up an accessible, engaging conversation between diverse artists working across local and international contexts. High quality plates of commercial and personal work samples showcase hybrid illustration styles merging collage, digital illustration, traditional printmaking, mixed media, photography and textiles. Through an interview-style layout, individual artists reveal honest accounts of their ways of working and sources of inspiration, providing a practical model for developing students' own artmaking practice. Enriching this dialogue is a series of thematic briefs

designed by the author, to which artists have responded in collaborative pairs. Universally human yet abstract themes, ranging from *excess* to *fragile* and *prayer*, inform artists' shared conceptual and material investigations. The resulting debates, visual poetry and unexpected juxtapositions present rich potential for case studies and units of work. Most significantly, this innovative publication highlights the nature of practice as an ongoing, intentional process that balances planning with instinct, positive risk-taking with reflection and resolution with an ongoing openness to re-presenting the world. This publication contains sensitive issues and imagery. H. Yip

USER LEVEL: Stage 5 Stage 6
Community Professional

KLA: CA

SYLLABUS: Photographic & Digital
Media Stage 5;
Photography, Video &
Digital Imaging CEC
Stage 6; Visual Arts
Stage 5-6

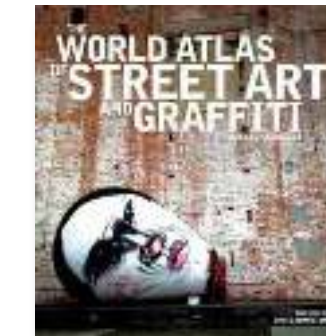
SCIS 1628666 \$39.95

The world atlas of street art and graffiti

SCHACTER, Rafael

NewSouth, NSW, 2013

ISBN 9781742233772 [751.7]



Accessible to all, street art and graffiti represent living mediums that empower artists to act as social agents as they investigate their contemporary world through the

creation of urban interventions. Surveying the practice of individual artists and collectives on a global scale, this publication highlights artists' postmodern strategy of appropriating public spaces to critique and reanimate cultural identities. Insightful artist profiles, city maps and an efficient image citation system accompany extensive photographic documentation of artists' bodies of work. Importantly, the art making processes of these artists are examined as site-specific actions and experimentations in two, three and four dimensions. The fundamental role of audiences and attitudes towards the growing commodification of street art are considered across the forms of typography, illustration, graphics, sculpture, performance, installation

and even digital apps. Supported by a specialised glossary, students and teachers can critically engage with the interconnections between artists' practice and interactive contexts for display, as well as a contemporary playground of practical image-making ideas. Please note that the publication contains sensitive issues and imagery. H. Yip

USER LEVEL: Stage 5 Stage 6
Professional

KLA: CA

SYLLABUS: Photographic & Digital Media Stage 5;
Photography, Video & Digital Imaging CEC Stage 6; Visual Arts Stage 5–6; Visual Design CEC Stage 6

SCIS 1628578 Paper \$49.99

Contemporary photography in Asia

HOOTON, Keiko S. & GODFREY, Tony
Prestel, Germany, 2013

ISBN 9783791348070 [779]



Tracing the recent emergence of experimental art photography in East Asia, this publication highlights intersections between the localised practices of artists and global realities. Examining dynamic tensions between the adoption of photography as a way of seeing and rapid socio-political transformations, a series of introductory essays present authentic arguments useful for developing students' informed points of view about the role of innovation in contemporary photographic practice. The following chapters set up a powerful dialogue with artists' voices from diverse regions, presenting quotes from individual artists alongside high-quality plates of key artworks. The selection of visually and conceptually challenging works blurs photography with performance, installation and virtual worlds, providing refreshing and accessible stimulus material for critical and practical investigations. The absence

of accompanying curatorial text invites active questioning and interpretation of the interrelationships between the artworks, artists' intentions, time and place. Concise biographies of all artists can be found at the back of the publication, providing useful starting points for in-depth student research and critical inquiry. It is to be noted that the publication contains sensitive issues and imagery related to artists' deconstruction of cultural taboos. H. Yip

USER LEVEL: Stage 5 Stage 6
Community Professional

KLA: CA

SYLLABUS: Photographic & Digital Media Stage 5;
Photography, Video & Digital Imaging CEC Stage 6; Visual Arts Stage 6

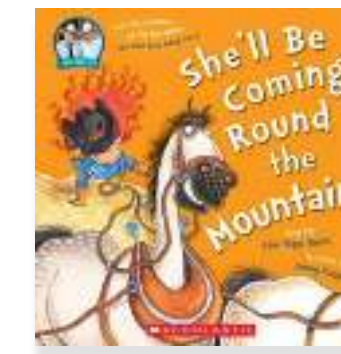
SCIS 1628647 \$90.00

She'll be coming round the mountain

Sung by the Topp Twins, pictures by Jenny Cooper

Scholastic, NZ, 2013

ISBN 9781775431725 [782.42083]



Line dancing farm animals, in country and western dress, sing and dance along to a traditional song in this rollicking picture book. The song is performed on a CD (included with the book) by the Topp Twins, a New Zealand country music, comic duo. The highly engaging illustrations are entirely appropriate for the bouncy lyrics and foot-stamping melody of this well-known song. The attention to detail in the animated faces of the animals is delightful and may encourage students to add their own ideas to other ways she could be ... *coming round the mountain*, in keeping with the audience and purpose of the text. S. Rasaiah

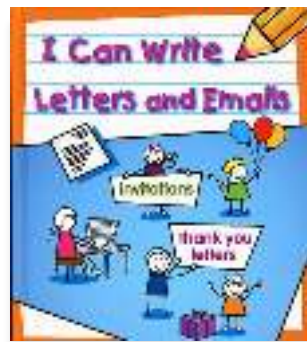
USER LEVEL: Professional

SCIS 1620585 Paper \$19.99

I can write [series]

GANERI, Anita

Raintree, UK, 2013



A very practical and clearly set out series of resources about creating text structures in English, these titles provide stimulating examples and explanations for

whole classroom, small group and individual student use. Each compact book features large fonts, bolded keywords (referenced in the Glossary), effective writing samples, and word balloons to clarify meaning. The layout is vibrant and appealing. Letters and emails covers formal and informal written communications, including postcards. Poems features strategies for creating rhymes and writing acrostics, haiku, shape poems and free verse. Stories describes how to plan a narrative using a story mountain, create memorable characters and develop a personal style. A summary of writing tips is provided at the end of each book. I. McLean

USER LEVEL: Stage 1

KLA: AC; English

SYLLABUS: English K-10
\$29.95 each

Reviewed titles in this series:

Letters and emails

SCIS 1595443

Poems

SCIS 1595438

Stories

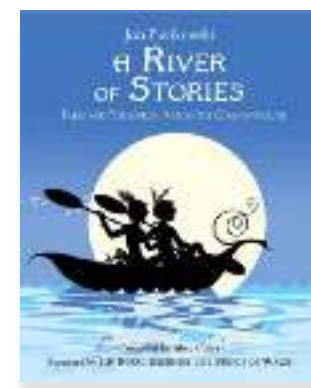
SCIS 1595437

A river of stories: tales and poems from across the Commonwealth

Compiled by Alice Curry

Commonwealth Education Trust, UK, 2011

ISBN 9780956929907 [820.8]



The environment provides the theme for this [anthology](#) of poems and stories collected from all the countries of the Commonwealth of Nations. The theme of water unites all the otherwise wide ranging contributions and there are wonderful illustrations on many of the pages. The language is rich and the subject matter, while related to water, also draws on fantasy and folklore ranging from rainbows and mermaids to ghosts and giants. Some students may be interested in this text for independent

reading as it provides a glimpse of many cultures from around the world. For other students, a modelled reading of these well-crafted stories and poems would be suitable for use in the study of English, in particular, [Objective D](#) in [English K-10](#). K. Rushton

USER LEVEL: Stage 2 Stage 3

KLA: AC; English; HSIE

SYLLABUS: English K-10; HSIE K-6

SCIS 1629964 \$45.00



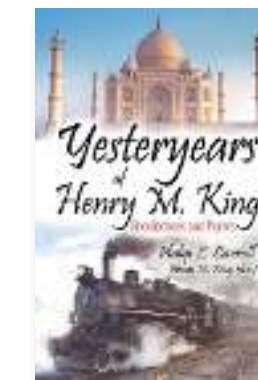
[A river of stories book launch](#) by LocalFamilyTV
(YouTube videos need a teacher log in)

Yesteryears of Henry M. King: recollections and poems

CARROLL, Philip L. & KING, Henry M.

Strategic, USA, 2012

ISBN 9781612049564 [821]



Well written simple prose provides the foundation for reminiscences of Henry M. King's life in India during the first half of the 20th century. Situated in the British Military Zone, King lived in a world with strong

British influence although a major source of inspiration for his writings was the local Indians. Intertwined themes of family, friendship, and societal structure create stunning imagery of cultures and a country in transition.



[Yesteryears of Henry M. King: Recollections and Poems](#) By Philip L. Carroll by AuthorDisplay
(YouTube videos need a teacher login)

The fascinating poems and memoirs create an autobiography that may be useful as a secondary source and for complementary literacy studies for [History Stage 4 Depth study 3a \(India\)](#) and when studying poetry in English Stage 4 Objective A [Outcome 1](#) and Stage 5 Objective B [Outcome 3](#). A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: AC; English; HSIE

SYLLABUS: English K-10; English Stage 6; History K-10

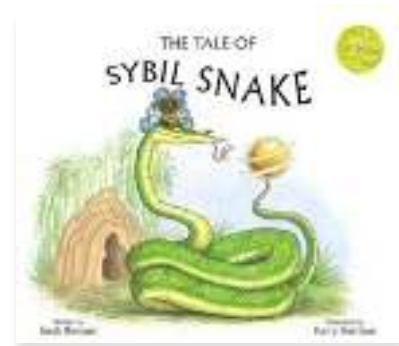
SCIS 1585967 Paper \$14.99

The tale of Sybil snake

BRENNAN, Sarah

Auspicious Times, Hong Kong, 2012 (The Chinese calendar tales)

ISBN 9789881609816 [A821]



The sixth book of this series features poetry and rhyme on the subjects of the Chinese zodiac, Chinese folklore and history. It is a tale of mystery, missing

treasure and the extraordinary magic of love. The story is narrated largely in verse with an upbeat tempo which spurs the plot. Although there are some longer

words, such as *menagerie* and *dignitary*, which younger students may struggle with, the rhythm is catchy enough to carry them along. Older students will love the twists in this mystery tale. The legends underpinning the story are explained in the back pages, albeit on a slightly harder to read patterned background. M. Sutera

USER LEVEL: Stage 2 Stage 3

KLA: AC; English

SYLLABUS: English K-6

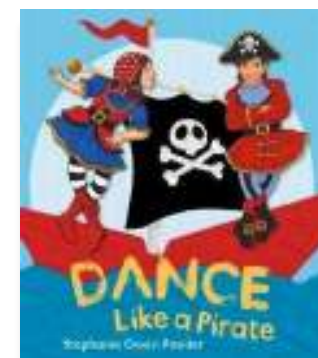
SCIS 1601301 Paper \$14.99

Dance like a pirate

REEDER, Stephanie Owen

National Library of Australia, ACT, 2013

ISBN 9780642277794 [A821]



This lift-the-flap book demonstrates movement, as children dressed in costume stomp, sway and strut to the words in the rhyming verses. Pirates introduce the

concept of copying the action of popular characters including dragons, firefighters, sailors and superheroes. Significant keywords are highlighted in specific colours, reinforcing parts of speech.

Verbs are included in the first line of each verse and reiterated in larger font in the same colour, and when the flap is lifted, the reader sees what the character can do with each action. Parts of the body that are used to carry out each activity are depicted in another colour. Labelled pictures of a boy and girl invite readers to name the parts of the body. *Inspiring images* represents a selection of images from the National Library of Australia's *Pictures and Manuscripts collections* that inspired the illustrations in the book. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1

KLA: AC; CA; English; PDHPE

SYLLABUS: Creative Arts K-6; English K-10; PDHPE K-6

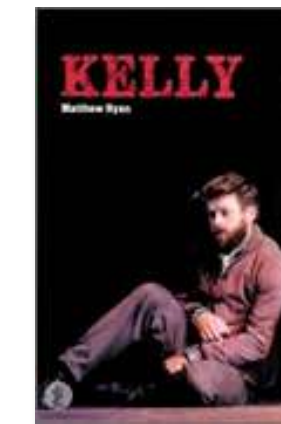
SCIS 1627473 Paper \$17.99

Kelly

RYAN, Matthew

Currency Press, NSW, 2013

ISBN 9780868199870 [A822]



This challenging, short, intense dramatic interpretation reopens the debate over whether bushranger Ned Kelly was hero or villain. Set in Kelly's prison cell the night before his hanging, he is visited by his brother, Dan,

who is believed to have been killed in the siege at Glenrowan. Disguised as a priest, Dan confronts his elder brother for the last time. The harboured bitterness between the brothers is palpable as they trawl through past events. An interesting and different spin on the Kelly legend, this playscript raises some intriguing questions. Frequent coarse language and adult themes make it suitable for mature readers only. Stage 6 Drama teachers and students may find it helpful for extracting appropriate shorter monologues or dialogues to be used as rehearsal or performance pieces. C. Sly

USER LEVEL: Stage 6 Professional

KLA: CA

SYLLABUS: Drama Stage 6

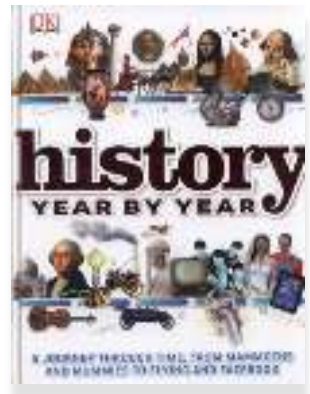
SCIS 1629563 Paper \$22.95

History year by year

CHRISP, Peter, FULLMAN, Joe & KENNEDY, Susan

DK, UK, 2013

ISBN 9781409323686 [909]



Bursting with images of historic objects and photographs, facts and timelines, this chronology provides a fascinating overview of world history from ancient to modern times. The book provides

a visual journey of significant people, events and cultural activities that made history across the globe. From inventions to revolutions, discoveries to political movements, the information is presented in small chunks and supported by beautifully reproduced source materials. Each era includes a detailed profile of a typical child's life and includes an arresting full-page image and personal recounts which enable the reader to build empathy and understanding. The book could provide a global context for the History Stage 3 topics, The [Australian colonies](#) and [Australia as a nation](#), and could provide primary sources for History Stage 4, [The ancient world to the modern world](#) and Stage 5, [The making of the modern world and Australia](#).

G. Braiding

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5

KLA: AC; HSIE

SYLLABUS: History K-10

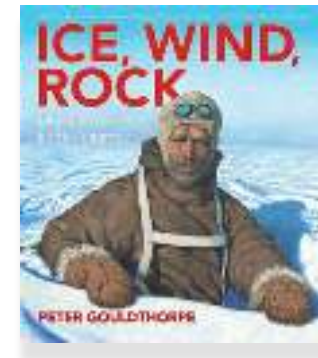
SCIS 1622803 \$29.99

Ice, wind, rock: Douglas Mawson in the Antarctic

GOULDTHORPE, Peter

Hachette Australia, 2013

ISBN 9780734411556 [919.8]



Mawson's role in Shackleton's British Antarctic expedition, and in his own Australasian Antarctic expedition four years later, is told via lifelike images and clearly written text in this illustrated story. The story describes the inhospitable and arduous conditions Mawson faced as he made history as the first man to reach the South Magnetic Pole. Surviving potentially insurmountable obstacles and making seemingly impossible decisions, the description of Mawson's journey demonstrates resilience and builds empathy and understanding of the challenges he and his team overcame to survive. Clever use of large, full-

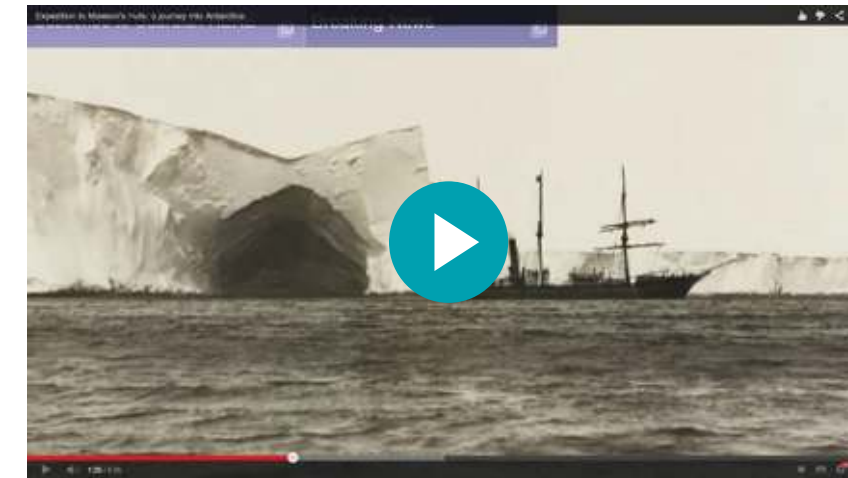
colour illustrations and smaller black cross-hatched vignettes clearly show the technologies of the time and set the historical context. The book supports the History Stage 3 topic [Australia as a nation](#) in researching the contribution of individuals and groups to the development of Science in Australian society. [Teachers' notes](#) are available. G. Braiding

USER LEVEL: Stage 3

KLA: AC; HSIE

SYLLABUS: History K-10

SCIS 1602008 \$28.99



[Expedition to Mawson's huts: a journey into Antarctica](#) by TheGuardian (YouTube videos need a teacher log in)

Remembering World War One

MANNING, Mick & GRANDSTROM, Brita Franklin Watts, UK, 2013 (Charlie's war illustrated)

ISBN 9781445110332 [940.4]



Interesting cartoon style images of life during wartime are interwoven with copies of original photographs, recruitment posters, picture cards and silk embroidered post cards in this thought provoking book.

This is the true story of the author's grandfather, Charlie, who joined the British army in 1914 and fought in France, Palestine and Salonika throughout the war and survived. Told in the first person by Charlie, the book provides a strong personal perspective that enables the reader to share the mixed emotions of a 17 year old heading off to war. The use of speech bubbles and text boxes adds to this personal dimension, building empathy and understanding. The book cleverly intersperses the social customs and traditions of wartime with the fighting methods and techniques. It could be used to support studies of the origins of Anzac Day in the History Stage 2 topic [Community and remembrance](#) and as part of the 100 year anniversary of WWI in 2014. G. Braiding

USER LEVEL: Stage 1 Stage 2

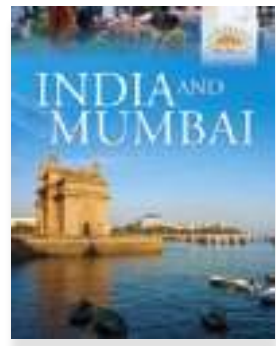
KLA: AC; HSIE

SYLLABUS: History K-10

SCIS 1606659 \$29.99

Developing world [series]

Franklin Watts, UK, 2013



Providing a lens on each developing nation, and a close-up on one of its major cities, books in this geography series are packed with detailed information on the physical and human elements of

the nation including history, people and society, economy, government, changing times, environmental costs and future challenges. Through a spotlight on a major city in each country, examples of land use, employment and daily life are explored. With an emphasis on the nation's past, present and future, the positive and negative consequences of actions are identified in this frank and thorough examination of each country. Photographs provide visual support to the text and highlight each nation's key features and contrasting elements. The series strongly supports the Geography Stage 4 focus area [Global change](#) and the cross-curriculum priority [Asia and Australia's engagement with Asia](#).

G. Braiding

USER LEVEL: Stage 3 Stage 4

KLA: AC; HSIE

SYLLABUS: Geography 7-10; HSIE K-6
\$32.99 each

Reviewed titles in this series:

China and Beijing

SCIS 1629972

India and Mumbai

SCIS 1629971

The little book of Japan

Photographs by VILHAR, Gorazd, text by ANDERSON, Charlotte

Tuttle Publishing, Singapore, 2013

ISBN 9784805312131 [952]



Organised in a series of 44 essays within four chapters entitled *Cultural icons*, *Traditions*, *Places* and *Spiritual life* a wide range of topics is explored. This

compact resource is broad enough to satisfy anyone with an interest in the culture, art and beliefs of this unique nation. *The Little Book of Japan* is a stunning collection of photographs and short, detailed essays. With everything from cherry blossoms to

sushi, calligraphy to kimonos, Old Tokyo to Hiroshima, to intimate details of Buddhism and pilgrimages, this book would support the cross curriculum priority, [Asia and Australia's engagement with Asia](#).

M. Sutera

USER LEVEL: Professional

KLA: AC; English; HSIE

SYLLABUS: English K-10; History K-10

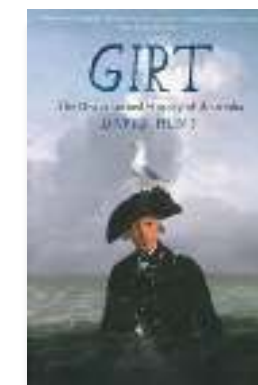
SCIS 1629938 \$18.99

Girt: the unauthorised history of Australia. Volume I: From megafauna to Macquarie

HUNT, David

Black Inc., Australia, 2013

ISBN 9781863956116 [994]



This refreshingly novel approach to telling the story of early Australia is a must for all history lovers. Hunt has retold the story of Australia, from the early discoveries through to the end of Macquarie's time as governor, in a light hearted manner. Through the use of irony and humour, he conveys deeper messages about the

difficulties faced by intrepid explorers and the people of the early penal colony, and the impact on Aboriginal people. At times, the language used may appear dismissive of people's feelings and reactions. On further reading, it becomes apparent that this is the author's way of ensuring that the reader understands the irony of the situation and the farcical way people dealt with it. Extracts from primary sources provide worthwhile points for discussion and comparison. This is a well written and quirky recount that has drawn on reputable sources to inform the narrative. A. Ellis

USER LEVEL: Stage 5 Stage 6

KLA: English; History

SYLLABUS: English K-10; English Stage 6; History K-10
History Extension
Stage 6

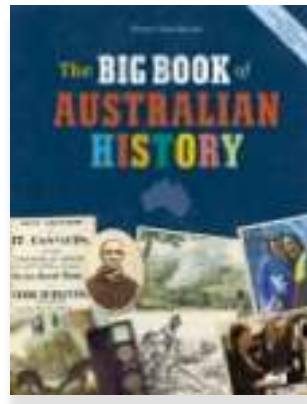
SCIS 1628586 \$29.99

The big book of Australian history

MACINNIS, Peter

National Library of Australia, 2013

ISBN 9780642278326 [994]



Brimming with historic material and images from the National Library's collection, this volume is like having a museum in a book. The contents provide a comprehensive coverage of Australia's

history from *Ancient Australia*, through *The Dreaming*, to Australian culture today. Text boxes provide additional fascinating facts about lesser-known people and events. The strength of this book is in its breadth of coverage and the wide range of primary sources reproduced within it. Paintings, photographs, maps, newspaper clippings, cartoons and posters bring the historical people and events to life and provide evidence and further information. The book supports History Stage 2 topics [Community and remembrance](#) and [First contacts](#), and History Stage 3 topics [The Australian colonies](#) and [Australia as a nation](#). A [Behind-the-scenes](#) look at the original

sources in the National Library is available. G. Braiding

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5

KLA: AC; HSIE

SYLLABUS: History K-10

SCIS 1627840 \$39.99



[Australian Backyard Explorer](#) bywwwnlagovau
(YouTube videos need a teacher log in)

First explorers

COX, Karin

Young Reed, UK, 2013

ISBN 9781921580277 [994.02]



From early voyages of discovery to later inland expeditions, this account of the European exploration of Australia is a useful survey. A simplistic summary

of Cook's *Terra nullius* claim includes errors, such as referring to Aboriginal languages as dialects. Following this, Cox introduces the various explorers, identifies their goals and summarises their experiences and hardships endured. Firstly, she relates the difficulties encountered in charting the Australian coastline, and then turns her attention to the interior of the continent. Most of the first inland venturers were convinced that there must be a great lake in the middle of Australia that feeds the rivers. The next phase of exploration was motivated by the search for ways to get agricultural produce to markets so that farmers and graziers could move into new areas. The book includes a timeline of activities, some suggested activities and a glossary. Cox successfully gives a substantial overview of a very large topic, which could support the HSIE K-6 [Cultures](#) strand. Additional resources, including Aboriginal perspectives and consultation with local Elders, are needed to supplement content referring to Aboriginal people. A. Ellis

USER LEVEL: Stage 2 Stage 3

KLA: AC, HSIE

SYLLABUS: History K-10; HSIE K-6

SCIS 1608383 \$19.95

Child convicts

BRENNAN, Net

Walker Books Australia, 2013 (Our stories)

ISBN 9781742032238 [994.02]



A contemporary style with photographs, images and quotes throughout enhances this book about crimes that were committed by children in eighteenth century Britain and their subsequent transportation to

Australia. With a focus on children, students can build empathy and understandings of the hardships endured by convicts in Australian penal settlements. The key people and historical events during the convict transportation period are also explained and provide a context for the child convicts' experiences. The timeline running through the second part of the book allows students to visualise the sequence of events from AD 90 (Ptolemy raises the idea of *Terra Australis*) until 1868 when convict transportation finished in Western Australia. The book strongly supports the History Stage 2 topic [First contacts](#) and could be used as a resource in

composing historical narratives. G. Braiding

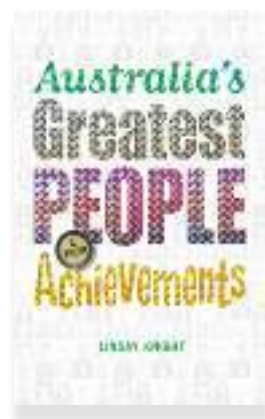
USER LEVEL: Stage 2
KLA: AC; HSIE
SYLLABUS: History K-10
SCIS 1625561 Paper \$17.95

Australia's greatest people & their achievements

KNIGHT, Linsay

Random House Australia, 2013

ISBN 9780857980205 [994.092]



Sprinkled with inspirational quotes, this collection of biographies from Captain Cook through to present day humanitarian workers, details key figures and their achievements throughout Australia's history. Intended to

inspire, the areas of politics, science and medicine, architecture and design, fine arts, literature, entertainment, sport, business and social justice are covered. Presented in a contemporary style with bold headings, text boxes and applicable photographs, the information is highly accessible. The book supports the HSIE Stage 3 strand, *Social systems and*

structures, the History Stage 3 topic, *Australia as a nation* and History Stage 5 Depth study 4: *Rights and freedoms (1945-present)*. G. Braiding

USER LEVEL: Stage 3 Stage 5
KLA: AC; HSIE
SYLLABUS: History K-10; HSIE K-6
SCIS 1627838 Paper \$24.95

Who reviews?

Search the comprehensive *Resource reviews* database

Gaye Braiding, Epping North PS

Alana Ellis, Australian Curriculum Advisor 7-12

Merise Feneley, Online Officer, Learning Systems

Amanda Frost, The Hills Sports HS

Cath Keane, Editor, Learning Systems

Therese Kenny, Sydney Secondary College Balmain

Ian McLean, Penrith PS

Sue Morton, teacher librarian

Helen Myers, Camden HS

Sally Rasaiah, Cammeray PS

Kathy Rushton, consultant

Cathy Sly, consultant

Alison Soutter, Project Officer, FACS

Maria Sutera, Orange Grove PS

Frances Whalan, Association of Independent Schools

Leigh Williams, History K-6 Advisor

Helen Yip, Asquith Girls HS

looking for more reviews?



Search the comprehensive *Resource reviews database* at www.schools.nsw.edu.au/resourcereviews