

# Scan

the journal for educators

share

connect

transform

inspire

*showcasing innovation for quality learning*

**In this issue**

*Scan* for learning  
collaborating with learning tools  
*high possibility classrooms*  
living library  
online resources from DoE  
multicultural education

# Scan

Published by NSW Department of Education (NSW DoE), *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.

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

Further details are available on the website.

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Published by NSW Department of Education (NSW DoE).

ISSN 07264127

SCIS 752744

Cover image: Cosma/Shutterstock.com



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# from the editor

Welcome to the third issue of *Scan* for 2015.

Looking for some teaching ideas to transform your classroom or library? The *Curriculum support* section of this issue of *Scan* highlights some exciting new online resources, which address cross-curriculum priorities and are aligned to the Australian Curriculum. The *Resource reviews* section contains the first of four multicultural education resource supplements. The resources in this section include both professional reading and classroom resources, which may support the implementation of multicultural education in Australian schools.

Information about the DoE Libraries Conference can be found in [Reflections](#) on p.4 of this issue of *Scan*.

Margaret McEwan  
Editor



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## [Scan for learning](#)

In her article, *Scan* editor Margaret McEwan suggests how engaging with *Scan* journal for educators can provide all teachers and teacher librarians with support to improve student learning, and achieve and maintain professional accreditation.



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## [Gearing up for success with DoE Google Apps for Education](#)

Michelle Hostrup showcases how teachers and students at Camdenville Public School are using Google Drive to enable effective collaboration and communication, and increase student engagement.



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## [High Possibility Classrooms: Creating iHistorians and iGeographers](#)

Dr Jane Hunter explains how the *High Possibility Classrooms* model provides a framework for integrating effective and engaging technology into the NSW syllabuses for the Australian curriculum.



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## [Supporting multicultural education](#)

Lynley Qureshi and Eveline Mougllalis outline the concepts underpinning multicultural education and introduce the first of four [Multicultural education resources](#) supplements. The resources selected for review in these supplements could be useful to support the implementation of multicultural education in NSW schools.



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## [Living books: Celebrating diversity through collaboration](#)

Liane Pfister shares how the *Wollongong Living Books* program, an initiative of the Wollongong City Council, has provided students at Wollongong High School of the Performing Arts with rich insights into the lives of diverse individuals in their community.



## [New resources for the Australian Curriculum](#)

Articles in curriculum support showcase some exciting new resources to engage students with [great Australian literature](#), and the cross-curriculum priorities of [Asia and Australia's engagement with Asia](#) and [Sustainability](#).



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# reflections



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## Libraries for future learners: conference

*Libraries for future learners: inspire, connect, transform, share* is a conference the Department of Education is providing on Friday 9 October at Rydges World Square, Sydney. The venue is close to all transport options and easily accessible by public transport from the airport.

Conference sessions include:

- ebooks for learning
- curriculum leadership and innovation inspiration from some favourite *Scan* authors
- the school library system as a future learning and teaching tool
- presentations from *Oliver* lighthouse schools

- quality teaching and high possibility classrooms
- evidence based practice approaches
- collaborative tools such as Google Apps and Office 365 for collaboration, learning and teaching
- Australian Professional Teaching Standards and implications for teacher librarians
- implementing new curriculum supported by diverse resources.

The [conference website](#) includes additional information. There will be an option for virtual attendance at the keynotes and some sessions.

## *Oliver* supporting future learning

Some great stories are emerging from our Department schools that have moved to *Oliver*. As at 7 August, 273 schools had transitioned to the new library system. Feedback to the Project Team on training and the implementation process has been very positive.

At a resource access level, there have been many affirming comments on the way the federated search works. There is a sense of excitement that students and teachers can find all related information through the search interface (OPAC) instead of doing a number of searches in different places. One teacher librarian commented:

*Using a federated search (as opposed to a basic search) brought up results from our library, the Henry Parkes Library, Google and our World Book Online subscription results. ... I can see I will be encouraging students and teachers to do all their information searches*

*through the OPAC. It's very cool!*

Another teacher librarian said:

*Year 7 ... Fabulous! Kids get it very quickly. ... We even saved our searches quite successfully.*

Schools in the *Oliver* Lighthouse program have been giving some impressive qualitative feedback on the impact on learning. According to one lighthouse teacher librarian:

*Students are excited about the looks and features of Orbit ... staff comments about the look and ease of use ... Support is not rushed ... Speak to your principal and ... make time for training, migration and tasks ...*


*A number of students have submitted Book reviews while all students have quickly customized their Orbit interface.*


*As for the back office: Z cataloguing is life changing, as is the ability to simply transfer a loan from one*

*borrower to the next with no window or screen changes. Each day a new discovery is made that enables me to perform my daily tasks seamlessly. Today I customized my Home search page by adding a carousel of PRC titles as well as a picture of my library.*


Julie Grazotis, teacher librarian at Banks Public School, a lighthouse school, has produced a ClassMovie, [Oliver - a journey from computer to book to reading](#).

It is a great example of using *Oliver* for learning and teaching. The movie illustrates how students are explicitly taught to be informed, engaged critical readers. There is a focus on participation in

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the [NSW Premier's Reading Challenge](#), as a launch point for writing and reading in a range of formats. Watch the video to see what the students say about their reading journey, and how *Oliver* is helping them read and learn.

Up to date information about the library project is available for Department teachers on the [School library system](#) (SLS) intranet pages. Join the SLS Yammer forum linked from the page.



★★★★★

### Oliver - A Journey from Computer to Book to Reading

FROM TECHNOLOGY FOR LEARNING, 28 JUL 2015

Engage students with print and digital mediums to form a portrait of themselves as readers using the new School Library System, Oliver and the Premier's Reading Challenge. Julie's ClassMovies editor was Maxwell Gillon

Duration:	05:06
Organisation:	Banks Public School
Filmmaker:	Mrs Julie Grazotis
Views:	319

SHARE ↗

in f g+ t

CLOSE

[Oliver-A journey from computer to book reading](#)

### More on evidence based practice

The Banks Public School movie is a sound example of evidence based practice in action.

For additional ideas on evidence based practice, and integrating technology in learning and teaching, see the exciting ClassMovies video from Jenny Scheffers and colleagues: [Integrating Guided Inquiry and ICT at Caddies Creek PS](#). Students share their learning journey, their decisions and reflections on their learning process as they

use a range of technologies. Jenny narrates so viewers gain a clear insight into explicit, collaborative teaching through the library.

Does your school have an example of collaborative evidence based practice you would like to share? Would you like to develop a ClassMovie to illustrate it? Contact [Colleen.Foley@det.nsw.edu.au](mailto:Colleen.Foley@det.nsw.edu.au) if your school would like some support to develop a ClassMovie about how you are implementing evidence based approaches to learning and teaching.



★★★★★

### Integrating Guided Inquiry and ICT at Caddies Creek PS

FROM TECHNOLOGY FOR LEARNING, 24 JUL 2015

A teacher librarian and class teacher collaborate to showcase the valuable integration of Guided Inquiry and a range of ICTS, in a Year 4 First Fleet Web Quest research unit. Jenny and Najwa's ClassMovies editor was Maxwell Gillon

Duration:	05:38
Organisation:	Caddies Creek Public School
Filmmaker:	Mrs J Scheffers & Mrs N Joukhdar
Views:	233

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[Integrating Guided Inquiry and ICT at Caddies Creek PS](#)



# Scan

## Exploring Scan's online edition

### Engage

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

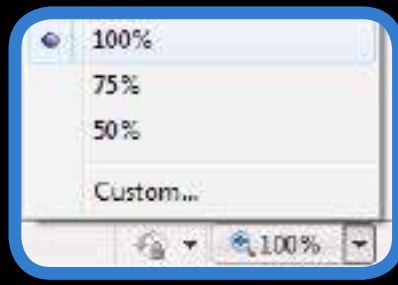


### Navigate

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.



### Turn

through the pages

### Contents

Navigate through contents from any page

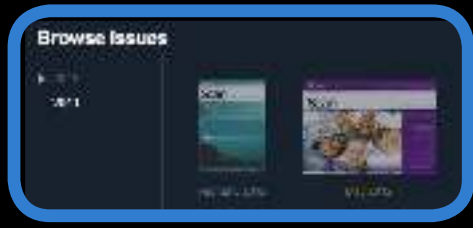
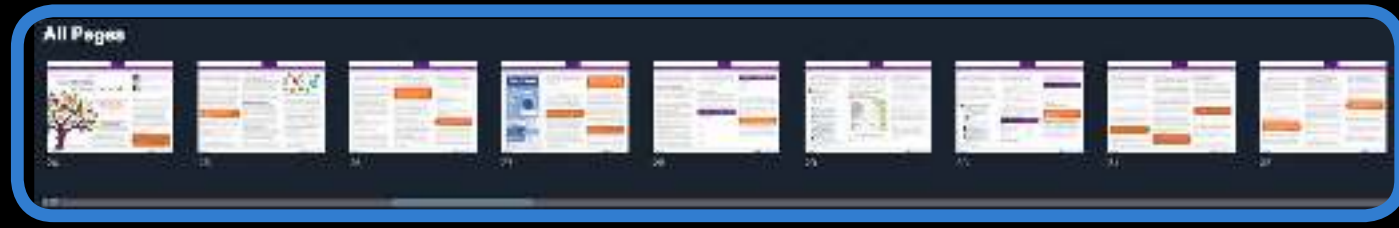


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through all pages in the issue

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Browse past issues



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the current issue or the Scan archive

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For more tips, [click here](#) to view Scan's video taster.



# Engage students with *Oliver v5* and *OverDrive*

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audiobooks  
support student  
engagement



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1800 777 037 to start an *OverDrive* eBook library  
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**Oliver**<sub>v5</sub>

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### Scan for support

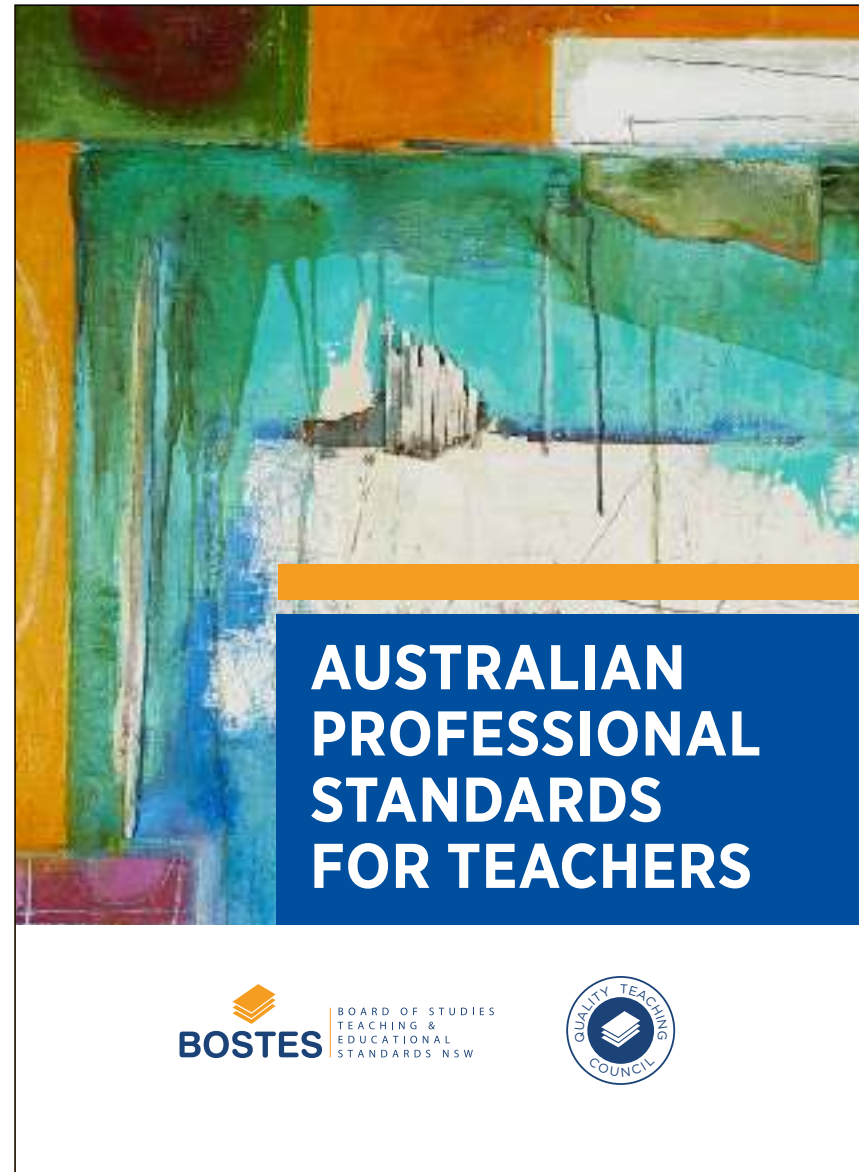
On every cover of *Scan* journal for educators online, readers will find four words: *inspire, connect, transform* and *share*. These encapsulate *Scan's* mission to provide *engaging professional support for all educators...in a digital age*. First published in 1982, *Scan* continues to reflect the role of teacher librarians as curriculum leaders, pedagogical innovators and exemplary practitioners in schools. Over the years, it has evolved to reflect the changes and capitalise on the educational opportunities created by a connected information environment. *Scan* is a key element of the support provided by the NSW Department of Education to teacher librarians in NSW public schools, along with, the [School Libraries](#) support website (new site coming soon!), the [School Library System](#) (SLS) intranet page, the related SLS Yammer forum and *Oliver* lighthouse schools program.

# Scan for learning



Margaret McEwan is a teacher librarian currently working as Editor of *Scan* journal. In her article she outlines how engaging with *Scan* journal for educators can provide all teachers and teacher librarians with support to improve student learning, and achieve and maintain professional accreditation.





*[Australian professional standards for teachers](#)*

## Scan for professional learning and sharing

From 2018, all NSW school teachers including teacher librarians, school counsellors and principals will be required to hold accreditation at Proficient Teacher level and will be

required to participate in 100 hours of professional learning to maintain their accreditation. Reading and using *Scan* journal can assist with this process by providing:

- new ideas and inspiration
- a bench mark for best practice and innovation
- an opportunity to reflect on practice and identify areas for improvement
- a basis for high quality professional learning in schools.

Sharing and critiquing *Scan* content is an effective way to engage with colleagues and professional networks to improve knowledge and practice (Standard 6.3; Standard 7.4). Engaging with content in *Scan* can provide teacher librarians and all educators with opportunities to expand their professional knowledge and lead innovation in schools. This approach to professional learning is consistent with the *Great Teaching, Inspired Learning* blueprint for action, which states:



*Excellence in teaching and professional learning will be identified, shared and developed through professional collaboration and learning.*

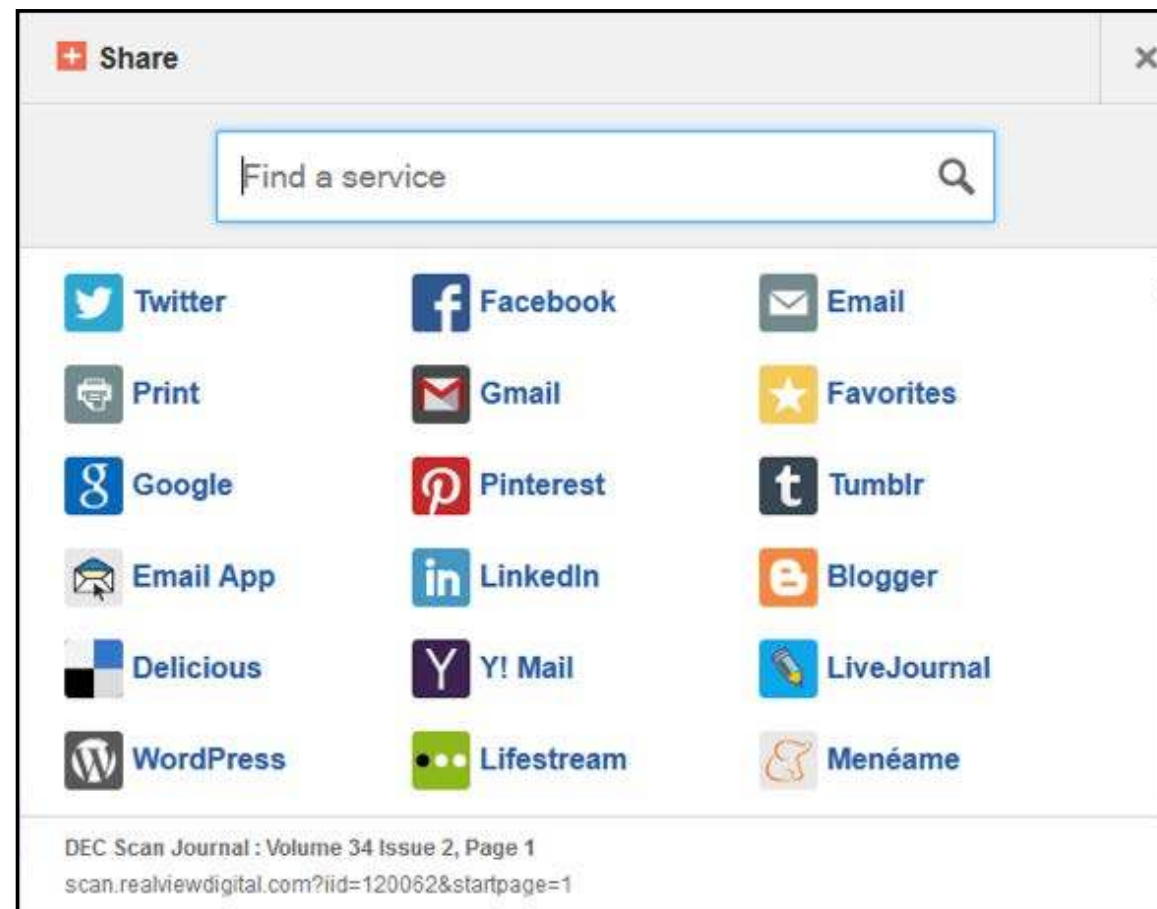
(GTIL, p. 19)

The online version of *Scan* promotes and facilitates knowledge sharing between colleagues by providing a range of ways to share content. Clicking on the *Share* icon in the Realview viewer allows readers to share links by email and social media platforms like *Facebook*, *Twitter* and *Yammer*, and upload content to content management systems like *Moodle* or *LibGuides*.



Share icon from Realview viewer





Many ways to share *Scan* from the online viewer

Each institutional subscription provides 20 simultaneous logins, so that content can be shared widely within the subscribed school or campus. Therefore, *Scan* content, can easily be used as a foundation for a professional learning session or seminar in a school. *Scan* login details are for sharing too and can be easily emailed to colleagues or placed on electronic noticeboards *within* institutions. Additionally, pages can be printed from the viewer and distributed. By downloading the pdf and printing it, sections of the journal can be copied and handed to colleagues. When sharing in a professional network beyond a subscribed institution, participants could use their own logins if subscribed, or permission could be sought for a special log in for the occasion

as needed from [editor.scan@det.nsw.edu.au](mailto:editor.scan@det.nsw.edu.au). Teacher librarians and other teaching professionals can also benefit by contributing examples of their own best practice to *Scan*. For those teacher librarians seeking accreditation at higher levels, writing for *Scan* is a great way to *demonstrate exemplary practice* (Standard 3.1.4) and *take a leadership role in professional and community networks* (Standard 7.4.4).

While accreditation at Highly Accomplished and Lead Teacher level are voluntary, engagement with the Standards reveals that many teacher librarians are operating at these professional levels in their daily practice and could consider obtaining accreditation at higher levels. Accreditation at higher levels is significant in terms of the curriculum leadership and collaboration the teacher librarian profession can offer. Teacher librarians accredited at higher levels, could provide a great illustration of their contributions to learning in schools.

### **Scan for student learning**

Teaching and learning articles and curriculum springboards provide inspiration for teachers, and examples of how to implement innovative pedagogical practice. Engaging with this content can help teachers to demonstrate application of Standard 3 of the AITSL Australian Professional Standards for Teachers, which requires teachers to *Plan for and implement effective teaching and learning including more specifically:*

- 3.1 establish challenging learning goals
- 3.2 plan structure and sequence learning programs

- 3.3 use teaching strategies
- 3.4 select and use resources.

Articles in *Scan* provide snapshots of recent educational research and showcase learning strategies that encourage students to develop skills in problem-solving and critical and creative thinking (Standard 3.3). These pedagogies encourage students to problematise their learning, which aids in the development of challenging learning goals (Standard 3.1). Recent examples include:

- *Challenge-based learning: exploring sustainability* (*Scan* 33.4)



Students at Caddies Creek Public School reviewing their *Amazing animals* ibooks



- [Scaffolding for success: Support students amazing journey with Guided Inquiry](#) (Scan 34.1)

As teachers read about the experiences of others, they gain insight into how these examples can be adapted for their own school environment. Often,

these articles also provide programs and learning sequences that can be used and adapted.

### Promoting technology for learning

Scan articles about integrating technology into

learning and promoting digital citizenship focus on using technology safely, responsibly and ethically (Standard 4.5.4) to create meaningful learning experiences for students, at classroom level and school wide. Other articles focus on how teachers are using technology to collaboratively program and share ideas and insights. In the rapidly changing digital environment it is essential that teacher librarians are aware of how technology is being used to engage students in schools. This understanding will help teacher librarians to collaborate more effectively with colleagues. For those teachers who are passionate about technology, it will provide inspiration for new projects. Recent examples include:

- [Chromebooks and Google Apps for Education](#) (Scan 34.2)
- [Gearing up for success with DoE Google Apps](#) (Scan 34.3)
- [Innovative practice with iPads: A whole school approach](#) (Scan 34.2)

The resource reviews section of *Scan* also contains reviews of a range of resources, including websites, apps and learning objects. These reviews, written by classroom teachers, experienced teacher librarians and educational consultants, provide further inspiration for integrating engaging technologies into classroom learning. Some are well suited to use in class, for example, for modelling writing reviews, and for linking through to additional embedded digital content as part of class discussions and activities.

NSW Education & Communities

Volume 34, Issue 2, 2015

# Scan

the journal for educators

connect share inspire transform

In this issue  
 Related texts for *Discovery*  
 Teaching with technology  
 Education for a fair go  
 WeCommemorate  
 Great ideas for Book Week

Scan

connecting learning and innovation







both qualitative and quantitative methods to evaluate the impact of the reader-in-residence program at Parkes High School. Conclusions from the evidence were then used to improve subsequent programs. While this was action research on a large scale, teachers and teacher librarians can work on a smaller scale by measuring the effect of small changes in pedagogical practice within individual classrooms or teaching programs.

Incorporating cycles of action research into teaching practice also helps to build a body of evidence that can be used for professional accreditation. Keeping up with the constant changes occurring in education is challenging. *Scan* seeks to support and inspire teacher librarians and all educators to [build capacity for future learning](#) to ensure that students are prepared for a complex digital world.

**What was life like for Aboriginal people before Europeans arrived?**  
Australian curriculum springboard  
History Stage 2 Years 3-4

**Review:**  
WiderQuest  
This is a...  
USER LEVEL: Stage 1 Stage 2 Stage 3  
AC: H1E1, H1E2, H1E3, H1E4, H1E5, H1E6, H1E7, H1E8, H1E9, H1E10, H1E11, H1E12, H1E13, H1E14, H1E15, H1E16, H1E17, H1E18, H1E19, H1E20, H1E21, H1E22, H1E23, H1E24, H1E25, H1E26, H1E27, H1E28, H1E29, H1E30, H1E31, H1E32, H1E33, H1E34, H1E35, H1E36, H1E37, H1E38, H1E39, H1E40, H1E41, H1E42, H1E43, H1E44, H1E45, H1E46, H1E47, H1E48, H1E49, H1E50, H1E51, H1E52, H1E53, H1E54, H1E55, H1E56, H1E57, H1E58, H1E59, H1E60, H1E61, H1E62, H1E63, H1E64, H1E65, H1E66, H1E67, H1E68, H1E69, H1E70, H1E71, H1E72, H1E73, H1E74, H1E75, H1E76, H1E77, H1E78, H1E79, H1E80, H1E81, H1E82, H1E83, H1E84, H1E85, H1E86, H1E87, H1E88, H1E89, H1E90, H1E91, H1E92, H1E93, H1E94, H1E95, H1E96, H1E97, H1E98, H1E99, H1E100, H1E101, H1E102, H1E103, H1E104, H1E105, H1E106, H1E107, H1E108, H1E109, H1E110, H1E111, H1E112, H1E113, H1E114, H1E115, H1E116, H1E117, H1E118, H1E119, H1E120, H1E121, H1E122, H1E123, H1E124, H1E125, H1E126, H1E127, H1E128, H1E129, H1E130, H1E131, H1E132, H1E133, H1E134, H1E135, H1E136, H1E137, H1E138, 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# Gearing up for success with DoE Google Apps for Education



Michelle Hostrup is an Assistant Principal at Camdenville Public School in Newtown where teachers have been using Google Drive in a variety of ways over the past six months. This article outlines how teachers and students at Camdenville PS are using Google Drive to enable effective collaboration and communication.



## Context

Teachers have always collaborated to design programs for teaching and learning, develop assessment tasks, track student learning and much more. The potential for collaboration afforded by the new online tools within Google Drive and Google Apps for Education is an exciting new development. All teachers would be familiar with the challenges faced when attempting to collaborate on traditional word documents:

- being unable to edit if someone else is using it
- having multiple copies of one document saved and trying to determine which one is the most recent
- ensuring documents are saved in the correct place
- remembering to bring the necessary device or USB with you that day in order to continue working.

At its most basic level, Google Drive addresses these administrative issues and goes on to achieve much more for teachers and students.

## Google Drive in the classroom

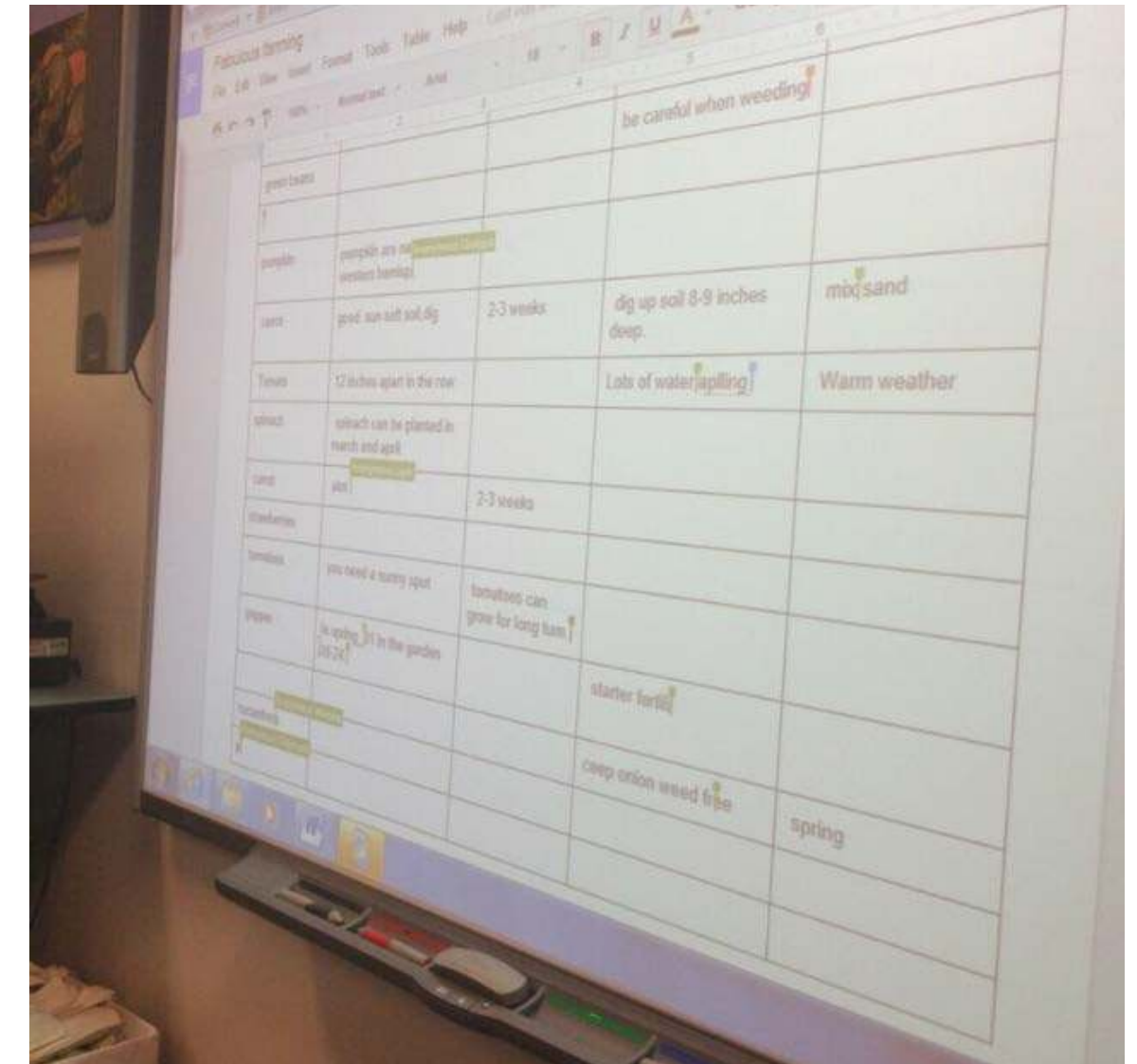
Students in NSW public schools have access to the DoE instance of Google Apps for Education (GAFE) through the DoE Portal. Primary and secondary students can find the link by expanding the list in the *Learning* area of the homepage. They can also download the mobile apps for Apple or Android and log in using their school email address.

Google Drive and GAFE have incredible potential for creating authentic learning experiences in the classroom. They provide a platform through which students can co-create resources, documents and



**Google Apps and Office 365 can both be found in the Learning area on student portal homepages.**

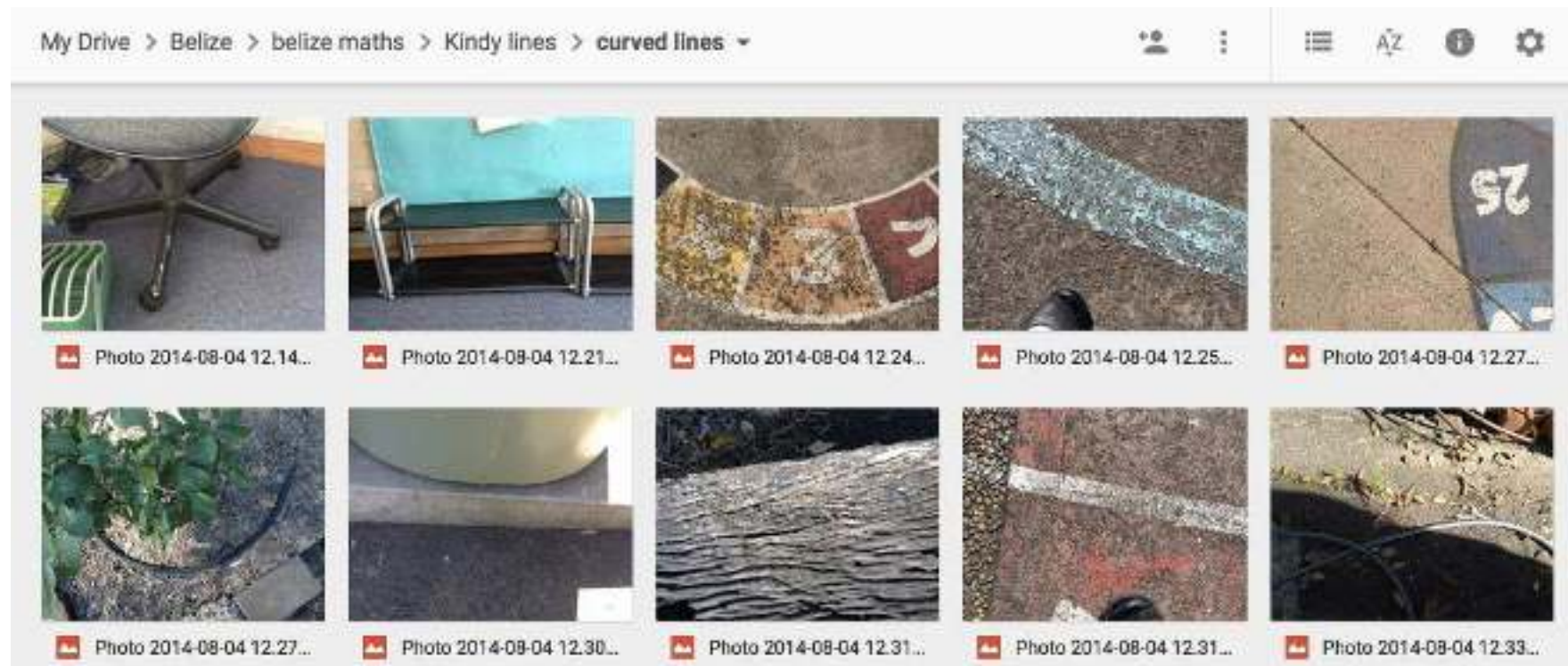
tools, share their learning and respond to the learning of others. A recent example of this was using a table in a Google Doc as a recording tool where all students in a Year 1/2 class were given access to the same document. Their task was to identify what vegetables could be grown within a particular time frame to sell at a market at the end of term. Having this central space meant that students could see the findings of their peers, avoid doubling up on the research and contribute meaningfully to a shared outcome. The students were highly motivated by this task and engaged in a range of authentic conversations about their findings, asking each other questions as the information was recorded, and contributing to the work of others.



**Table in a Google Doc: Which vegetable grows the quickest?**

Google Drive also provides a space in which students can capture and share their work. For example, in a lesson on different lines (straight, curved, horizontal, vertical, parallel) students in a K/1 class used iPads in the school playground to take photos of examples of lines and then sort them into the appropriate folder on Google Drive. At the end of the activity the teacher used the Google Drive folder as an assessment tool by displaying the images and asking students to check if the images were in the correct folder and explain why.





Examples of lines in the playground, found by Kindergarten students; students then discussed whether they were curved or straight and moved them to a different folder.

Students have also used Google Forms to create surveys in order to gather data from the wider community. As these forms are already online they can be easily shared through school websites, emails and social media accounts. Students received useful feedback from people they would not normally be able to contact easily, such as scientists around Australia and students from classes around the world, and were able to use the tools within Google Drive to translate the information into graphs to help them represent the data more clearly.

Garden survey		A	B
Timestamp	What plants can we grow?		
2	10/14/2013 2:25:38	Mint	
3	10/14/2013 2:27:17	capsicum	
4	10/14/2013 2:32:43	Mint	
5	10/14/2013 2:37:32	Mint	
6	10/14/2013 2:38:13	capsicum	
7	10/14/2013 2:39:01	sunflower	
8	10/14/2013 2:47:00	sunflower	
9	10/14/2013 2:51:05	sunflower	
10	10/14/2013 2:51:31	Mint	
11	10/14/2013 3:28:18	strawberries	
12	10/14/2013 3:28:07	sunflower	
13	10/14/2013 3:35:18	strawberries	
14	10/14/2013 3:44:20	strawberries	
15	10/14/2013 3:45:19	strawberries	
16	10/14/2013 14:24:3	capsicum	
17	10/14/2013 14:58:3	Mint	
18	10/14/2013 14:58:4	strawberries	
19	10/18/2013 10:1:58	strawberries	
20	10/18/2013 10:26:1	strawberries	
21	10/18/2013 12:18:0	strawberries	
22	10/22/2013 7:04:00	strawberries	

Kindergarten students developed a simple survey using Google forms and shared it via the class Twitter account. They used their results to determine what they should plant in the garden in order to have a successful market.

### Google Drive for collaboration with teachers and teams



#### Put Google Apps in My Essentials for easy access

One of the most significant ways in which Google Drive has impacted teacher practice at Camdenville Public School is its use in programming. This impact is evident in a number of different ways such as:

- engaging in real-time collaboration
- seeing the changes someone else is making to a document at the same time
- accessing work from any device at any time
- responding flexibly to the needs of students
- recording changes to programs immediately by sharing annotations and adjustments with colleagues.

Taking the time to talk about a sequence of lessons and develop a shared understanding of the goals and purpose of a program is vital to any collaboration. Teachers engage in these conversations before any programming can happen. Once these



Google Apps and Microsoft Office 365 are listed in My learning tools in the DoE portal.

frameworks have been established, and all teachers have a sense of the direction of a program or series of lessons, teachers are able to use Google Drive to work simultaneously on a document. No longer do they need to wait until the master copy is available or save multiple copies of the same document and then copy across their work at a later time. Teachers are able to use the comments tool to talk to each other as they program even if they are not in the same room. They can see what colleagues are planning and ensure that their lessons link, add to each other's lessons, offer feedback and write lessons together without having



to be in the same physical space. As a result of the immediacy of the changes made on Google Drive, teachers are able to find out what worked or did not work in another teacher's lesson and adjust their lesson accordingly. This means that teachers are not only collaborating to develop lessons but collaborating to improve and refine lessons and improve the opportunities for student learning. This level of collaboration is empowering teachers.

They report how much it has helped them to think more flexibly about programming and respond more effectively and frequently to student needs. When asked how she felt about using Google Drive one teacher said *I'll never go back*, and the sentiment was echoed by other teachers in the room. Google Drive is also enabling teams to streamline administrative processes. Meeting agendas are able to be added to and edited by all members of a

*When asked how she felt about using Google Drive one teacher said I'll never go back...*

team, which ensures that meeting time is used productively and all members of the team feel a sense of ownership of the process and the content. It also enables teachers to share and capture data more easily in a number of ways. Using Google sheets to record and track student progress makes the process of data management much simpler. Schools have traditionally used spreadsheets stored on a shared drive for this purpose, which again means that only one person can access the document at time, often leading to multiple copies of the document and confusion about which set of data is accurate. Google Drive eliminates these issues by enabling everyone to input information simultaneously. The capacity to track changes and restore or undo particular actions ensures that data is recorded accurately.

Using Google Drive as a tool in professional learning activities provides teachers with a number of ways of sharing their learning, reflecting together and collaborating to create resources that can be used by others. When learning about a particular writing strategy, *Big Writing*, teachers

used Google Slides to develop a presentation to record the essential elements of the strategy. As teachers were working on the presentation in a shared document in real-time they were engaging in meaningful discussions about the strategy, refining their understanding and co-creating a resource that represented their knowledge. Through this process, teachers took responsibility for their own professional learning, responded to feedback from colleagues and developed a sense of ownership over the strategy being introduced.

### Google Drive beyond the school community

The platform provided through Google Drive enables collaboration across schools in ways that were previously incredibly difficult and time-consuming if not impossible. Teachers working together in schools across a large geographic region have collaborated to develop a range of tools to support teachers in using different assessment strategies. The teachers had one face-to-face meeting to refine their ideas and develop a plan and then were able to maximise the time together by collaborating on the tools through Google Drive, editing the different documents simultaneously and sharing documents created in real-time.



Teachers collaborating using Google Drive



Following this meeting, teachers from five different schools across Sydney continued to edit and improve the tools created and offer each other suggestions in order to develop a resource that is ready to trial in a range of different settings. Using Google Drive enabled the teachers to work on the documents when they had time, use the activity record to see what changes other people had made, respond to those changes if required and offer feedback to each other without needing to schedule a conference call or a meeting around the schedules of eight teachers. The relationships built between teachers across schools through the process of refining work, exchanging feedback and collaborating are an incredibly positive outcome and will provide a strong foundation for further collaborative projects

Google Drive also provides tools which make the administrative aspects of working across schools much easier to manage. Using a Google Form to register teachers for workshops at a combined school Staff Development Day meant that teachers were able to identify and select workshops ahead of the day. Organisers knew how many people would be attending each workshop and could organise the spaces appropriately. Google

Calendar provides a tool for managing different events across schools and gives teachers ownership when coordinating events without needing to phone a number of different schools to negotiate a date and time that suits everyone.

### Where to next?

Fundamentally, Google Drive provides a tool through which teachers are able to work in a way that more closely resembles their classroom practice. Just as students are expected to collaborate, co-create and share their ideas so too are teachers. Google Drive provides a platform and set of tools that make these processes easier and more streamlined. This article barely touches on the potential of Google Apps for Education and the ways they can have a positive impact on student learning. The possibilities are endless: students and teachers giving feedback on, adding to and refining teaching and learning programs; students and teachers collaborating to develop resources and programs; parents and community members having a space in which they can contribute to the learning of students without being at the school and so much more. Google Drive is an incredibly powerful online tool, however it is up to teachers to make the most of its potential.

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# High Possibility Classrooms: Creating *iHistorians* and *iGeographers*



## New opportunities for student engagement

The newly released [NSW syllabus for the Australian curriculum: Geography K-10](#), based on the Australian Curriculum for [Geography F-10](#), sits alongside the syllabus developed by the NSW Board of Studies Teaching and Educational Standards (BOSTES) for [History K-10](#).

Both documents open up captivating possibilities for re-imagining how History and Geography are taught in NSW schools.

## The notion of *iHistorians* and *iGeographers*

The new Australian Curriculum, and the NSW syllabuses for the Australian curriculum in History and Geography, provide opportunities for rich technology-enhanced learning.



Dr Jane Hunter is an early career researcher in the Centre for Educational Research at the University of Western Sydney. Her professional background is in pedagogy, technology enhanced learning, teacher professional learning, and curriculum. In this article, Jane explains how the *High Possibility Classrooms* model can provide a framework for meaningful integration of technology into the [NSW syllabuses for the Australian curriculum](#) for History and Geography.



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The terms *iHistorians* and *iGeographers* in the title of the article are used to capture the necessary hook of technology in learning these subjects in school classrooms. The *iHistorian* notion can be attributed to a [blog post](#)



published by Amy Kingsley in January 2015. It is predicted that fascinating content in both existing and developing curriculum, combined with engaging pedagogy using inquiry methods, will encourage more teachers to experiment with History and Geography in ways not previously considered. A sense of re-imagining in the [NSW History K-10](#) syllabus was inspired by the blog post referred to above. Although it is written in the single context of a Kindergarten class in a school in Manchester England, some important points are made about technology-enhanced learning in History. For example, iPads are used with different groups of students to embed

historical content by creating everything from [movie trailers in iMovie on Roman emperors](#)



***A Roman romantic: an iMovie to inspire alternative lonely hearts adverts for Emperor Nero***

to making [simple books](#) on the animals used in The First World War, using [Book Creator](#).



***Darcey and Alyssa animals in WW1 book***

What Amy enacts in her British classroom holds pedagogical relevance for teaching primary History in Australia and re-affirms the critical necessity of engaging students' inventiveness and creativity.

This article explores how Amy Kingsley's notion can be used for proposing technology-enhanced learning in History and Geography in primary schools using the model of [High Possibility Classrooms](#). This model was developed from research in exemplary teachers' classrooms in NSW public schools (Hunter, 2013; Hunter, 2014; Hunter, 2015a).

Before looking at some case study examples, it is necessary to understand more about the *High Possibility Classrooms* model.

### **What are High Possibility Classrooms?**

The *High Possibility Classrooms* model is also known as HPC. It is a model of design based learning for technology integration in schools drawn from research conducted in the classrooms of a group of exemplary teachers (Hunter, 2013). This study aimed to understand how four particular teachers conceptualised their knowledge of technology integration and discover what was *fresh* in their approaches. It also included finding out what students thought about being learners in such spaces.

Teachers in the study all taught in the NSW public school system. They were recruited on the basis that they were an excellent fit against six criteria established for a purposive sample. In brief, the criteria were:

- high level technology proficiency
- use of technology daily
- innovative practices
- initiation of professional learning with colleagues in and beyond the school context
- participation in new trials of technology
- high regard from colleagues for their commitment to the profession.

### **Research methods**

Research in the teachers' classrooms (with students aged 6-16) was conducted across a two-year period. Data collection involved:

- interviews with teachers
- focus groups with students
- classroom observations
- analysis of documents, including lesson plans, syllabus documents, student work samples and technology policies.

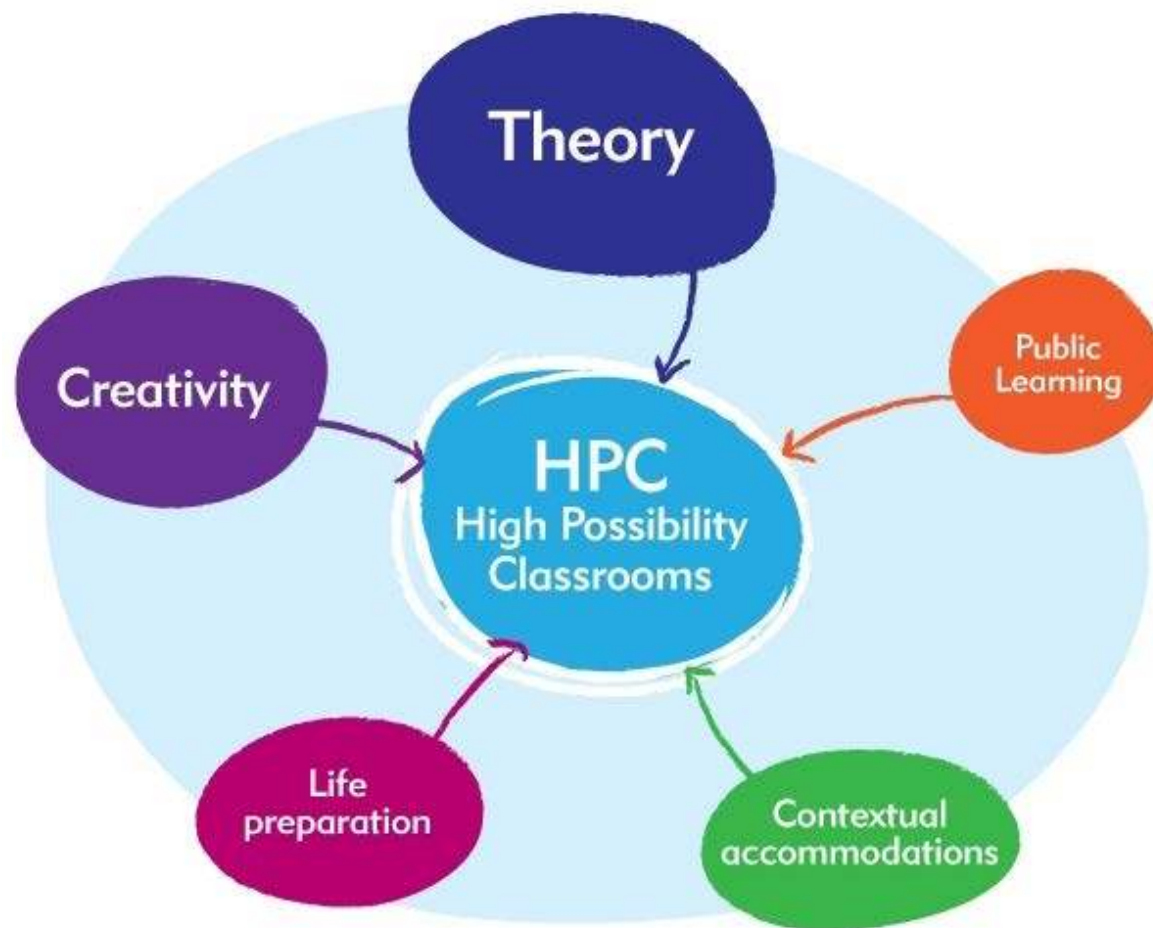


## Research findings

### HPC conceptions

From the data collection and analysis it emerged that exemplary teachers conceived their knowledge of technology integration around five conceptions as shown in Figure 1:

- Theory
- Creativity
- Public Learning
- Life Preparation
- Contextual Accommodations.



**Figure 1** The five conceptions in the *High Possibility Classrooms* model

### Teaching and learning themes

Within each of these five conceptions are multiple themes of teaching practices and student learning processes (see Figure 2) that align with what young people require, for their education futures.

Theory-driven technology practice	Creativity for learning through technology	Public learning through technology	Life preparation using technology	Contextual accommodations using technology
Technology drives construction of learning	Technology boosts creativity	Technology scaffolds performance	Technology operationalises the real world	Technology remains personal and professional
Technology enhances purposeful teaching	Technology creates opportunities for production	Technology enhances outcomes	Technology gives voice	Technology changes time
Technology focuses planning	Technology unleashes playful moments		Technology means ownership and possibility	Technology nurtures community
Technology enriches subject matter	Technology supports values		Technology reveals effectiveness	Technology defines the game
Technology promotes reflective learning	Technology differentiates learning			
Technology shifts conversation and thinking				
Technology engages students in authentic ways				

**Figure 2** Themes that underpin the five conceptions in the *High Possibility Classrooms* model

An outline of how these themes worked together within the five HPC conceptions is provided here.

#### Theory

Within the first conception, *Theory*, teachers in the study consciously applied their knowledge of education theories when integrating technology into their practices. This action related to how

theories drove the construction of learning processes in the classroom. It was found that technology enhanced purposeful teaching approaches while also allowing the teachers' planning to be more focused. Technology enriched the subject matter students were learning, promoted reflective learning, and shifted their conversations and thinking. In addition, it connected students to what they were learning in authentic ways.

#### Creativity

The second conception, *Creativity*, exposed how technology gave students many more opportunities to be inventive. It built opportunities for them to produce or make things, and unleashed playful moments, bringing into sharp focus educational values such as joy and celebration. Technology also assisted the teachers to differentiate student learning.

#### Public Learning

The third conception, *Public Learning*, showed how technology provided new ways for students to display learning to an audience beyond the teacher. Two themes were involved:

- technology scaffolded students' performance, making it easier for them to demonstrate or share their work
- through this sharing, technology enhanced student learning outcomes.

#### Life Preparation

In the fourth conception, *Life Preparation*, four themes developed:

- technology gave students ways to understand the



world beyond school

- technology gave students a voice
- technology gave students a sense of ownership over their work and possibility for the future
- technology was highly effective in bridging the gap between the worlds of school and beyond.

### Contextual Accommodations

The fifth conception and final part of the HPC model is *Contextual Accommodations*, or the adaptations required to maximise the effectiveness of the technology for teaching. Teachers had to navigate both the personal aspects of their own technology use and how that played out professionally. Technology had implications for the way the school day was organised:

- longer blocks of learning time were put in place, so that students could get into flow with the new way of working
- technology helped to nurture a community of learners in their classrooms
- technology defined who they were as teachers.

It wasn't always easy to teach the way these teachers believed learning should occur when current school structures focused on testing, so they *played*

*the game of school* most of the time. They found ways to work with existing arrangements to teach the way they believed was a better way to learn. Pedagogical approaches in all of the classrooms varied, as did the technology tools and pathways the teachers and students, used to create and explore content. What was interesting, however, was that the teachers believed that they had all *ended up in the same place*.

### Case studies

Four case studies were developed from the research findings. They are expressed here as snapshots and give a glimpse of the classrooms involved in the study. The third case study of Nina will be used as a specific example later in the article, in the context of teaching primary school History. More information about each case study can be found in a series of articles on the [Education HQ](#) website. Links to each article can be found embedded in the title of each case study below and in [References and further reading](#). Full research findings are included in [Technology integration and High Possibility Classrooms](#) (Hunter, 2015).

### Case study one: Gabby's early years classroom

Gabby taught a composite class of 28 students in a relatively middle-class school in a major city. The classroom was set up with an interactive whiteboard (as a tool for the students to use, rather than as a device only for the teacher), digital cameras and scanners, projectors, microphones, laptops and an iPhone. Gabby considered herself an early years specialist and in her classroom student learning was made public through performance. This classroom was a place where active engagement, better quality outcomes and audience were important aspects of technology integration. As she stated:

*Learning should flow and teachers should go with the flow. Seeing what is important to each student is better revealed without everyone producing the same thing at the same time.*

(Interview 1a)

### Case study two: Gina in the primary years

Gina taught students in a primary classroom. She was also fulfilling the role of technology consultant for the region and was available to work with

hundreds of teachers to enhance technology integration practices by *literally working at their elbow*.

One of two teachers in the study, Gina spoke about the importance of students learning to write computer code. In Gina's practice every lesson had a clear and well-defined purpose; comprehensive planning and connections to larger concepts were made through language and conversation. Constructivist teaching was a key factor in learning design and Gina used a pedagogical framework reflecting that approach to support her aim of quality teaching. The framework she used was built on:

- stating explicit goals for students learning
- explaining to students why the learning mattered
- ensuring students had the opportunity to demonstrate their deep understanding
- providing explicit guidelines about the quality of finished work.

*Teachers must be willing to learn and know how texts work in technology mediums, and know what makes an effective text.*

(Interview 2a)



### Case study three: Nina in the middle years

Nina taught a class of gifted and talented students in a middle years classroom. From the moment Nina stepped into the school, as a beginning teacher, she was recognised as a technology leader, and her classroom was one of the first, in the NSW public school system, in which students had individualised, 1:1 use of laptops. The five HPC conceptions explain her knowledge of technology integration. She built her practice with an emphasis on praxis with a focus on active construction of student learning using an inquiry model she developed from her own doctoral work known as QUEST (Question, Uncover, Explain, and Share Together). For example: when students used QUEST they would research a topic that they were interested in finding out more about, while at the same time Nina would relentlessly probe and question them about what they were learning. She says:

*Computers enable powerful work with ideas. They mediate relationships, and the QUEST approach puts [the students] in the most precarious learning situations where they have to find solutions and solve problems.*

(Interview 3b)

### Case study four: Kitty in a secondary school classroom

Kitty taught in a large, ethnically diverse secondary school. She was a qualified filmmaker before embarking on her teaching career. At this site, Kitty taught Visual Arts, and was the school's leading technology advocate. Flexibility strengthened her planning and organisation, and she focused on self-regulation and differentiation. Creativity to Kitty was all about aesthetic significance and enabling the students' learning to be made public using blogs, film, and digital response networks. When Kitty used technology it stemmed from her belief that she was looking to the future:

*I am preparing students for life beyond school ...for life. Visual Arts may be the only subject where some students experience success in their learning, and can walk out of school with a sense of how the world is.*

(Interview 4c)

Each of the case studies is a powerful example of how particular teachers and their students used technology to enhance learning. The study (Hunter, 2013) filled a gap in the literatures about what is known about teachers'

knowledge of technology integration from teachers' perspectives (Schrum, 2011). The third case study of Nina is useful to explore, in greater depth, the specific conceptions that underpinned her knowledge of technology integration and how the approach might be used in teaching History in primary schools.

### QUEST as a driver for inquiry in History learning

The potential of QUEST used by Nina and her students can be integrated with an example from the excellent selection of new resources produced by the State Library of NSW. In this selection is a learning sequence for the Stage 3 History topic: *Australia as a Nation* in the *NSW syllabus for the Australian curriculum History K-10*, (HT3-3, HT3-4, HT3-5, ACHHK114). It has four key inquiry questions:

1. Why and how did Australia become a nation?
2. How did Australian society change throughout the twentieth century?
3. Who were the people who came to Australia? Why did they come?
4. What contribution have significant individuals and groups made to the development of Australian society?

The learning sequence, *Actions for Aboriginal Rights*, helps students to

explore the part of the overall topic that deals with events that affected changing rights and freedoms for Aboriginal people and Torres Strait Islanders. It uses a number of online historical artifacts with a series of inquiry questions. This [example](#) shows a series of images of the Aboriginal tent embassy, one of which is used in the sequence.

Students are given the topic: *Actions for Aboriginal Rights* and the key inquiry questions, or they could choose another topic and an artefact set from Stage 3. A technology hook for inspiring students to be *iHistorians* is created through using laptops connected to the internet for individual research or work in pairs. Students use the QUEST process and create a digital product to demonstrate their learning. This product might be an iMovie, a [PicCollage](#) or an *AudioBoom* made with a free application. The product would be used for the ST or Share Together part of the QUEST process. Project-based learning (PBL) gives students longer blocks of learning time to research and find answers to questions they are curious about and with technology tools this can be done efficiently and effectively. Students use various presentation tools to collaborate and create digital History products that can be shared with peers, parents and the wider school community.







The case study details how a mainstream teacher, Peter, in a primary school in a large metropolitan city in NSW approached technology integration with his students using the HPC conceptions and themes in a unit of work focused on Japan. The classroom was observed over several weeks, planning and policy documents were analysed and interviews and focus groups were conducted with Peter and a small group of students from his class.

### The classroom

The class of 28 was a heterogeneous grouping of Stage 3 students, with many stating, that they had good access to a range of technology devices at home. They were used to working in small groups, and on individual projects when required. Students sat in table groups close to the interactive whiteboard.

The classroom had four desktop computers, iPads and a set of digital cameras, which were loaned from the school library. Access to wifi in the classroom was often intermittent, which made working with technology quite frustrating at times.

Students in this classroom also used a project-based approach for the Japan study guided by a focus question with a set of contributing questions. The process Peter used involved big ideas and GOASA (Gather, Organise, Analyse,

Synthesis and Apply). To read more about this planning organiser follow the link to this blog post on [Medium](#).

### Studying Japan

Japan was the country of choice for the study as the teacher's content knowledge of the topic was significant. Peter expressed the choice this way:

*I lived there for many years. I can pass on what I know to what the students are learning, it is all part of my belief that it's important to know your subject, this topic is a key part of what middle year's students need to know in-depth in the social science syllabus.*

Students directed their research on the topic of Japan towards investigations of cultural, linguistic and geographical features. They worked in groups and used various software applications to present their final product to the whole class, just like Nina's students.

Peter had active interest in his project-based approach to teaching from his principal and a highly visible parent community who also engaged with the class's technology program through weekly online news reports and enthusiastic endorsement of a site visit to an innovative technology lab at a local university.

### The field trip

The event was a field trip organised by the researcher and was designed to follow up Peter's interest in exposing his students to inspirational and cutting-edge work in the technology field with a Geography focus. It featured innovative work conducted by academics in augmented reality and other technologies. Its purpose was to show middle year's students how experimental technologies can push what is known in subjects like Geography as well as computer science and engineering.

In the lab students played with *Minecraft* using photorealistic computer graphics and immersive sounds, they experienced Google Earth on a 6x3 metre screen, as well as Google Street View on the Liquid Galaxy System 7 x LCD rig where they *visited* significant sites and street cafes in Tokyo.

This field trip demonstrated not only the power of site visits for middle years students but also how this kind of activity fosters creative ideas and curiosity thinking in young people. There were opportunities to *play with technology* alongside experts including being able to use personal devices for trials of new software on the day. Geography suddenly became a lived experience where technology gave it a *real edge* and these Stage 3 students

could travel virtually to the country they were studying.

Other geospatial technologies including the current fad of geocaching amongst keen geographers also presents all kinds of exciting learning opportunities.

### Conclusion

Research in Nina's and Peter's classrooms revealed how their deep knowledge of integrating technology for learning supported student learning in History and Geography. For Nina's praxis, it was her QUEST construction together with a focus on metacognition, creativity, creating communities of learners and how she defined the *game of teaching* (Hunter, 2015a). All of these themes are found within the five conceptions of the HPC model.

Peter concentrated on all five conceptions in HPC too but more so on *Creativity, Life Preparation, Public Learning and Contextual Accommodations*. The *theory* conception was evident in his practice but less so in this context.

Technology integration was an authoritative force used to prepare students for their lives beyond school through the way both teachers encouraged experimentation and risk-taking with software applications and the mobile devices they used.



Technology integration in content and the learning of history and geography skills *operationalised the real world* for students and gave them a voice to express their ideas whilst at the same time developing their sense of ownership and responsibility (Hunter, 2015b). More importantly, it revealed how well technology enhanced learning could drive their sense of creativity and determine what content mattered to them (Craft, 2011; John & Wheeler, 2008; McWilliam & Taylor, 2012).

Preparing *iHistorians* and *iGeographers* for the future is something many primary school teachers are, and will continue to embrace, in their classrooms using all of the exciting *technology hooks* available. The conceptions and themes within the *High Possibility Classrooms* model provide the framework through which to design and thread the hooks.

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# Measuring student wellbeing: the NSW Child Development Study



As part of the longitudinal NSW Child Development Study (NSW-CDS), Year 6 students in participating NSW Public, Catholic and Independent schools are completing the online Middle Childhood Survey (MCS) in Term 3, 2015. Liliانا Ructtinger, Research Coordinator, Quality Assurance Systems, Public Schools NSW, outlines the aims, methodology and proposed benefits of this comprehensive study.



## Context

The connections between mental health, wellbeing and academic achievement have been well documented in large-scale research findings. Students with good mental wellbeing are more likely to perform better academically, complete school, and to form supportive peer relationships.

A UK study found robust negative associations between the presence of mental health problems and educational achievement as well as likelihood of remaining in education, employment and training (Cornaglia, Crivellaro, & McNally, 2012). Adolescents at risk of mental health problems in a US study were more likely to have poor grades, poor health and use recreational drugs (Burnett-Zeigler et al., 2012). The Chilean school-based *Skills for Life* health program found that students whose mental health improved between first and third grade made better academic progress than students whose mental health did not improve or worsened (Murphy et al., 2014).

Social skills and the ability to regulate emotions are important for mental wellbeing and later success in life. A recent European study found that students with higher levels of self-efficacy were less likely to report depressive symptoms and that improvements over time in both areas of

study were linked (Klasen et al., 2014). Given that half of all lifelong mental disorders emerge by age 14 (Kessler et al., 2005), school settings offer the opportunity to address emerging problems as well as to promote the development of resilience to be able to meet life's challenges. However, while the vast majority of teachers and principals surveyed in NSW consider mental health to be as important as academic achievement, many feel that they don't have the resources to address their students' mental health needs (Beyondblue, 2015).

## NSW Child Development Study

The longitudinal NSW Child Development Study (NSW-CDS) is a response to the need to identify trajectories of early childhood vulnerability and resilience for a variety of health, educational, social, and wellbeing outcomes in adolescence and young adulthood. The study is a population-level census of the cohort of approximately 87,000 children who began school in NSW in 2009, across the Government, Independent and Catholic education sectors. The NSW-CDS aims to identify factors impacting on mental health and wellbeing outcomes and to assess the effectiveness of mental health promotion strategies. The study is being led by

researchers from the University of NSW in partnership with the NSW Department of Education, NSW Ministry of Health and NSW Department of Family and Community Services. The study seeks to answer the following research questions:

- What are the risk profiles exhibited by children whose parents have a history of mental disorders and/or antisocial behaviour?
- Are there other factors that moderate the level of childhood risk for subsequent adverse outcomes, such as socio-economic status, obstetric complications, birth weight, physical health, intellectual disability, and child protection involvement?
- Is the population prevalence of childhood risk profiles proportional to the population prevalence of the adult mental health issue/s?
- What are the associations between the risk profiles and educational outcomes such as educational attainment, absenteeism, school refusal, suspensions, and expulsions?
- Does the use of school-based Mental Health Promotion strategies such as the *Kids-Matter Primary* initiative positively impact risk-profiles?
- What range of mental health promotion programs are delivered in NSW primary schools?

- What is the relationship between the quality of whole-school approaches to mental health promotion and the social, emotional, and behavioural functioning of children, higher scholastic achievement and presentations to health services?
- Does quality delivery of universal whole-school mental health promotion programs disrupt the continuity of social, emotional, and behavioural problems between early childhood into middle childhood?

## Methodology

The NSW-CDS uses a combination of cross-sectional assessments, integrated with existing data. These include data from age 5, derived from the Australian Early Development Census in 2009 and from data at age 11. Additional data sources include birth records, education, health records, justice, and welfare records.

This data will be integrated with data from two assessments: the Middle Childhood Survey (MCS) and the Survey of School Promotion of Emotional and Social Health (SSPESH).

## The Middle Childhood Survey (MCS)

The MCS is a self-report survey which will be conducted by Year 6



students online during class time. The confidential survey contains 108 Likert-scale items that ask a student to reflect on their thoughts, feelings and behaviours. Participating schools will receive school-specific feedback in an aggregated anonymous format outlining the mental health and wellbeing of their participating cohort.

### Survey of School Promotion of Emotional and Social Health (SSHPESH)

The SSHPESH is a survey for principals of the NSW primary schools participating in the MCS. The 15-item survey seeks to ascertain the nature and extent of whole-school mental health promotion programs. The findings from this study will be used to provide the school-level picture that may help explain child-level outcomes as measured by the MCS.

### Record linkage

Record Linkage is a research data preparation process that connects an individual's records from multiple data sources that are provided by different agencies whilst preserving anonymity. The ability to combine data from different agencies and sources is a newly available capacity that is offered through the multidisciplinary Centre for Health Record Linkage (CHeReL) in NSW, a government-led initiative (NSW Ministry of Health, 2015).

Connecting data in this way enables the examination of relationships between events at a population level in order to answer research questions that cannot be studied accurately in smaller samples or for distant events.

Record linkage is a powerful way to answer research questions that require data that cross disciplinary boundaries and custodianship. For example, researchers could see whether birth weight has an influence on children's readiness to learn at school by combining data from health and education agencies.

Analyses can be further enriched by incorporating parental records to provide information about how significant events in parents' lives, such as hospitalisation for serious illness or a court appearance impact on children's health and wellbeing.

### Research outcomes

The long-term goal of the NSW-CDS is to provide a comprehensive picture of the factors important to mental health. Results from the study have the potential to benefit schools, governments, and other organisations to help inform policy developments and effective support programs to maximise resilience and promote healthy development for Australian children.

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# Supporting multicultural education

Lynley Qureshi, Relieving Multicultural Education and Community Relations Advisor and Eveline Mougialis, Acting Multicultural and EAL/D Education Coordinator, introduce the Multicultural Education Resources Reviews project and provide some guidelines to teachers for resource selection






This article introduces the Multicultural Education Resources Reviews project. This project is a partnership between the Equity team, Learning and Leadership and Learning Systems to support the implementation of

multicultural education in NSW public schools.

In this issue of *Scan*, the first of four multicultural education resource supplements is published.



The resources selected for review include both teacher professional learning and classroom resources in the following key multicultural education program areas:

-  Anti-racism education and community harmony
-  Community engagement and communication
-  Culturally inclusive curriculum and pedagogy
-  English as an Additional Language/Dialect education
-  Refugee student support programs.

## Key concepts

Critical to effective multicultural education practice is the understanding of culture in contemporary Australian society and related concepts in modern multicultural education discourse.

The resources selected for review aim to assist in the development of transformative multicultural education practice and inform the conceptual framework which underpins this practice.

### Culture

Culture is a widely contested term that is variously defined (UNESCO). Everyone has a culture (or a number of cultures) which influences their perspectives, values, behaviour, and along with other factors, their personal identity. Current research recognises that people are increasingly identifying with multiple cultures as a result of migration, globalisation and intermarriage and that culture, and expressions of culture, adapt over time, across generations and according to social, regional and geopolitical contexts (Noble & Watkins, 2014).

The dynamic and complex nature of culture in contemporary society means that traditional approaches that define culture or cultural groupings in simplistic ways or which reinforce generalisations about the perspectives,

practices and beliefs of people from similar cultural ancestries are largely irrelevant. Instead, understanding cultural complexity and the exploration of identity, belonging, citizenship and community relations are critical for achieving intercultural understanding, community harmony and social inclusion in Australian society.

### Cultural diversity

Cultural diversity is a term that is generally used to describe the variety of cultural or ethnic groups that exist in a society. NSW public schools reflect the cultural, linguistic and religious diversity of the communities they serve. Student enrolment data, such as Indigeneity, country of birth and languages spoken at home, are indicators of the diversity of NSW public schools, but do not provide a full picture of the cultural complexity in contemporary classrooms, where students collectively speak over 200 different languages as a first or additional language, identify with diverse ancestries and hold a range of religious and spiritual beliefs.

It should be noted that within commonly grouped cohorts of students, such as students from language backgrounds other than English (LBOTE) and students learning English as an Additional Language or

Dialect (EAL/D), there is a great range of cultural, linguistic and religious diversity as well as varying levels of educational need.

*The nature of diversity is often seen in relatively straightforward ways, with student populations organised into lists of students' language backgrounds or countries of birth, for example. Yet diversity is much more complicated than that.... the nature of diversity in Australia is becoming increasingly diversified... due to intergenerational change, cultural adaptation, intermarriage, transnational mobility and the widening cultural, linguistic and religious diversity of Australia's immigrants and their children.*

Noble and Watkins, 2014.

### Intercultural understanding

Intercultural understanding is a key capability to be fostered through the Australian Curriculum and NSW syllabuses. In order for teachers to assist students to critically engage in curriculum based activities designed to promote intercultural understanding, they must first develop an understanding of the nature of culture themselves, its



complexity and its relationship with identity, diverse views and perspectives.

While intercultural understanding can be strongly promoted through explicit teaching in particular learning areas, students also receive messages about social norms and power relations through classroom interactions. For this reason, classroom management, teacher talk and modelling are critical factors in creating inclusive and harmonious learning contexts where issues of culture, diversity of views and beliefs can be explored in mutually respectful and constructive ways.

### Culturally inclusive curriculum

Through culturally inclusive curriculum content and delivery, teachers provide rich opportunities for students to explore diverse perspectives and develop intercultural understanding.

Cultural inclusion is enacted at both the whole school and classroom level. At the whole school level, inclusive practice focuses on intergroup relations among students, relationships between the school, parents and the community, communication strategies, student leadership strategies, student voice and the acceptance of diversity as normal and comfortable. At the classroom level, culturally inclusive practice encompasses both curriculum

### Selecting resources

The selection of appropriate resources requires careful consideration to ensure that teaching and learning materials are inclusive and culturally relevant. The following criteria and key questions provide guidance for teachers and other educators when making choices about which resources to use.

#### Accuracy

- Do the resources present accurate and contemporary information?
- Do resources reflect the cultural diversity of Australian society?
- Do they make generalisations or over-simplifications which may lead to stereotyping?
- Are there indications of racial bias or stereotyping?
- Are appropriate or biased messages conveyed by illustrations and photographs?

#### Balance

- Do the resources reflect a wide range of perspectives?
- Do they include a cross-section of people in diverse cultural contexts both within Australia and other places?
- Do the events, topics or issues presented reflect a range of historical,

social and cultural perspectives?

- Is there an overemphasis on difference?
- Is there a focus on culture as exotic or foreign?
- Is there an over-emphasis on problems?

#### Theme

- Do the resources illustrate intercultural sharing and understanding?
- Do they address significant and relevant contemporary issues?
- Do the resources present positive images of people from diverse cultural backgrounds?
- Do the resources accurately reflect Australia's Aboriginal and colonial past and history of migration?
- Do resources stress the equality of all Australians in a democratic society?
- Do they address issues of social justice?
- Are minority groups introduced in a natural way?
- Do they create a feeling of belonging?
- Do they complement other material on similar topics?

#### Omission/Inclusion

- Is the portrayal of minority groups

tokenistic?

- Are different points of view presented or is any one point of view more prominent or more favourably represented than others?
- Are some cultural groups represented in limited settings or contexts?
- Are significant aspects of history omitted?
- Where there is reference to significant cultural information, is sufficient detail included to foster intercultural understanding or promote understandings of the complexity of one's own and others' cultures?
- Do they provide opportunities for all students to identify with a variety of characteristics and situations?

#### Use of language

- Is appropriate terminology used?
- Does the language used reinforce stereotypes?
- Does the language used in resources foster biased interpretations and views?

Adapted from *Multicultural education: resources for teachers K-12*, NSW Department of Education and Training, 2004.



content and pedagogy. It ensures that the materials and examples used in teaching and learning activities avoid bias and prejudice and challenge stereotypes. It also ensures that all students have equitable opportunities to learn, share experiences and succeed at school.

A culturally inclusive curriculum is one that reflects the cultural, linguistic and religious diversity of society. It ensures that each student is able to learn in a supportive environment free from prejudice and discrimination. It provides opportunities for all students to identify as Australian and explore their own cultures and beliefs as well as those that may be different from their own.

For more information regarding multicultural education programs and resources in NSW public schools, see the NSW Department of Education [multicultural education](#) intranet site.

Many of the resources in the resource review supplements are available from the [Henry Parkes Equity Resource Centre](#) (intranet).

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### ADVERTISEMENT



## About SLANSW

School Library Association of NSW Inc. is a professional association centred on professional learning, advocacy and research.

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Photo of David Malouf by Alex Mayes Photography. Used with permission.



Philip Jenkinson is the Digital Marketing and Content Producer for the Copyright Agency's *Reading Australia* initiative. In his article, he outlines some of the features of this exciting resource and how it will help students to engage with Australian literature in the classroom and beyond.

# *Reading Australia* unlocks Australian stories for future generations

Literary icon David Malouf invited teachers and students to discover Australian stories when he launched *Reading Australia* at the country's premier event for English educators, the [Australian Association for the Teaching of English](#) (AATE)/ [Australian Literacy Educators' Association](#) (ALEA) Conference in Canberra on the 6th of July, 2015.

[Reading Australia](#), set up by the not-for-

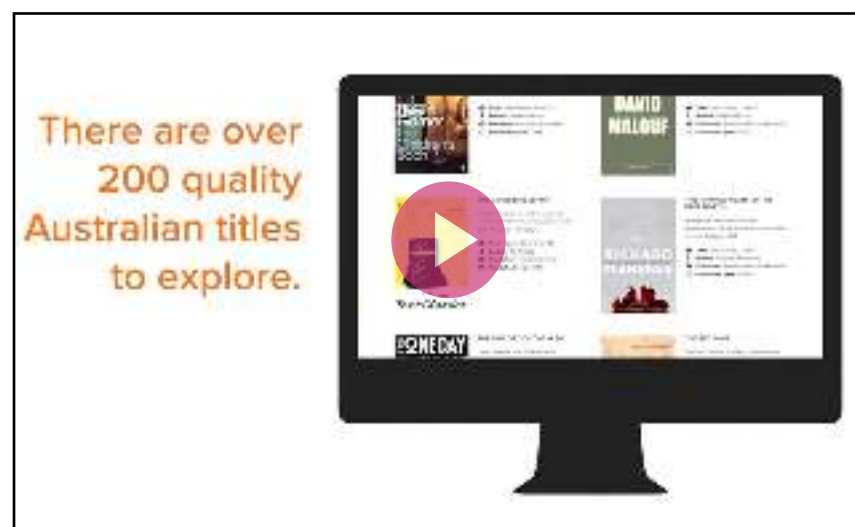
profit Copyright Agency, provides useful online teaching resources for books, plays and poetry from top Australian authors such as Malouf, Tim Winton, Sonya Hartnett, Richard Flanagan, Jackie French and Nick Enright.

For any avid reader, this site is a real treasure trove, listing around 220 of Australia's best-loved stories...from the latest page-turners, like Richard Flanagan's *The narrow road to*



*the deep north*, to poignant stories reflecting our early urban life, such as Ruth Park's *The harp in the south*.

New website functionality just added includes a handy personal bookmarking and notes feature, the ability to search the list by theme, and a *recommended titles* section. A helpful [one-minute video](#) outlines how easy it is to navigate and find resources.



**Reading Australia: a quick overview**

The site also includes [ten filmed interviews with authors](#), created in cooperation with ABC Splash.

### Supporting the curriculum

The *Reading Australia* list is tailor-made for teachers. The site showcases the work of popular Australian writers and illustrators, with many of the primary and secondary books featuring teacher resources mapped to the [Australian Curriculum](#) and the [NSW syllabuses for](#)

[the Australian curriculum](#), with specific curriculum codes reflecting each relevant section listed throughout every resource.

The website also features many engrossing essays written by high-profile authors for secondary school age titles that delve deeply into the underlying themes of the work. It's all designed so that students can receive a greater depth of understanding about age-appropriate titles that enrich our cultural identity.

The Copyright Agency Chair, Kim Williams, discussed how the site would enhance student learning.

*With much recent debate about improving literacy standards among students, Reading Australia provides a compelling argument to teach exceptional Australian stories... Our research found that in recent years Australian books, both classic and modern, were being taught less in schools. Some of them were out of print, but the main reason was the lack of easy-to-find, high quality teaching resources linked to the curriculum. As an organisation for writers, artists and publishers, we want Australian children and young adults to develop literacy by experiencing home-grown stories... With our partner organisations, we've sought out the best teachers*

*to develop the resources and we've also engaged leading authors, such as Germaine Greer, Malcolm Knox and Stephanie Dowrick to write essays responding to many of the books.*

In his address, Mr Malouf discussed how reading had inspired him:

*Learning to read and immersing yourself in books provides untold pleasures. I know from my own experience that the reading I did in childhood and adolescence still has an impact on me today... With this wonderful resource, teachers will be able to bring the pure joy of reading to their students—from junior primary through to university. It's also an excellent place for anyone to begin a journey of discovery of unforgettable Australian literature.*

*With this wonderful resource, teachers will be able to bring the pure joy of reading to their students – from junior primary through to university.*

David Malouf



David Malouf's book of short works, *The complete stories*, is featured on the site with associated teaching resources for use with Year 11 students. These resources are supplemented by an essay written

by Brisbane author Patrick Holland and an [interview](#) with David, produced in association with ABC Splash.

Reading Australia has been developed in partnership with the [Australian Association for the Teaching of English \(AATE\)](#), the [Primary English Teaching Association Australia \(PETAA\)](#), the [Australian Literacy Educators Association \(ALEA\)](#), and the [Association for the Study of Australian Literature \(ASAL\)](#).

For further information contact [readingaustralia@copyright.com.au](mailto:readingaustralia@copyright.com.au) or go to the [website](#).

[The website is reviewed in this issue of Scan.](#)





Liane Pfister is a teacher librarian at Wollongong High School of the Performing Arts (WHSPA). In this article, Liane describes her experiences with the Wollongong City Council's *Living Books* Program.

# *Living books:* Celebrating diversity through collaboration

## What is the *Living Books* program?

The concept of a *Living Library* originated in Denmark in 2000. A group of young anti-violence activists thought they would *loan* themselves out at Rock Festivals, so that people could hear their stories and learn firsthand about people from different backgrounds. The idea has now become popular around the world, and in Wollongong, the Community Development Team from the City Council runs the program under the name *Wollongong Living Books*.

*Wollongong Living Books* involves a diverse range of volunteers with various cultures, faiths, genders, ages, abilities, sexualities, occupations and life





*The shelves of libraries are stacked with stories but on the street walk many untold. These 'living books' are so much a part of us that we hardly ever stop and think of them. Years of conditioning have taught us to think about stories as only being important on a page or screen. We overlook the fact that our everyday lives are stories worth sharing...to celebrate diversity, to challenge stereotypes, to simply inform and enthrall us.*

Living Book Volunteer

experiences. The *books* come with stories to share that are not conventional everyday tales. Instead of sitting down and reading a written book, the *reader* sits down and listens to the *book's* story, and can interact and ask questions as well. By hearing the story from a real person, the *reader* can feel the



[Living Library](#): Wollongong City Council



WHSPA students learning from real life in the library

emotions and the truth of the story. It puts a face to a story and makes it real. *Living Books* is an opportunity to bring together people who would not usually meet or share their life stories.

An [overview](#) of the program can be found on YouTube.

### WHSPA 2015

The list of *Books* in WHSPA's 2015 event gives an indication of the variety of *books* out there:

*Rising above* - overcoming sexual abuse and domestic violence

*In the shadow of the Black Dog* - triumph to tragedy, a descent into depression

*Things can change* - fear was my only certainty

*Mick on wheels* - musician in a wheelchair

*I have ADHD: an adult story* - attention deficit hyperactivity disorder

*When life gives you lemons, make lemonade!* - high school dropout to success

*The F# word* - finding feminism

*It's not black and white* - the story of a Wiradjuri and Yorta Yorta woman

*When will I grow up?* - finding my path as a lesbian mother

*Elizabeth's story* - the journey of a Sudanese refugee

*Taking the power back* - living with anxiety and depression

### How does *Living Books* work in high school?

Every school does a slight variation on the theme, but the event typically runs on one day, and usually for a specific group. At WHSPA the target audience is Year 9, as it is understood that this is a significant time in the life of adolescents and a time when they formulate their lifelong views.



Organisationally, this program can be challenging because of the number of students involved. The large year group is usually split into three smaller groups of 40 to 50 students. Each group comes to the library to meet the *books* during one period. Each student has a chance to listen to two *books* for around 30 minutes, in groups of about five. Students are, of course, encouraged to ask questions and be part of the conversation.

An essential part of a successful day is the preparation. About two weeks before the event, the Wollongong Council program coordinators come to the school to explain the event and give the Year 9 students an overview of the *books* that will be available. The students then choose their *books* and the coordinators compose a timetable.

### Is it valuable for students?

The most rewarding part of the *Living Books* event is seeing the enthusiasm of the students afterwards, especially the students who are usually not very engaged at school. I have recently revisited some student interviews that I filmed after the 2008 pilot program at Bulli High School. I was delighted all over again by the student's overwhelmingly positive response.

To quote one young student: *It's like, wow!* On the day of the pilot program, some of the Year 9 students took the day off because they weren't keen to be involved. The following day they heard all about it from their friends, and a number of them came and asked if I could run it again.

The Bulli High School event was a significant event for one of the *books* too. He was a former student, who spoke about his difficult experiences at the school as a gay person. He had mixed feelings about returning to the school, but at least the library had been a place where he had felt safe when he had been at school. It was a difficult and emotionally draining day for him but he did make a difference for some of our students who were struggling with similar issues – they realised that they were not alone.

Other, typical, comments from students about what they learnt from the *books* have included:

*Be who I am, no matter what*

*Inspirational!*

*Don't take life for granted*

*You get to know how it feels to be in their shoes*

*I liked that they could tell their true stories without being afraid of being judged*

*Just live life one day at a time*

*Not to put myself down, stay positive*

*Be yourself, everyone else is taken*

*I am more open-minded to different sexualities*

*To be yourself – we are all individuals and have the power to survive any of our problems*

*I shouldn't complain about little things*

*If you want a good life you have the opportunity to make it happen*

*Making it happen – collaboration is the key*

The most effective way to have a successful event in the school library is to collaborate with as many staff members as possible. With the *Living Books* program at WHSPA, I work closely with the Head Teacher of Welfare, the Stage 5 Coordinator, the school counsellors, the chaplain and our invaluable Student Support Officer. All of these staff members play vital roles in the smooth running of the event. Many times during or after

the event, students are identified as needing support or are a concern, so the appropriately skilled staff member takes over.

It was essential for me to build collaborative relationships with these staff members in order for them to understand the importance of this program and its effect and value for students. Through effective partnerships, I was able demonstrate how teacher librarians are able to contribute to student learning by assisting teachers to create unique learning experiences and positive learning outcomes.

### Community engagement and partnerships

Teacher librarians are well placed in schools to engage in community partnerships, and successful coordination of community events raises the profile of the school library within the school community. This partnership also includes learning from every event and implementing new ideas. Part of the *Wollongong Living Books* program is a debriefing meeting with the *books* and Council staff at the end of the day. This is essential, as the event is quite emotional and draining for the *books*. They have a chance to discuss how it went, and raise issues or concerns they had.



Advice for improving future events is often given. For example, a valuable suggestion made this year was that more education should be given to *all* staff regarding what *Living Books* is about so that student experiences with the *books* can be incorporated in curriculum planning and built into learning activities.

Suggestions for relevant curriculum links for Stage 5 include:

#### PDHPE:

- Outcome 5.1-valuing difference and diversity
- Outcome 5.2-responding positively to challenges and strengthening resiliency
- Outcome 5.3-developing equal and respectful relationships and affirming diversity

#### Geography K-10

**Human Wellbeing** GE5-6: *A student analyses differences in human wellbeing and ways to improve human wellbeing*

A *Living Books* event could also be run for Stage 6 as a way of providing access to primary research for students completing a Personal Interest Project in [Society and Culture](#) or an Independent Research Project in [Community and Family Studies](#).

### Conclusion

Participating in a *Living Books* event is a very powerful experience for both the reader and the book, and an excellent opportunity for whole school collaboration around the school library. In the words of one of the *books*,

*Our challenge is to prepare young people to not only survive in this world, but also transform it so that it is always locally viable, personally meaningful and socially beneficial. I see the Living Library as a vital tool in assisting young people to grow into competent, democratic citizens who understand the complexities and tensions of life and the need to reconcile incredibly diverse views and lifestyles.*

At WHSPA, we look forward to continuing our partnership with the program as a way of promoting understanding of difference and celebrating diversity and resilience in our community.

### References and further reading

Christodoulou, M 2009, '[Nazi Germany comes alive in Wollongong's Living Library](#)', *Illawarra Mercury*, accessed 9 August 2015.

Walsh, K 2013, '[Living books share life stories](#)', *Illawarra Mercury*, accessed 9 August 2015.

Wollongong City Council 2015, '[Living Books](#)', accessed 9 August 2015.

#### ADVERTISEMENT



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Ian Simpson is a learning designer in DoE Learning Systems, Public Schools NSW. His article showcases two rich and engaging resources about the experiences of Chinese settlers to Australia in the nineteenth century; recently produced by the NSW Department of Education.

# Engaging with Asia through History

## Supporting the curriculum

*Mystery at Rookwood* and *The Chinese question* are the products of a partnership between DoE Learning Systems and Sydney Living Museums (the public-facing identity of the Historic Houses Trust of NSW) to create resources that complemented the Sydney Living Museum's 2014 exhibition, *Celestial city: Sydney's Chinese 1850-1900*.

Chinese friendship garden in Sydney





These interactive and user friendly resources support outcomes in the [NSW History K-10](#) and the Australian Curriculum [History F-10](#).

syllabuses and address the cross-curriculum priority [Asia and Australia's engagement with Asia](#).

## Mystery at Rookwood



**Mystery at Rookwood resource homepage**

### Setting the scene

The Stage 3 resource *Mystery at Rookwood*, a multimedia unit of work designed for Year 5 students, examines the [experiences of Chinese migrants to Australia](#) in the nineteenth century. In a game based approach, the students play the role of investigators trying to help a mysterious figure, whose ghost has

been haunting the Rookwood Cemetery, to discover his identity. In doing so, they will compare and contrast the life of entrepreneur [Quong Tart](#) with the experiences of the Chinese population in general. This learning experience will enable students to explore several aspects of content for the Stage 3 topic, [The Australian Colonies](#), which asks students to *identify the experiences of a particular migrant group and the contributions they made to society and to use a range of sources to... investigate the role of a significant individual... in the shaping of the colony*. To complete this task, the students must:

- read a series of memories that the *unidentified figure* has of the past (these memories look at different stages and aspects of Quong Tart's evolution from newly arrived gold miner to respected member of society)
- examine primary and secondary sources relevant to the memories
- attempt quizzes (tasks).

The students receive a piece of a jigsaw at the end of each of the *memories*, or sections, when they successfully complete a quiz. By assembling these jigsaw pieces at the conclusion of the unit, i.e. rebuilding the headstone, they will reveal the identity of the mystery figure.

### The memories

*Mystery at Rookwood* acknowledges that this might be the first time that students have examined and analysed primary historical sources. To this end, the teacher notes provide advice on introducing students to the nature of historical sources, what they can tell us and how they can be analysed as well as a series of



**Mystery at Rookwood: The memories homepage**

worksheets designed to develop their skills in [Analysis and use of sources](#).

*Mystery at Rookwood* also includes a dashboard that can be activated from the home page. The dashboard allows teachers to monitor student progress.

Student user ID	Activities status	Jigsaw puzzle status	Time taken	Time remaining	Reset tasks	Activities report
loc.scime	In progress	Not started	2:00	22:00	Reset tasks	Activities report

Showing 1 to 1 of 1 entries

**Mystery at Rookwood teacher dashboard**



## The Chinese question

*The Chinese question* is a Year 9 [project-based learning](#) resource that also examines Chinese migration to the Australian colonies in the nineteenth century.



### Five keys to rigorous project based learning

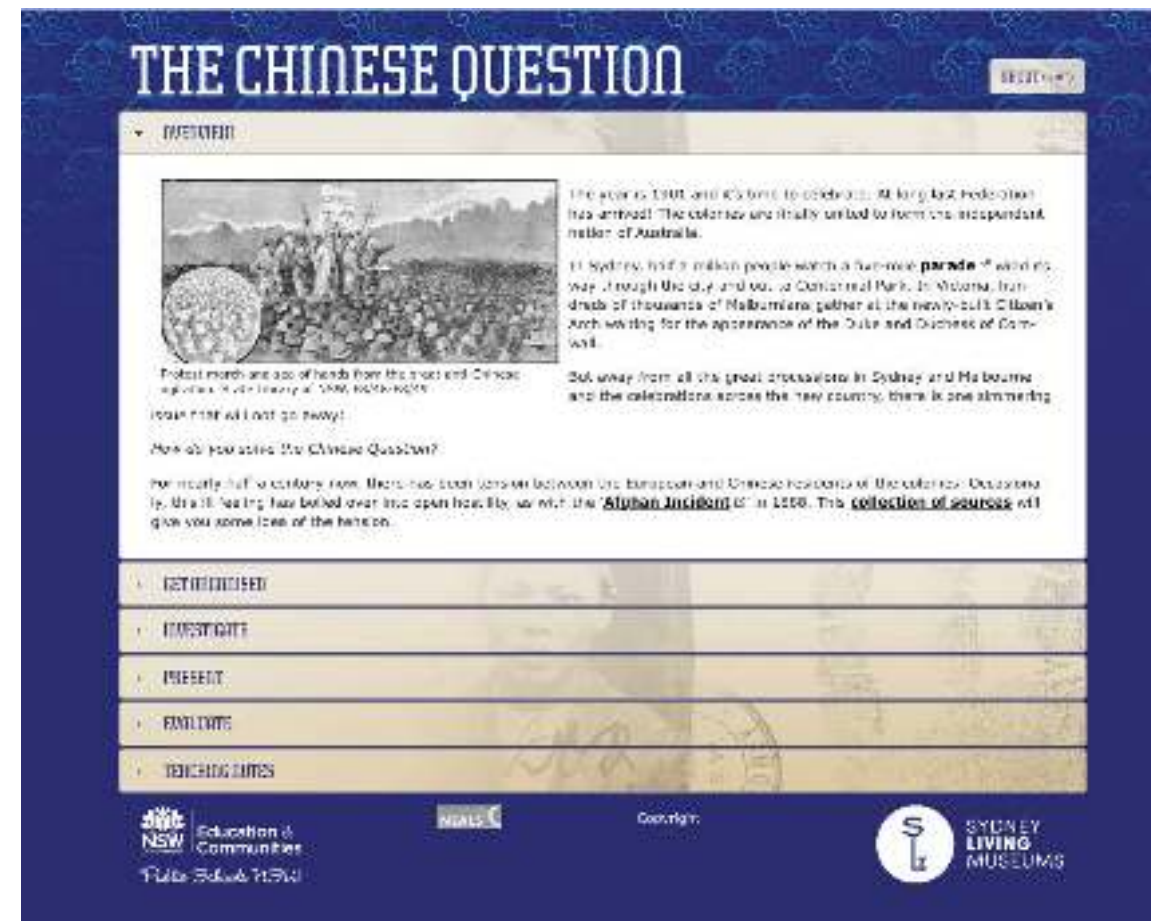
The resource could be used in [Depth Study 2: Australia and Asia](#) to help students to learn about the *experiences of non-Europeans in Australia prior to 1900*. The resource addresses the [big question](#):

How do you solve *The Chinese Question*?

This terminology relates to the pamphlet called [The Chinese question in Australia](#), published in 1879, which is one of the featured primary sources students are able to view. The resource features a large range of primary sources that are arranged into six themes relating to the roles played by Chinese migrants to Australia:

- Goldminers
- Gardeners
- Cabinetmakers
- Neighbours
- Merchants
- Families.

Students role-play members of a 1901 committee that has been established to study these sources, investigate the contribution of Chinese migrants and make recommendations for the future. To do this, they must apply the methodology of an historian and not be swayed by the often racist and hysterical thinking of the time.



The Chinese question website homepage

*The Chinese question* follows a series of inter-related stages and culminates in small groups of students working interdependently to produce a website.

- In the *Get organised* section, students are divided into small groups and given specific tasks and instructions.
- At the *Investigate* stage they examine the primary sources and make notes in a shared Google document.
- Students next present their research findings on a website of their own making which is based on a Google Sites template. Teachers must make copies of [this template](#) for their student groups.
- The *Evaluate* stage allows students to compare and contrast their findings with those of other groups in the class. An extra set of primary sources are provided so the class can examine disparities between their findings and the reality of Chinese treatment in the early 1900s.

As a follow up exercise, teachers might like to compare the treatment of Chinese migrants in the nineteenth century with past and present real-world situations:

- the experiences of Greeks and Italians in the 1950s
- Vietnamese refugees in the 1970s
- Australians with a Middle Eastern background in the twenty-first century.

*The Chinese question* integrates, and provides students with the opportunity to develop [21st century learning skills](#) including:

- collaboration



The Chinese Question Updated Feb [USE TEMPLATE](#)

This template is designed for teachers to copy, and then make further copies for students in their class.

## The Chinese Question

**Home**

Chinese migration to Australia in the 19th Century has been one of the most controversial issues in the Colonies. Our committee will take away the hysteria and look at the evidence. We will then present our conclusions and recommendations for the continuation of Chinese immigration (or not) beyond Federation and into the 20th Century.

We will address the following issues, and more:

- Why have Chinese migrants come to the Colonies?
- What types of work have the Chinese done?
- Has their settlement been of benefit to the Colonies?
- Have there been successful Chinese migrants, and if so why?
- Why has there been hostility towards the Chinese?

[Home](#) | [Reasons for migration](#) | [Chinese at work](#) | [Criticisms of the Chinese](#) | [Conclusions and recommendations](#)

[Back](#) | [Print this page](#) | [Export this page](#) | [Feedback](#) | [Contact Us](#)

*The Chinese question* student response template

- knowledge construction
- problem-solving
- use of ICT for learning.

If teachers are not familiar with using Google Apps for Education in the classroom, this resource provides a useful framework for experimenting with these learning tools in the classroom.

Both these resources are available to all students in Australian schools through [Scootle](#). *The Chinese question* is available to all students in the [Learning resources](#) area of the Sydney Living Museum website.

## References and further reading

Board of Teaching & Educational Standards NSW 2015, [NSW syllabus for the Australian curriculum: History K-10](#), accessed 7 July 2015.

Edutopia 2014, ['Five keys to rigorous project based learning'](#), *YouTube*, accessed 7 July 2015.

Intel (nd), [Curriculum-framing questions](#), accessed 7 July 2015.

Microsoft Partners in Learning 2012, ['21CLD learning activity rubrics'](#), *itlresearch.com*, accessed 7 July 2015.

Simpson, I 2013, ['Learning resources: engaging with Asia'](#), *Scan* 32(4), pp. 17-20.





# Financial literacy for schools: *Creating MoneySmart consumers*

Urfin/Shutterstock



## Smart consumers 4 a smart future

The Australian Securities & Investment Commission (ASIC) and the Department of Education (DoE) have collaboratively produced a new online consumer and financial literacy resource for Years 9 and 10 students called [Smart consumers 4 a smart future](#). The resource forms part of



developing knowledge and skills, recognising that people's knowledge requirements will change over time according to their life stage.

The [MoneySmart Teaching resources](#) include primary and secondary packages, videos and digital activities to assist in the integration of consumer and financial literacy into the classroom. [Online professional learning modules](#) are also available for teachers. See the article entitled [Assisting students to be MoneySmart](#) in a previous issue of *Scan*.

the collection of [ASIC's MoneySmart Teaching](#) program.

### What is ASIC's MoneySmart Teaching?

ASIC's MoneySmart Teaching is a comprehensive strategy to develop consumer and financial literacy capabilities in young Australians. The strategy builds teacher capacity, both professionally and personally, enabling them to teach young people about money.

The program uses real life financial contexts for learning. It focuses on

### Consumer and financial literacy with a sustainable context

Consumer and financial literacy education is important as young people interact with money and make consumer choices at an ever younger age. Knowing how to effectively handle and manage money is a core life skill regardless of age. This is increasingly the case because money has become *invisible* and digitised.

Students also need real world



[Smart consumers 4 a smart future](#)– teaching resource



problem-solving and innovation to prepare them for life in the 21st century. Employers will seek out prospective workers who are adept at generating and testing creative ideas in order to solve a problem with a real set of requirements and constraints.

The resource supports the Australian Curriculum in English, mathematics and science and embeds the cross-curriculum priority of [Sustainability](#).

*Education for sustainability develops the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action.*

[Australian curriculum/F-10 curriculum/cross-curriculum priorities](#)

## Resource overview

*Smart consumers 4 a smart future* has been designed to be used in a

school as a cross-curricular program or it can be used by individual teachers or faculties in isolation or as part of a larger unit of work. The activities embed information and communication technologies (ICT) and apply 21st century learning design principles such as creativity, critical thinking, collaboration and communication.

Scenarios highlight an issue or problem that needs to be solved and include activities that can be teacher directed, completed by individual students or in collaborative groups on computers or tablets. All units align with the Australian Curriculum and the [National consumer and financial literacy framework](#) and are supported by teacher notes and assessment rubrics.

## Resource overview

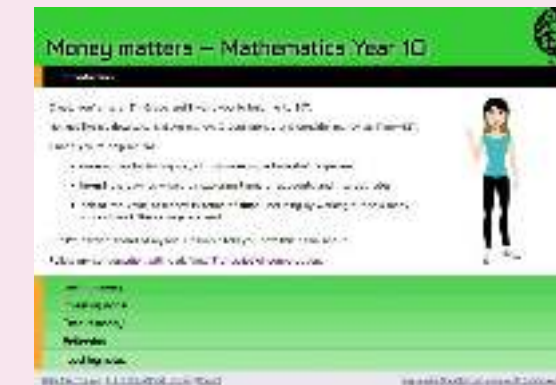
### Mathematics: *Solar sums*



**Solar sums**

*Solar sums* is a problem-based investigation challenging Year 9 students to apply mathematical concepts to solve a common household issue. Using a hypothetical scenario, students investigate how consumers can reduce electricity consumption to improve cost efficiency.

### Mathematics: *Money matters*



**Money matters**

*Money matters* is a problem-based investigation. Using a hypothetical scenario, for Year 10 students investigate how households can make sustainable choices to minimise household expenses and invest savings to earn more money. Students engage in authentic learning opportunities related to the concepts of compound interest, taxation and earning money.

### English: *Smart arguments*



**Smart arguments**

*Smart arguments* presents an investigative challenge for Year 9 students to learn about persuasive techniques in debating, focusing on environmental and financial sustainability. Students explore two sample speeches—one for the affirmative team and another for the negative to debate the topic: *Smartphones are sustainable*. They will then compose a speech for the second speaker for each team where they will consider and research the financial and environmental sustainability of smart phones.



## Resource overview

### English: *Green house rules*



#### **Green house rules**

*Green house rules* provides a scenario-based challenge where students learn about reality TV as a genre while focusing on aspects of environmental and consumer and financial literacy. Students learn about the conceptual elements required behind the scenes in pitching for a hypothetical reality TV show.

### Science: *My eco-kitchen rules*



#### **My eco-kitchen rules**

*My eco-kitchen rules* is an investigative challenge for Year 9 students based on popular reality television programs where individuals compete to plan, cook and present meals. In this scenario students plan a meal while considering their budget and sustainability factors related to food production, processing and transport.

### Science: *Decisions by the stars*



#### **Decisions by the stars**

*Decisions by the stars* is designed to engage Year 10 students in learning about energy efficiency in appliances and explore how star ratings are used to help make decisions about their efficiency when buying appliances to save electricity and greenhouse gases. Students also learn about the carbon cycle.

Sergiy/Shutterstock



*Smart consumers 4 a smart future* can be accessed from the secondary teaching resources page on the *MoneySmart Teaching* website.

### References and further reading

ACARA 2015 *'Sustainability' Australian curriculum*, accessed 28 July 2015.

ASIC, 2011, *National consumer and financial literacy framework*, accessed 28 July 2015.

Blancato, C 2012, *'Assisting students to be MoneySmart'*, *Scan* 31(4), accessed 28 July 2015, pp. 42-45.

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## Libraries for future learners

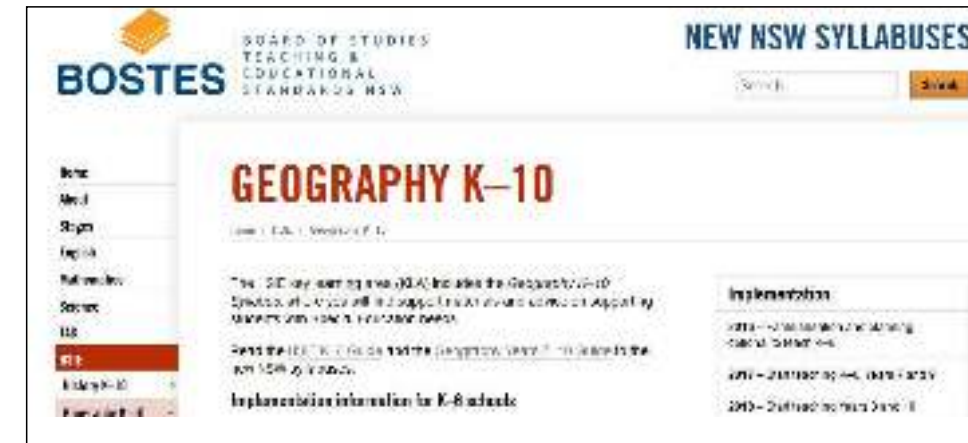
*Libraries for future learners: inspire, connect, transform, share* is a School libraries conference hosted by the NSW Department of Education.

Date: Friday 9 October 2015  
 Venue: Rydges World Square, Sydney  
 More information on the [Conference website](#).



## Scan print highlights

This year we are offering a print edition of Scan highlights free to all paid subscribers who subscribe by the end of Term 3 (September 18) 2015. The print edition will contain 100 pages of great articles and springboards, published in Scan online over the past 12 months. Don't miss out! Subscribe or renew today on the [Scan](#) website.



## New Geography K-10 syllabus released

The new *NSW syllabus for the Australian curriculum: Geography K-10* has now been released by BOSTES and online. In 2016 teaching is optional for students in Years K-6. Timelines for implementation, and support materials are available on the [BOSTES website](#).

## BCA 12th National Conference

The Children's Book Council of Australia 12th national conference will be held on 20-21 May 2016 at The Menzies Hotel, Sydney. The theme is derived from the following quote by Alberto Manguel:



*Books may not change our suffering, books may not protect us from evil, books may not tell us what is good or what is beautiful, and they will certainly not shield us from the common fate of the grave. But books grant us myriad possibilities: the possibility of change, the possibility of illumination.*

Alberto Manguel.

## For further details, contact:

BCA 12th National Conference  
 PO Box 765, Rozelle, NSW 2039.  
 Email: [cbcansw@bigpond.com](mailto:cbcansw@bigpond.com) Phone: 02 9818 3858



# resource reviews

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Resource reviews are provided for teachers to support their teaching and learning programs.

The views expressed by reviewers are their own and should not be considered as an endorsement of the material by the NSW Department of Education and Communities (NSW DEC).

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

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Resources are reviewed by teacher librarians, teachers and consultants across NSW. See [Who reviews?](#) for more information.

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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
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







# Imagery and inference: *Ride, Ricardo, ride!*

English

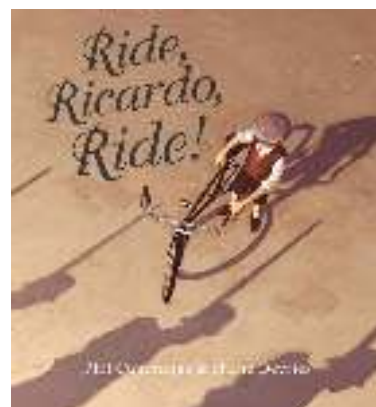
Stage 3  
Years 5-6



## Australian curriculum springboard

### *Ride, Ricardo, ride!*

CUMMINGS, Phil and DEVRIES, Shane  
Omnibus Books, SA, 2015  
ISBN 9781742990736



Aesthetically and emotionally compelling, this picture book describes the fear and loss of liberty experienced by the inhabitants of a small European village during the war. Ricardo, a young boy, is the central character and the tool for narrating the dramatic lifestyle changes in the village during the military invasion.

Laughing and encouraged by his father, Ricardo enjoys riding his bike each day *under endless open skies, quiet and clear*. His blissful childhood is interrupted when the shadows come. Long dark shadows of helmeted soldiers carrying rifles with attached bayonets wreaked havoc in the village; *the thunderous rhythm of marching feet* pounded the streets and years of terror ensue. The soldiers are never seen and the war is never mentioned. Full page illustrations and graphic panels support and extend the written text with the shadows and play of light and dark providing a cohesive structure to navigate the text. This haunting tale will compel students to make inferences about the setting, events and the reasons for European migration to Australia after World War II. [Teaching notes](#) are available. C. Keane. ([Scan 34.3](#))

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1699993** \$24.99

### Programming:

#### Imagery - meaning beyond the literal

*Ride, Ricardo, ride!* is a cleverly constructed visual narrative. From the opening pages, the illustrator establishes a relationship between the viewer and the events in the story. Written and visual text combine to present a time when a small European village is invaded by German soldiers and bombed. The devastation is even more poignant as the opening pages portray the freedom and fun loving atmosphere of life in this village. Images are light and bright until the shadows appear. The source of the shadows is neither seen nor named. Shadows suggest something menacing and show power relationships. Prior knowledge tells the viewer that these are helmeted soldiers wielding rifles with bayonets. They cast long, threatening shadows that almost engulf Ricardo when seen from a vertical angle. For years, the shadows dominate every part of the village; villagers cover with fear and hide. Darkness pervades the once vibrant village. Devries' digitally enhanced, detailed drawings are realistic. The sepia tones reflect the age and grim circumstances. The details offer hints about the setting, while facial expressions and body language give clues to characters' emotions and relationships. Colour, tone, light and shadow build atmosphere and emotion. The shadows are motifs that contribute to the theme and development of the story. The viewer is offered information and observes the action, and then reflects on the content and techniques used to make inferences by connecting this information with their prior knowledge.

#### Character and perspective

The subtle combination of written and visual text positions the reader to see Ricardo's perspective. Character is very strong in this text and we are positioned to empathise with the central character.

### Teaching and learning opportunities:

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

- Discuss the purpose, intended audience and structure of the book. [EN3-3A](#)
- Look at the detail in the opening pages for clues about when and where the story is set. The written text – *village, Ricardo, wildflowers* – is elaborated by the images – countryside, farming tools, buildings, bicycle and clothing.
- Note the change in atmosphere *when the shadows came*. Describe the techniques used by the author and illustrator to portray this menacing change. Why is the source of the threat never specified? Why is the shadow motif repeated?
- One dark night, Ricardo's father *was lost to the shadows*. We then see Ricardo's hunched figure, a picture of abject misery, accompanied by the words, *Ricardo wept and wept*. Discuss why Ricardo is crying?
- How do we know how Ricardo is feeling?
- Groups of students analyse one double page each and report back to the class. Explain the meaning that the images contribute. Consider the use of colour, light and dark, size, line and angle to create atmosphere and emotion. Compare the use of imagery in books by Shaun Tan and Anthony Browne. [EN3-7C](#)
- Students make connections between their own experiences and the different historical, social and cultural context of this book. [EN3-8D](#)
- Cross curriculum links with [Australia as a Nation](#) in the *History K-10 syllabus* could include an investigation of migration to Australia as a result of war.

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





# Imagery, idioms and imagination

## Scary night

Australian curriculum springboard

English

Early Stage 1 Stage 1  
Stage 2  
Kindergarten, Year 1,  
Year 2, Year 3, Year 4

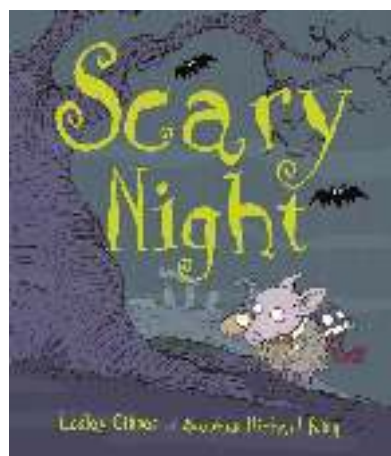


The house on Maple St.  
from *The Chronicles of Harris Burdick*

### Review:

#### Scary night

GIBBES, Lesley & KING, Stephen Michael  
Working Title Press, SA, 2014  
ISBN 9781921504631



Muted purples and greens create an atmosphere of spooky intrigue as three unlikely friends set out on a mysterious late night journey. Illustrations, by the award winning Stephen Michael King, have a surreal quality and the level of quirky detail will appeal to young readers. Rhyming

text is richly interspersed with alliteration, repetition, onomatopoeia and idioms, providing a comprehensive and accessible introduction to language devices, [EN2-8B](#) and creative word play, [EN1-9B](#), for emerging and newly independent readers. The story's structure provides some great opportunities for prediction and students will have fun using the clues in the words and pictures to guess where the friends are going *in the dead of the night*, [EN1-4A](#). Shortlisted for the CBCA Picture Book of the Year award for 2015, this entertaining story will delight. [Teacher notes](#) are available from the publisher's website. M McEwan. ([Scan 34.3](#))

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1669486** \$24.99

### Idioms and imagination

**Recognise grammatical patterns that assist in making meaning. (Early Stage 1)**

*Scary night* exemplifies how picture books can show not tell, encouraging interpretation of events through the use of imagery and words that explore the how, what, when, where and why in texts. This imaginative story is enlivened with statements, questions, commands and exclamations and associated punctuation. Introduce and read aloud other rhyming picture books pointing out how punctuation and expressive language work to make meaning.

**Understand the purposes of language forms and features (Stage 1)**

Use *Scary night* to identify the different types of punctuation and their function in sentences. Promote discussion of the author's use of alliteration, rhyme and onomatopoeia. Encourage oral reading of this and other books with rich, expressive language paying close attention to the punctuation and sound effects.

### Imagery and mood

**Identifying the mood of a narrative (Stage 2)**

Figurative language including idioms and personification are used to great effect in *Scary night*. The colour choices, images and expressions on the characters' faces influence the mood of the story. The language describes the setting which, in turn, shapes the events. The vectors and framing of images enhance the overall mood and context of the story. Following a demonstration of other imaginative texts, design and make a media presentation to display understanding of the power of colour, placement and salience in creating mood.

### Teaching and learning opportunities:

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

- Students demonstrate developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies [Ene-4A](#)
- Students use basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts [EN1-9B](#)
- Students identify and compare different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter [EN2-8B](#)

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

### Resources

- [Animoto](#)
- *The chronicles of Harris Burdick* by Chris Van Allsburg
- *Oi, Frog!* By Kes Gray & Jim Field



***Oi, Frog!* by Hachette Children's Group.**



- [Raps and book raps](#)





# Moment to Memento: *Illuminating time and memory*

Photography,  
Video &  
Digital Imaging

Stage 6  
Years 11–12



*Moment to Memento*, A. Rumpler, 2012

## Curriculum springboard

### Outcomes:

A student:

- explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works (M2)
- develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images (M5)
- explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging (CH4)

*Photography, Video & Digital Imaging CEC Stage 6 Syllabus:* M2, M5, CH4

### Other outcomes:

*Photographic & Digital Media Years 7-10*

### Review:

#### *The Polaroid years: instant photography and experimentation*

DelMonico Books/Prestel, Germany, 2013

ISBN 9783791352640 [779]



Please note that the publication contains sensitive images such as frontal nudity. Photography takes an instant out of time, altering life by holding it

still. Magnifying this idea, Polaroid photography allows us to enact our immediate aesthetic impulses and memorialise them as souvenirs. This book documents the evolution of snapshot photography and explores how Polaroids have transformed the way artists have captured and represented the world around them. Considering high quality artwork plates and critical essays, students and teachers can examine Andy Warhol's Polaroid oeuvre in the context of more traditional works by photographers such as Ansel Adams and Walker Evans, painters and printmakers such as David Hockney and Chuck Close as well as contemporary

### Teaching and learning opportunities:

- Investigate the concept of a photograph as a memento mori, exploring how the act of taking a photograph represents a human desire to capture time and memories, referring to Susan Sontag's *On photography*.
- Develop a photographic artwork that interprets a moment, experience, person, object or landscape being held still in the form of a symbolic memento that withstands the passing of time. Refer to *Salt series: Little clocks*, 2007, by Liang Yuanwei.
- Research the historical development and uses of Polaroid photography in comparison to traditional film photography. Consider its ability to create unalterable instant photographs for ID cards, passports and criminal investigations.
- Account for the revival of Polaroid photography in the context of a digitally saturated world, debating why companies and organisations, such as Fuji and *The Impossible Project*, continue to serve an international market of instant photography consumers following the demise of the Polaroid Corporation.
- Discuss how inventor Edwin Land and the Polaroid Corporation collaborated with various artists such as Ansel Adams and Andy Warhol to facilitate experimental and innovative practices through the Artist Support Program.
- Examine the role of photography in the Conceptual art movement and how it gained avant-garde status in tension with painting and sculpture. Refer to the artworks of Joseph Kosuth and Nick Taggart's collaboration with Laura Cooper *The sleep piece (Exterior of the unconsciousness, one photograph every morning before waking)*, 1993–ongoing.
- Storyboard, shoot and edit a film that deals with the concept of objectivity versus subjectivity. Consider the potential meanings of narrative reversal and colour versus black-and-white sequences.
- Explore how Polaroids and other photographic stills represent a neat slice of time and exist as physical objects that one can keep and look at again, considering how photography converts experience into an image or souvenir. Debate how memorable these are in comparison to moving images on television or in films, where images are presented as a flow over time.
- Assess how film photography allows for hand-generated experimentation and the creation of aesthetic qualities that digital photography cannot fully replicate.
- Manipulate Polaroids or other photographic prints, experimenting with drawing, painting, collage, filters, monoprinting or screenprinting to build physical and conceptual layers. Refer to the painted photographs and Polaroid pulls and rollbacks of Ellen Carey, Anna Barriball's ink bubbles blown onto found photographs in *36 breaths*, 2002, and *Untitled VII*, 2004.

### Professional resources:

- *Visual Arts: Curriculum Support*
- *VADEA NSW*
- *Australian Centre for Photography*
- *Resource reviews*
- *White Rabbit Library*

### Resources:

#### Books:

- *Instant: The Story of Polaroid* (2012) by Christopher Bonanos
- *On Photography* (1977) by Susan Sontag
- *The Polaroid book* (2008) by Barbara Hitchcock
- *On Photography* (1977) by Susan Sontag

#### Films:

- *Chuck Close: in the studio* (2013) by White Cube
- *Chuck Close Prints: process and collaboration*, (2013) by White Cube
- *Episode 156: Sohei Nishino*, The Art of Photography





# Moment to Memento: *Illuminating time and memory*

Curriculum springboard... continued

Photography,  
Video &  
Digital Imaging

Stage 6  
Years 11-12



*Moment to Memento*, A. Rumpler, 2012

*Syllabus:*  
5.2, 5.5, 5.10  
*Visual Arts Stage 6*  
*Syllabus:*  
P2, P5, P10, H10  
*Visual Design CEC Stage 6*  
*Syllabus:*  
DM2, DM5, CH4

## Content:

- exploring interconnections between the artist, artwork, world and audience
- developing ways of expressing artistic intentions
- investigating contemporary issues and artists' practice across time and place.

conceptual artists. Several lengthy artist statements sourced from interviews provide additional insight for classroom investigations. Most significant, is the book's focus on the myriad ways that artists manipulate Polaroid photographs through experimental artmaking practices, including montage, collage, enlargements, abstraction and conceptual projects. Using this as the basis for practical investigations, teachers can promote students' experimentation with photographic prints as physical objects that can be altered as well as a means for facilitating the process of analogue photography or other artmaking approaches. H. Yip

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

**KLA:** CA

**SYLLABUS:** Photographic & Digital Media Stage 5; Photography, Video & Digital Imaging CEC Stage 6; Visual Arts Stage 4-6; Visual Design Stage 4-5; Visual Design CEC Stage 6

**SCIS** 1642705 \$105.00

Also consider John Reuter's technique of introducing paint and collage elements inside Polaroids to create painted miniatures such as *Arc of remembrance*, 1978.

- Experiment with Andreas Mahl's process of Polaroid image transfer to achieve textural, distorted effects on paper, canvas, mirrors or other unconventional surfaces.
- Develop a wearable item or garment that incorporates printed photographic imagery to form an abstract portrait of an individual or community. Refer to Bai Yiluo's sculptures woven from thousands of ID photographs, that echo ancient Chinese burial suits, such as *Fate No. 4*, 2007, and the installations of [Christian Boltanski](#).
- Investigate the metaphor of a photograph as a vessel or holder of memory. Create photographic memory jars.
- Recreate the look and form of Polaroids by using black and white film photography or inverting and photocopying photographs onto transparencies to create negatives for photograms that mimic vintage prints. Experiment with overlaying different textures, filters, images or text as well as multiple exposures, image shift, partial development or masking to suggest layers of history and memories.
- Critically interpret Jean Baudrillard's concept of the simulacra, referring to postmodern artworks that question notions of the 'copy' versus the 'original', such as the early photocopy works of [Lindy Lee](#).
- Collage individual photographs taken from multiple angles into composite portraits or large-scale compositions to capture shifting views over time. Refer to Cubism, the [Polaroid collages](#) of [Joyce Neimanas](#) and the photomontages or *joiners* of [David Hockney](#). Compare these to Sohei Nishino's *Diorama Map* series and Fong Qi Wei's Time is a dimension series.
- Analyse the implications of Polaroid photography for artists' studio practice, considering how instant cameras create physical prints in real time that enable artists to consider connections between images in ways that digital photography does not allow. Discuss how Chuck Close uses Polaroids as source images for his portrait paintings and as a means to develop a collaborative process and conversation with his subjects. Also note Bryan Graf's use of Polaroids to create a visual journal of his artmaking process and works such as *Interchanges, B-sides & remixes*, 2008-ongoing.
- Re-photograph photographs to create a frame within a frame and highlight the passing of time, referring to the Droste effect, Carter's Focus/Likeness, 1970, 1971, & 2007 and Calcalist by [Amit Sha'al](#).
- Propose the scenario that photography ceased to exist tomorrow. Challenge students to debate the social consequences and select the most valuable photographs from their personal or family albums.

## Websites:

- [Anna Barriball](#), Frith Street Gallery
- [Bai Yiluo](#), White Rabbit Gallery
- [Christian Boltanski](#), MoMA
- [Chuck Close - Prints, process and collaboration](#), MCA Exhibition
- [David Hockney](#), artist's website
- [Ellen Carey](#), artist's website
- [The Impossible Project](#)
- [Joyce Neimanas](#),
- [Liang Yuanwei](#), White Rabbit Gallery
- [Lindy Lee](#), Roslyn Oxley9 Gallery
- [Sohei Nishino](#), artist's website





# Point of view: *Dreams of freedom in words and pictures*

Australian curriculum springboard

English

Stage 3  
Years 5–6



## Review:

### *Dreams of freedom in words and pictures*

Frances Lincoln Children's Books, UK, 2015

ISBN 9781847804532 [323.44]



Illustrators from around the world have joined in this Amnesty International project pairing their work with the words of many who have fought for freedom. From Nelson Mandela to Malala Yousafzai, each double page spread provides a context in which to explore the contemporary messages of freedom. Some of the voices like Anne Frank's, Chief Standing Bear's and Harriet Tubman's are from the past and linked to major events in world history but all resonate with the world as we know it today. The quality of the illustrations and the range of styles will be engaging for any reader. For those who are moved by these words and images, and want to know more, a short biography of each author and illustrator is available at the end of the book. This is attractively presented, informative picture book could be used as a starting point in discussing issues of justice and human rights for a wide range of students. K. Rushton. ([Scan 34.3](#))

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1699248** \$24.99

## Programming:

### Point of view:

Students can identify the author's point of view and the evaluative language used and identify the words and phrases related to making moral judgements (... *we must dream; all I want*) and to building empathy (... *a voice is shouting inside me; sing wildly*).

### Exploring other ways of seeing:

Students can discuss and experiment with ideas they have taken from the visual and verbal text on two double page spreads. Small groups can then use these to persuade and inspire a whole class audience.

Drama can be used to express an analytical conclusion about one statement on a double page spread.

### Representation:

All representations carry personal and cultural meanings. They have personal and social effect. Students can explore the ways in which this resource represents the idea of freedom.

*The only real prison is fear, and  
the only real freedom is freedom  
from fear ...  
You should never let your fears  
prevent you from doing what you  
know is right.*

Aung San Suu Kyi

## Teaching and learning opportunities:

### NSW syllabus for the Australian curriculum English K-10 syllabus

- In pairs, ask students to choose a double page spread and examine the visual and verbal text. Students focus on words and phrases that show the author's point of view. For instance is s/he making a moral judgement, evaluating a situation or appealing to the reader's emotions? Link these ideas to aspects of the visual text. [EN3-3A](#)
- Using some of the words or phrases they have discovered ask pairs to pair share and then as a group explore another aspect of freedom using ideas and words from their double page spreads. Ask the group to illustrate their words to persuade their readers/viewers of the importance of their statements when they present to their class. [EN3-1A](#)
- Choose a double page spread and present a frozen moment or tableau representing the meaning of the verbal text. Ask students to think about the emotions evoked by the words and images and ask them to try to represent these through gesture and the composition of the tableau. [EN3-7C](#)
- Students discuss how freedom is represented in visual and written text. Students represent their own ideas about freedom through words, images and music.

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





# A treasure house of words: *The right word: Roget and his thesaurus*

Australian curriculum springboard

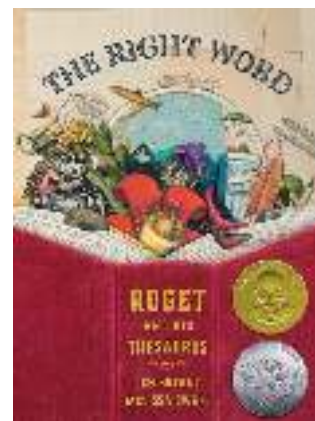
English  
Stage 2  
Years 3-4



*The right word: Roget and his thesaurus*  
[book trailer]

## *The right word: Roget and his thesaurus*

BRYANT, Jen & SWEET, Melissa  
Eerdmans Books for Young Readers, USA (A Junior library guild selection)  
ISBN 9780802853851 [423.092]



Introducing students to the history of the thesaurus and its author, Peter Mark Roget, this lavishly illustrated biographical picture book will appeal at several levels. Roget began writing lists at the age of eight. His obsession with list-making and categorisation culminated in the publication of his *Thesaurus of English words and phrases, classified and arranged so as to facilitate the expression of ideas and assist in literary composition* in 1852, continuously published in print, albeit with a shorter title, to this day. From his early days as a shy, studious child to his career as a doctor, an inventor, and author of scientific papers and the thesaurus, the narrative is engaging. Bryant's clever use of synonyms and use of his father's death in his first list, hint that this devastating event was the cause of Roget's obsession with words, and could lead to discussion on point of view. Sweet's collages, inspired by Roget's notebooks, contain lists, scientific classifications and botanical drawings that provide a detailed 19th century background of Roget's interests, and are superimposed with illustrations to support the narrative. Roget edited his thesaurus many times so that everyone should be able to find the right word whenever they needed it and a closer inspection of Sweet's illustrations could support [English K-10 syllabus](#) Objective B: Grammar, punctuation and vocabulary. C. Keane

**USER LEVEL:** Stage 1 Stage 2 Stage 3 Stage 4

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1699942** \$29.99

## Programming:

### Composing creatively: choosing the right words

*The right word: Roget and his thesaurus* relates the life of Peter Mark Roget and the publication of his thesaurus, which means *treasure house* in Greek, and is a wonderful resource for engaging with vocabulary. It can be used as a stimulus for students to focus on aspects of grammar, punctuation, vocabulary and spelling to compose their own texts. Use a variety of strategies in the composing process to build field knowledge, and an understanding of cohesive links at the clause, sentence and paragraph level. Like Roget, create lists of synonyms and similes to help the students write creatively. The short video [Teachers TV: primary English - writing activities](#) features the Super sentence teaching strategies about different ways students can improve their sentence writing. Accessing a thesaurus such as [Thesaurus, kids.net.au](#) will provide an engaging activity for creating lists of synonyms. *The right word: Roget and his thesaurus* is an illustrated biographical picture book. In response to the main events in Roget's life, students could create an autobiographical text by using first-person narrative to create a written text, a podcast or a book trailer. The timeline at the end of the book and the publisher's book trailer are excellent resources for this activity. Students, in pairs or small groups, could work on sections of Roget's life and combine them to produce the autobiography for sharing with their own and other classes.

### Style

The quirky written text, font, images and framing represent the historical period of Roget's life and works in an unusual way and illustrate the creative process in sharing this biography. These stylistic choices can be explored and will provide opportunities for students to experiment with these elements in their own compositions.

## Teaching and learning opportunities:

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

- Discuss the purpose, intended audience and structure of the book. [EN2-8B](#)
- Respond to the reading of the text by creating a Y chart of characters, events and context as a whole class activity [EN2-2A](#)
- Make a sequential bullet point list of the major events in Roget's life. In pairs, students work on a section of his life, elaborating on these events. Use the [Super sentence](#) strategy and [Thesaurus, kids.net.au](#) to improve these sentences. [EN2-9B](#)
- Experiment with layering of text and images, and use of lists and framing in own compositions. [EN2-8B](#)
- View and discuss the book trailer. Students change their earlier paragraphs/sentences to first-person narrative. Pronouns, cohesive links and interesting sentence beginnings will occur naturally to avoid the repetition of / at the start of each sequence. [EN2-9B](#)
- Share and reflect on writing with peers, and make improvements to create combined written text, podcast or book trailer. [EN2-12E](#)

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

## Additional resources for engaging with words:

- [Pig the pug](#) by Aaron Blabey ([Scan review](#))



- [Raps and book raps](#)

- [The Swap](#) by Jan Oremerod & Andrew Joyner ([Scan review](#))
- [Thesaurus Rex](#) by Laya Steinberg & Debbie Harter
- [The word spy](#) by Usula Dubosarsky



# eresources

Resources are listed in Dewey order

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

## Icons used:



app for iPad/iPhone/iPod touch;  
app for Android



digital authoring tool; learning  
platform software



ebook; ejournal; online database



interactive; eg game; learning object



media presentation; eg 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 [Office clip art and media](#) and [Open Clip Art Library](#).

## eSmart digital licence



[The Alannah and Madeline Foundation](#), in partnership with Google, is offering free access to this digital licence program to all Year 6 students in Australia in 2015. Parents and others are able to purchase a licence, allowing them to work through engaging resources and the eight specialised quizzes to gain an official licence. The quizzes are based on eight modules that support understanding of key cyber safety topics including *Protecting privacy, Social networking and gaming and Communicating safely online*. [Testimonials](#) are available as is a [sample quiz](#). Teachers may wish to explore this site in conjunction with others such as [budd:e](#) and [cyber\[smart:\]](#) for a more complete overview of this subject. S. Rasaiah



**Preview the eSmart Digital Licence by The Alannah and Madeline Foundation.**

**USER LEVEL:** Stage 3 Community  
Professional

**PUBLISHER:** Alannah and Madeline  
Foundation, VIC

**REVIEW DATE:** 07/07/2015 [004.67]

**SCIS 1722072**



## Headlines through history



Providing a thought-provoking snapshot of newspaper journalism from 1927 to 1982, this [Headlines through history](#) digibook reports on some significant events in Australian history including the first vehicular harbour bridge crossing, the bombing of Darwin, the introduction of television and the Franklin River Dam blockade. The resource includes digitised newspaper articles, explanatory text, questions for students and suggestions for further inquiry. The newspaper articles demonstrate a range of reporting styles, text structures and persuasive techniques *enabling analysis and use of sources* and the development of History Stage 3 historical concepts of *cause and effect, perspective and significance*. [Headlines through history](#) can provide a springboard for further inquiry on the

*contribution of individual and groups to the development of Australian society* as part of the History Stage 3 topic: [Australia as a Nation](#). G. Braiding

**USER LEVEL:** Stage 3

**KLA:** AC; HSIE

**SYLLABUS:** History K-10

**PUBLISHER:** Australian  
Broadcasting  
Corporation, VIC

**REVIEW DATE:** 07/07/2015 [070.1]

**SCIS 1709807**



## The Chinese question



ABSTRACT

Produced by DEC Learning Systems to complement the Sydney Living Museum's 2014 exhibition, [Celestial city: Sydney's Chinese 1850-1900](#), this interactive resource supports outcomes in [Depth Study 2: Australia and Asia](#) for Stage 5 in the NSW [History K-10](#) syllabus and addresses the cross-curriculum priority [Asia and Australia's engagement with Asia](#).

The resource features a large range of primary sources that are arranged into



six themes relating to the roles played by Chinese migrants to Australia and uses a project-based learning approach to immerse students in a real historical issue. Students use Google Apps for Education as they work in groups to investigate the issues and produce their final product. Opportunities are provided for students to develop historical and 21st century learning skills. For more information, see the [article](#) in this issue of *Scan*. The resource is available to all students in the [Learning resources](#) area of the Sydney Living Museum website.

**USER LEVEL:** Stage 5

**KLA:** AC; History

**SYLLABUS:** History K-10

**PUBLISHER:** NSW Department of Education and Communities, NSW, 2014

**REVIEW DATE:** 07/07/2015 [305.89]

**SCIS 1721842**



Scan the SCIS barcodes to select resources for your collection.

## [Mystery at Rookwood](#)

### ABSTRACT

Discovering a mysterious figure's identity by working through a series of tasks, supported by primary and secondary source material, is the basis of this learning object. A ghostly cartoon character pleads for help in uncovering his background and name following the desecration of his gravestone. He presents six memories, such as *We weren't very popular* and *I became successful in business*. Each memory is supported by six *Sources*, taken from letters, documents, posters and photographs. *Tasks* need to be completed based on the interpretation of these sources. Timing is included as an incentive for students to be first to solve the mystery. In *Manage students activities* a log of each student's efforts and time taken is provided. The data in this table allows teachers to plot each student's mastery of the analysis of evidence in the process of historical inquiry. This resource aligns with objectives in outcome [HT3-2](#) in the NSW History syllabus.

**USER LEVEL:** Stage 3

**KLA:** AC; HSIE

**SYLLABUS:** History K-10

**PUBLISHER:** Learning Systems Directorate, NSW

**REVIEW DATE:** 7/07/15 [325.94]

**SCIS 1721830**



## [Best of ABC splash. Primary](#)

With an appealing colourful interface, the [Best of ABC splash. Primary](#) is a collection of video clips on the ten most popular *ABC Splash primary* topics each school term. Clips can be filtered by one or more Australian curriculum areas providing easy search functionality. Each clip includes lesson starters comprising questions for students for pre, during and post viewing, and further inquiry and research. A transcript is provided which is useful for student review, although its presentation makes it a little difficult to read. A quiz for each clip will be a useful interactive feature of the app when activated. The app requires Wi-Fi for accessing the video clip content whilst the transcripts and lesson starters are available offline. As the clips and topics are varied and broad-ranging, once downloaded by teachers and parents, this app provides useful

resources for Early Stage 1 to Stage 3 in most curriculum areas. G. Braiding

**USER LEVEL:** Early Stage 1  
Stage 1 Stage 2  
Stage 3 Community  
Professional

**KLA:** AC; CA; English; HSIE;  
Mathematics; Science

**SYLLABUS:** Creative Arts K-6;  
English K-10; History  
K-10; Mathematics  
K-10; Science K-10  
(SciTech K-6)

**PUBLISHER:** Australian  
Broadcasting  
Corporation, NSW

**REVIEW DATE:** 07/07/2015 [371.33]

**SCIS 1709813**



## [Reading Australia](#)

A scrolling banner at the top of the home page invites viewers to select [The Australian outback](#), [Important Indigenous stories](#) or [Stories of drama and passion](#) to connect to information, supplementary resources and



teaching resources on a selection of highly valued Australian texts. For example, *The 7 stages of grieving*, a contemporary Indigenous performance text, is suggested for Year 10 students. A synopsis, author biography and insightful [essay](#) provide context for the work. The comprehensive [Teacher resource](#) offers Australian Curriculum and NSW syllabus linked activities under the headings, *Introductory activities*, *a Close study*, *Significance* and *Informed reaction*, and can be printed, emailed or bookmarked. Further search options – *Featured resources* (categorised by Primary, Secondary and Tertiary), *Featured author* (Alison Lester, David Malouf and Alex Miller) and *Latest News* (10 author interviews videos and links to resources on *The narrow road to the deep north*) – are available on the home page. The featured Stage 1 resource, *Come down, cat!*, has a synopsis, author information, a book trailer, and extensive [Teacher resources](#) organised under *Context*, *Responding*, *Examining* and *Creating*. With multimodal texts and over 200 supported books that include well known award winning classics, this recently updated and easily navigated website will be useful for teachers. The collection of texts could generate important discussions about the concept of literary value and the basis

for attributing their worth according to their value to a culture, society or group of people. Register for monthly updates, and to bookmark favourites and add notes. C. Keane

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

**KLA:** AC; English

**SYLLABUS:** English K-10; English  
Stage 6

**PUBLISHER:** Copyright Agency  
Limited, NSW

**REVIEW DATE:** 07/07/2015 [A820]

**SCIS 1646497**



[Reading Australia](#) by Copyright Agency

## [Anzac voices](#)



The experiences of Australians who fought in the First World War is the focus of this poignant website. Not only does it explore the story of the men, but also tells the story of the nurses and Red Cross workers, who faced some of the same hardships. Constructed with a clear vision of the Australian History syllabus in mind, it covers much of the content for Stage 5 [Australians at War](#). The site is easy to navigate and will engage students as they discover their own journey of learning through the different aspects of the war. All years of the conflict are investigated and under each year is a variety of battles and experiences that our fighting personnel had to endure. Primary sources help propel the reader through the Australian story and there is sorrow with the realisation that many of the people focused on lost their lives in fighting for their country. A. Ellis

**USER LEVEL:** Stage 5

**KLA:** AC; HSIE

**SYLLABUS:** History K-10

**PUBLISHER:** Australian War  
Memorial, ACT

**REVIEW DATE:** 07/07/2015 [940.3]

**SCIS 1698640**



## [Mapping the Australian coast](#)



Closely aligned to the NSW *K-10 History syllabus for the Australian curriculum*, this *ABC splash* digibook provides a rich resource for the Stage 2 topic: [First contacts](#), specifically *great journeys of exploration*. One of a set of digital resources on the topic Explorers of Australia, this digibook includes digitised primary sources including a painting, maps, letters and journal entries relating to Abel Tasman and other Dutch explorers, as well as to James Cook and Matthew Flinders. Succinct information explains the context of each source, and questions directed at students encourage critical analysis, further inquiry and deep thinking. Based on primary source materials, the digibook [Mapping the Australian coast](#) enables the development of History Stage 2 historical concepts such as *cause and effect* and the historical skill of *analysis and use of sources*. G. Braiding

**USER LEVEL:** Stage 2

**KLA:** AC; HSIE

**SYLLABUS:** History K-10

**PUBLISHER:** Australian Broadcasting  
Corporation, VIC

**REVIEW DATE:** 07/07/2015 [994]

**SCIS 1709801**





# professional reading

Resources are listed in Dewey order.

## Scanner pro



By transforming an iPhone or iPad into a portable scanner, this app allows users to scan documents, receipts, notes or contracts easily and efficiently. Once scanned, the digital image can be emailed, sent to a nearby printer, uploaded to *Dropbox*, *Google Drive* and *Evernote* or saved as a PDF on the device. Features of Scanner Pro include the ability to remove shadows, correct perspectives and brightness, scan in grayscale or colour and adjust borders to crop and scan the section needed. This app integrates with *iCloud* ensuring that even multipage documents can be sent to users' other devices which have *Scanner pro* installed. S. Rasaiah

**USER LEVEL:** Community  
Professional

**PUBLISHER:** Readdle, USA

**REVIEW DATE:** 07/07/15 [006.6]

**SCIS 1722162**



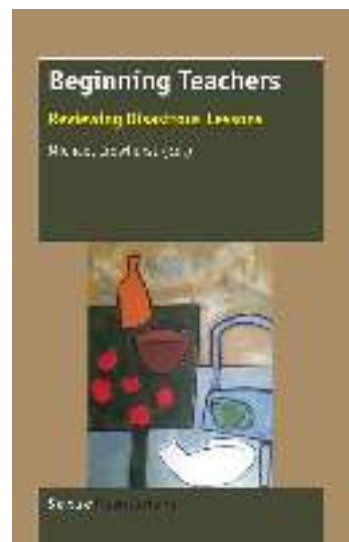
\$3.79



*Scanner pro* by Readdle Live

## *Beginning teachers: reviewing disastrous lessons*

Edited by Michael Crowhurst  
Sense Publishers, The Netherlands, 2015  
ISBN 9789463000710 [371.102]



Despite the ominous title the narratives included in this edited collection represent beginning teachers' reflections on their professional placement. The moment when what was planned and envisioned for a lesson is not realised forms the focus of each narrative ranging from the

*lesson from hell to the fine line between chaos and success.* Some narratives expose the gaping hole between theory and practice for a beginning teacher's context, others provide a springboard for constructive self-reflection, observation and learning. A set of questions, as a lens to engage with each narrative, is suggested in the introductory chapter. For teachers at all career stages, the narratives rationalise how a moment of crisis, an unplanned event or a confronting incident, on reflection, can be a productive learning experience overcoming failed expectations rather than a regretful *if only I could turn back time*. F. Whalan

**USER LEVEL:** Professional

**SCIS 1723900** Paper \$54.00

## *Do teachers wish to be agents of change?: will principals support them?*

Edited by Allen Menlo & LeVerne Collett  
Sense Publishers, The Netherlands, 2015  
ISBN 9789462099579 [371.102]

The overarching theme of the collection of case studies is principals' and teachers' roles as change agents based on data drawn from a 10 country



cross-cultural study. The 10 case studies document the relationship between secondary school principals' and teachers' perceptions and attitudes to various change and development responsibilities.

Dimensions of change responsibilities are specified in the questionnaire included in the introductory chapter. An interesting finding from the study is that principals prefer more teacher participation in change processes related to curriculum and teaching and learning than teachers' say they want. On the other hand, the results generalise that principals are reluctant to invite participation on administrative issues. The case studies illuminate many of the tensions and the complexity of change processes present in secondary schools. F. Whalan

**USER LEVEL:** Professional

**SCIS 1723903** Paper \$54.00



must be purchased



### *The kid who got labelled*

BLUMENTHAL, Henry  
Henry Blumenthal, NSW, 2011  
ISBN 9780646557540 [371.102]



Written by an experienced teacher, this book promotes a positive approach to students by focusing on strengths rather than disabilities. It challenges what he sees as the over diagnosis of ADHD and learning disabilities and shows how most

difficulties can be remediated by good teaching. Some of the points the author makes are quite basic such as the importance of being patient and making lessons interesting. However, there are some interesting ideas about teaching students how to learn and setting good tests. There are chapters for parents too showing how they can work better with the school to help their children. This is a useful resource for beginning teachers bringing together the practical aspects of good teaching, especially for supporting under-achieving students. A. Soutter

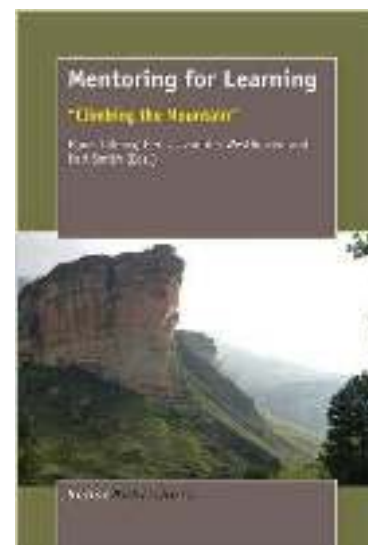
**USER LEVEL:** Community Professional

**SCIS 1706789** \$7.95

Available at [www.lifeimprovement.com.au](http://www.lifeimprovement.com.au)

### *Mentoring for learning: climbing the mountain*

Edited by Harm Tillema, Gert J. van der Westhuizen, & Kari Smith  
Sense Publishers, The Netherlands, 2015  
ISBN 9789463000567[371.102]



The role of learning from mentoring, the mentoring conversation and learning to mentor form three distinct themes of inquiry that link the mentoring process with professional learning outcomes.

The content in each section offers wide appeal to players engaged in the mentoring process: teachers and educational instructors as mentors; pre-service; and early career teachers whose professional learning may be enhanced through mentoring conversations. Consideration is given to the complex interpersonal space forming a delicate platform that requires competence, trust, reasoning and honest dialogue. The range of studies reflects differing theoretical stances which illuminate how mentoring in the context of practice builds practical professional knowledge for action. Key outcomes of mutual benefit

and professional learning permeate the chapters, placing the relationship between the mentor and mentee as guided by the reciprocal needs met through the quality of the mentoring partnership. F. Whalan

**USER LEVEL:** Professional

**SCIS 1723906** Paper \$115.54.

### *Passage through the threshold of technology: insights into leading qualities of a teacher*

MAJOCHA, Elizabeth  
Sense Publishers, The Netherlands, 2015  
ISBN 9789463000260 [371.102]



A series of practitioner case studies characterises teacher learner leadership qualities needed to navigate an age of constant technological change. The power and promise of technology to

increase a teacher's repertoire designed to advance students' learning and understanding is described. The difficulties teachers struggle with as

they design learning experiences to integrate a myriad of new devices and applications is also respectfully and sensitively addressed. The maxim, I am just a teacher, is countered eloquently by evidence drawn from practising teachers, who lead colleagues by exhibiting such qualities as being supportive, excited, willing to learn and share, encouraging and promoting trust, being approachable and accepting feedback. Acknowledging that leadership in the context of improving the school community is complex, a range of paradigms are unpacked. These include: coaching and mentoring; leading learning by applying the Technology Pedagogical Content Knowledge (TPCK) model; and reducing teacher isolation through trust and networking. F. Whalan

**USER LEVEL:** Professional

**SCIS 1723910** Paper \$36.00



## Teaching across cultures: building pedagogical relationships in diverse contexts

IKPEZE, Chinwe H.

Sense Publishers, The Netherlands, 2015  
ISBN 9789462099814 [371.102]



Cultural diversity manifests in individual differences based on students' linguistic, racial and ethnic backgrounds. Understanding these complexities and decisions required to be an effective teacher

educator to train teachers for cross-cultural settings is chronicled in the account of one teacher educator's experiences. In tertiary contexts, navigating the curriculum, pedagogy and research is paramount to being an effective educator. To achieve such success an argument is presented for the application of such conceptual frameworks as self-study and the study of others. This methodology elicits the tensions, challenges and questions that arise in teaching across cultures. Key issues for developing culturally responsive teaching, building relationships with and networks among

students are explored in detail.  
F. Whalan

**USER LEVEL:** Professional

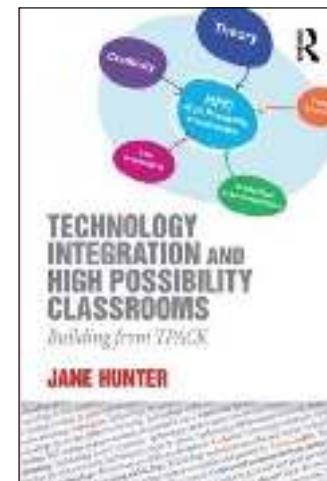
**SCIS 1723912** Paper \$54.00

## Technology integration and high possibility classrooms: building from TPACK

HUNTER, Jane

Routledge, USA, 2015

ISBN 9781138781337 [371.33]



Rarely has teachers' classroom practice that exemplifies effective technology integration with pedagogical content knowledge been captured to emanate new understanding and theory. The High Possibility Classrooms

(HPC) model, which arises from Hunter's research of four teachers who form the rich case studies for the book, captures and documents such practices. A distinctive feature of HPC and technology integration, that diverges from traditional views of ICT integration, is that theory-driven technology practice focuses on purposeful

planning and teaching, enriched subject matter and thinking, and creating that stimulates authentic student engagement. HPC provides instruction for teachers on how to use, for example, simple pedagogical techniques that make the learning intentions explicit, contribute to students' enriched knowledge of the subject matter and build opportunities for creativity and reflection. The chapter on *Creating high possibility classrooms* outlines how the finer detail of HPC can transform into practice in action to create motivating and engaging learning spaces and contexts. F. Whalan

**USER LEVEL:** Professional

**SCIS 1715852** Paper \$45.99

## Connections

ABSTRACT

*Connections* offers and coordinates visual excursions for NSW Department of Education and Communities (DEC) schools through the Distance and Rural Technologies (DART) unit. Designed to enrich and supplement curriculum across all stages by enabling teachers and students to connect face-to-face with experts in Australia and worldwide, each event can be viewed with video conferencing equipment.

*Virtual excursions* for the current month are listed with the title of each event, its date and time, and an overview of its content. Click the excursion's title for more information including the event's provider, the start and end time, availability and cost, links to key learning areas and stage levels, a comprehensive overview, and booking instructions.

*Register your school* using the online form. Once registered, teachers from NSW DEC and non-DEC schools log in to book a class for a virtual excursion. Bookings usually need to be made two weeks before the event. A calendar offers navigation for upcoming events, showing a summarised list for each chosen month and week. Teachers can also limit their search for events by using *Filter excursion by provider*. Social media links offer current discussions about events and reminders, while *Help for teachers* offers videos on how to log in, browse and book in.



**Video tutorial: booking a virtual excursion**

by DART



**USER LEVEL:** Professional  
**KLA:** AC; CA; English; HSIE; Mathematics; PDHPE; Science

**PUBLISHER:** NSW Department of Education and Communities, Distance and Rural Technologies, NSW

**REVIEW DATE:** 11/06/2015 [371.35]

**SCIS 1722164**



### [Living archive of Aboriginal languages: a digital archive of endangered texts in Aboriginal languages of the Northern Territory](#)



In this treasure house, teachers will find resources produced over decades in language centres and schools across the Northern Territory. These resources have been recognised as valuable artefacts that provide direct links to many of the languages traditionally spoken in that area. While the site is available to linguists and researchers, there are also

pathways for teachers with links made to the National Curriculum to support the use of these resources in classrooms. The resources are often traditional stories that have been developed with the help of Elders who were fluent in the local language, an important consideration at a time when languages are under threat of loss. Click on the Northern Territory map to enter the archive. The legend identifies coloured markers to access places, languages and learning centres. Once a location has been selected, scroll through the list of books to select for viewing. These resources provide an insight into the cultural groups represented by these languages. For Aboriginal students all over Australia, this resource can provide a focal point for cultural pride. This is also a place for nonAboriginal Australians to explore the cultural and linguistic heritage that belongs to some of the first peoples of Australia. K. Rushton

**USER LEVEL:** Professional  
**KLA:** HSIE  
**SYLLABUS:** History 7-10  
**PUBLISHER:** Living Archive of Aboriginal Languages, NT  
**REVIEW DATE:** 07/07/2015 [499]

**SCIS 1722164**



[How to use the living languages site](#)  
 by LAAL

### [The literacy of history](#)

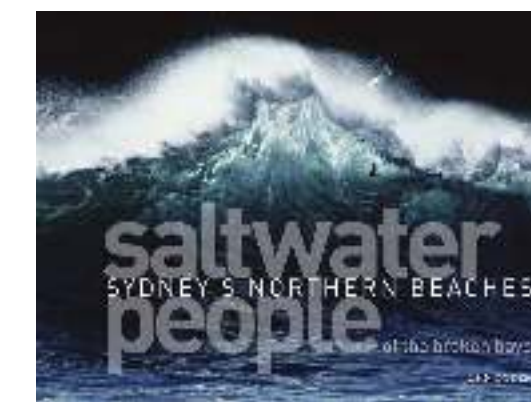
HUTTON, Penny and SMYTH, Catherine  
 PETAA, NSW, 2015  
 ISBN none [809]  
 Historical inquiry is an essential process for students to develop an awareness of significant past events and the skills to understand themselves and society. In this paper, the authors explore the skills, knowledge and understandings required by primary students and offer teaching strategies to support students developing literacy in history. Referring to the skills outlined in *Australian Curriculum: History*, examples are provided for using a *KWL chart*, *The Information Skills Process* (ISP) and a

*Glossary of New Terms Table* to assist students to formulate inquiry questions, develop research skills and make sense of historical texts. Explanations for using strategies such as *SOAPS*, *SQ3R* and *Think-pair-share* when reading and viewing texts to make meaning are helpful. The *Implications for teaching* section has a checklist of explicit teaching strategies to support students when composing effective texts in history. C. Keane

**USER LEVEL:** Professional  
**KLA:** AC; HSIE  
**SYLLABUS:** History K-10  
**SCIS 1708083** Paper \$7.00

### [Saltwater people of the broken bays: Sydney's northern beaches](#)

OGDEN, John  
 Cyclops, NSW, 2011  
 ISBN 9780980561913 [994.4]



Photographs, both colour and black and white, record the history of Sydney's northern beaches.



This pictorial history of the beaches extends back to the original owners with drawings, photographs and paintings telling the story of the traditional life of the saltwater people on the beaches. The story begins with the lives of individual Aboriginal people like Bungaree and Gnung-a Gnung-a Murremurgan then, beach by beach, traces the changes in the beaches over the last two hundred years. The story ends with cultural profiles of life on the beaches from the bohemians and artists to the surf filmmakers.

The final section is devoted to the saltwater descendants, people who can trace their family back to the original saltwater people. This beautiful book will engage, entertain and inform as the images tell a story even without verbal text. It is structured in a way that will invite the reader to return for a variety of purposes while providing a valuable record of the history of one important part of Sydney. K. Rushton

**USER LEVEL:** Professional

**KLA:** AC; English; History

**SYLLABUS:** English K-10; History K-10

**SCIS 1549399** \$70.00

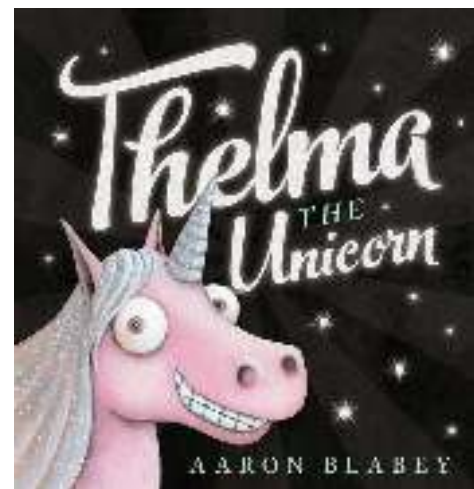
## picture books

Resources are arranged alphabetically by author.

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

### *Thelma the unicorn*

BLABEY, Aaron  
Scholastic Press, NSW, 2015  
ISBN 9781743625804 [A821]



Celebrity status isn't all that Thelma, the pony, thought it would be when she ties a carrot to her forehead, covers herself with pink paint and glitter and becomes a famous unicorn. As in other funny rhyming books by Aaron Blabey, this story has a cleverly concealed moral message. Yearning to be something that she is not makes Thelma discontented with her ordinary life. As a superstar unicorn she thinks that all her dreams have come true. She quickly learns that

the price of fame is high and that she prefers being her old self with her friend, Otis. The expressive illustrations tell their own story and the overall pink, sparkly appearance of this picture book adds another level of excitement for young readers. S. Rasaiah

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1697558** \$16.99



*Aaron Blabey reads Thelma the unicorn*  
by scholasticaustralia



Planning learning activities using YouTube videos embedded in *Scan?* Note that a teacher log in is required to view YouTube videos in the NSW DEC online environment. Stage 6 students also have access

### *I don't want to go to school!*

BLAKE, Stephanie  
Gecko Press, NZ, 2014  
ISBN 9781877579080



Simon, a cheeky young rabbit character has school anxiety, and he has not even been for his first day yet. He has an extensive menu of strategies to avoid his fear. Simon's parents suggest that

he is brave, will make friends, and will enjoy the many new activities. *I'm not going!* is his only catchcry response. The vibrantly coloured pages of this picture book are delightful. Some pages are filled with tiny detail, which makes rereading an adventure and a useful discussion starter. An excellent resource for preparing pre-school children for the beginning of their educational lives, this picture book is also a delightful addition to the school library for wide reading. I. McLean

**USER LEVEL:** Early Stage 1  
Community

**KLA:** AC; English

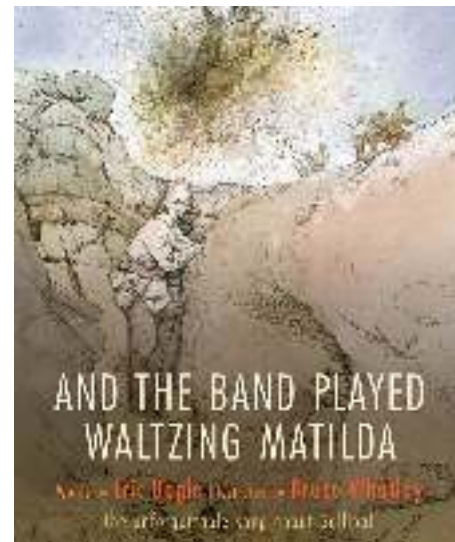
**SYLLABUS:** English K-10

**SCIS 1668404** Paper \$19.99



## *And the band played Waltzing Matilda*

BOGLE, Eric & WHATLEY, Bruce  
Allen & Unwin, NSW, 2015  
ISBN 9781743317051 [A821]



The lyrics to a well-known protest song written by Eric Bogle in 1971 have been set alongside realistic, sepia-toned illustrations by Australian artist Bruce

Whatley in this emotive picture book. The written text is more appropriate for older students. Cross curriculum links are evident – students can investigate point of view and perspective, the use of similes, Australian icons, the Gallipoli



*And the band played Waltzing Matilda*  
[book trailer](#) by Allen & Unwin

legend, courage and duty, the futility of war and culpability, and difficulties faced by soldiers returning home.

[Teachers' notes](#) offer more ideas for critical investigations. Evoking reader responses through art and capturing musical mood through colour can be explored, as well as the medium used by the artist. M. Sutera

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

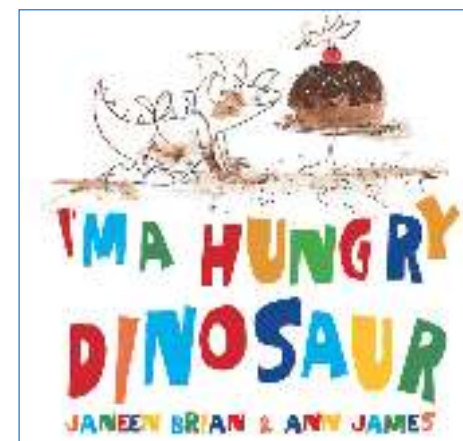
**KLA:** AC; CA; English; History

**SYLLABUS:** Creative Arts K-10;  
English K-10; History K-10; Music 7-10;  
Visual Arts 7-10

**SCIS 1696051** \$24.99

## *I'm a hungry dinosaur*

BRIAN, Janeen & JAMES, Ann  
Puffin Books, VIC, 2015  
ISBN 9780670078103 [A821]



Following the story of the dirty dinosaur by the same creative team, this new rhyming picture book explains the process of cake making using

rhythmic, recurring text. Transparent pictures link to colourful verses that parrot the dinosaur's narrative. Action verbs are the key to the beat of this multimodal, procedural text. Teachers can use this format to introduce how predictive language can invite a response from an audience. The sturdy, curved shape of the book and its familiar content lends itself to being enjoyed by pre-schoolers. This is an ideal book to read aloud with the two distinct patterns in the text encouraging drama and movement to the beat. S. Rasaiah

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1701676** \$19.99

## *The curious garden*

BROWN, Peter  
Little Brown and Co, USA, 2009  
ISBN 9780316015479

A dreary, smoggy, sepia-toned city is without gardens, greenery or plants of any kind, until cheerful, young Liam discovers an abandoned elevated



railway line. He tends a few stray green shoots struggling for existence near the rails, and has soon created a beautiful garden high above street level. After the winter snows thaw,

Liam is thrilled by how quickly his garden rejuvenates and, very soon, other rooftop gardens bring renewed colour to the rest of the city. The author took inspiration from the High Line in Manhattan, which nature had reclaimed with wild plants. The award-winning picture book is a celebration of the resilience of nature, if only humans would make some effort. I. McLean

**USER LEVEL:** Stage 1 Stage 2  
Stage 3

**KLA:** AC; English

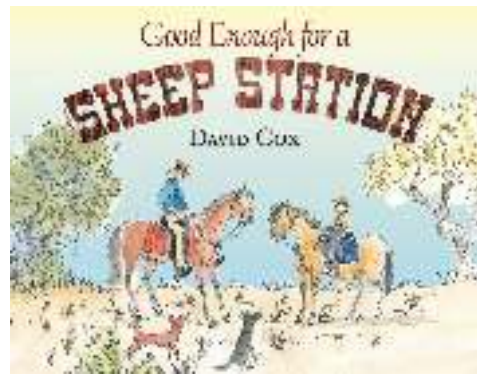
**SYLLABUS:** English K-10

**SCIS 1416236** \$23.95



## Good enough for a sheep station

COX, David  
Allen & Unwin, NSW, 2015  
ISBN 9781743319031 [636]



The Australian bush and the people who live and work there come to life in this nostalgic auto-biographical

picture book of the early life of author/illustrator David Cox. Growing up on a sheep property outside of Young, NSW, Cox describes a time vastly different to today, with long droving trips, cattle duffers, schoolwork arriving by post from the Queensland Correspondence School, his dad coming home from boarding school on a Cobb & Co coach. Some things remain the same – the isolation, the physical labour involved in working a property, the skills passed down from father to son, the agony of drought and flood and what happens when illness strikes. The good times are also included, with many amusing stories, even about snakes. This text would support the study of [Present and Past Family Life](#) for Stage 1 History K-10 syllabus. S. Morton

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2

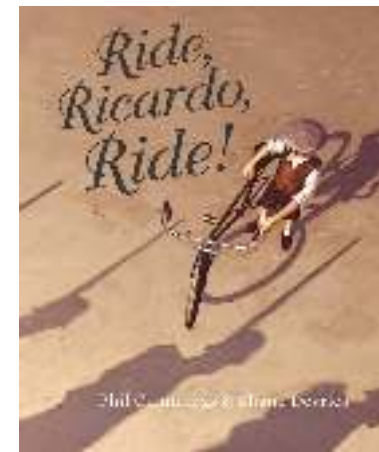
**KLA:** AC; English; HSIE

**SYLLABUS:** English K-10; History K-10

**SCIS 1696032** \$24.99

## Ride, Ricardo, ride!

CUMMINGS, Phil and DEVRIES, Shane  
Omnibus Books, SA, 2015  
ISBN 9781742990736



Aesthetically and emotionally compelling, this picture book describes the fear and loss of liberty experienced by the inhabitants of a small European village during the

war. Ricardo, a young boy, is the central character and the tool for narrating the dramatic lifestyle changes in the village during the military invasion. Laughing and encouraged by his father, Ricardo enjoys riding his bike each day under endless open skies, quiet and clear. His blissful childhood is interrupted when the shadows come. Long dark shadows of helmeted soldiers carrying rifles with attached bayonets wreaked havoc in

the village; the thunderous rhythm of marching feet pounded the streets and years of terror ensue. The soldiers are never seen and the war is never mentioned. Full page illustrations and graphic panels support and extend the written text with the shadows and play of light and dark providing a cohesive structure to navigate the text. This haunting tale will compel students to make inferences about the setting, events and the reasons for European migration to Australia after World War II. [Teaching notes](#) are available. C. Keane

**USER LEVEL:** Stage 3 Stage 4

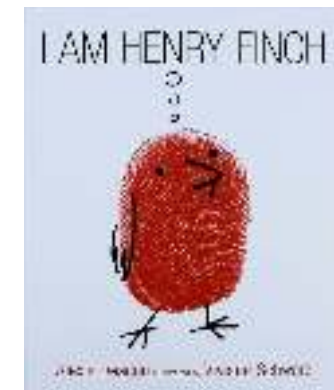
**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1699993** \$24.99

## I am Henry Finch

DEACON, Alexis and SCHWARTZ, Viviane  
Walker Books, UK, 2014  
ISBN 9781406357134



Written and visual text provide many deep learning opportunities for all ages in this complex picture book. Henry Finch is part of a large flock with each day a replica of

the previous, involving much mindless squawking and an occasional rushed flight from the Beast. Early one quiet morning Henry awakens to the sound of his first independent thought, the power of which creates more and more momentous thoughts thereby espousing Descartes' philosophy of *I think therefore I am*. Having visualised his pathway to greatness by his defeat of the Beast, he follows his plan, albeit with disastrous results. Being eaten does not quell Henry's thinking. He perseveres. Once again back with his flock, Henry tells his tale, gradually inspiring each to think, explore and take on the world. Henry's resilience, positive visualisation and strength to break away from his peer group all find a place within the classroom. The artist's choice of using fingerprints for the bodies of the finches demonstrate uniqueness, while colour contrasts convey positive and negative thoughts and provide avenues for discussion and exploration. Walker Books has created [Classroom ideas](#) with English content descriptions for the Australian Curriculum. S. Morton

**USER LEVEL:** Stage 1 Stage 2 Stage 3

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1693904** \$24.95



### *If kids ran the world*

DILLON, Leo & DILLON, Diane  
The Blue Sky Press, USA, 2014  
ISBN 9780545441964



A tribute to peace and a celebration of diverse cultures, *If kids ran the world* captures the wondrous joy of all people, and the unique beauty within each one of us. It shows children playfully

creating a more generous, peaceful world where everyone shares with others. The main themes are friendship, kindness and generosity. The book is a useful resource to start class discussions on what the students think kids would do differently if they ran the world and comparing it to how adults are now, the different races shown in the illustrations and how each child is feeling and behaving. Students will engage personally and recognise relationships between the text and their own lives, drawing on their values and dreams for our world. This resource will support the achievement of Values and Attitudes outcomes from the [PDHPE K-6 syllabus](#). M. Sutera

**USER LEVEL:** Early Stage 1 Stage 1

Stage 2

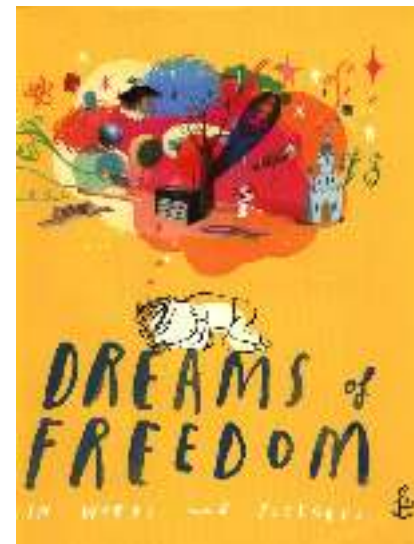
**KLA:** AC; English; PDHPE

**SYLLABUS:** English K-10; PDHPE K-6

**SCIS 1678697** \$18.99

### *Dreams of freedom in words and pictures*

Frances Lincoln Children's Books, UK, 2015  
ISBN 9781847804532 [323.44]



Illustrators from around the world have joined in this Amnesty International project pairing their work with the words of many who have fought for freedom. From Nelson Mandela

to Malala Yousafzai, each double page spread provides a context in which to explore the contemporary messages of freedom. Some of the voices like Anne Frank's, Chief Standing Bear's and Harriet Tubman's are from the past and linked to major events in world history but all resonate with the world

as we know it today. The quality of the illustrations and the range of styles will be engaging for any reader. For those who are moved by these words and images, and want to know more, a short biography of each author and illustrator is available at the end of the book. This is attractively presented, informative picture book could be used as a starting point in discussing issues of justice and human rights for a wide range of students. K. Rushton

**USER LEVEL:** Stage 3 Stage 4

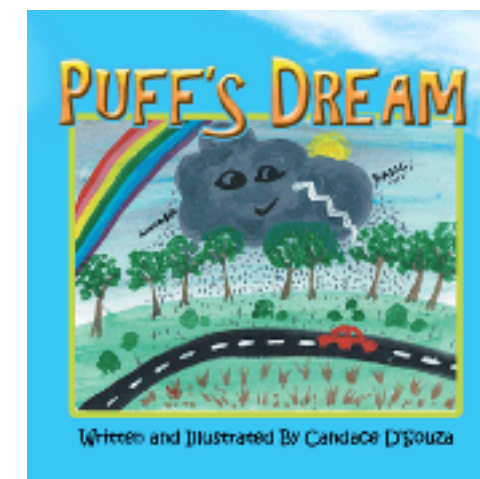
**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1699248** \$24.99

### *Puff's dream*

D'SOUZA, Candace  
Balboa Press, USA, 2014  
ISBN 9781452520261



*Puff's dream* is about a little cloud that wants to be big like the other clouds. This allegorical tale is about growing up. Just like the little cloud,

students in the Early Years will realise that the journey can be enjoyable and does not need to be rushed. Puff's journey is one of discovery. Students will learn the days of the week and recognise features in the natural environment as they follow Puff's travels around Australia. Each new day they see different areas of Australia and what can be found there, showing them how different and vast it can be. The journey celebrates surprises and the culmination is joyful. This picture book would ideally be used as a stimulus to discuss Puff's feelings or to support student identification of the basic needs of living things and observations of changes that occur in the sky and landscape to achieve Science outcomes [Ste-8NE](#) and [ST1-8ES](#). M. Sutera

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** AC; English; Science

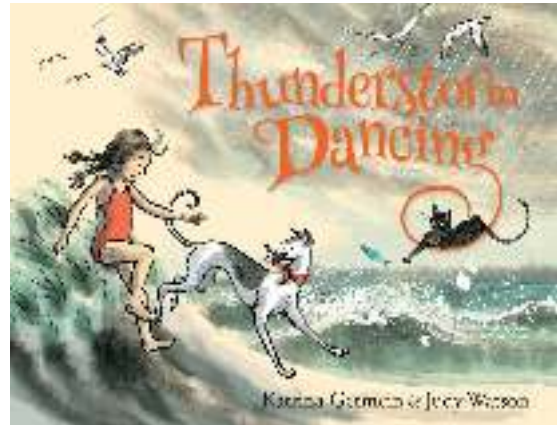
**SYLLABUS:** English K-10; Science K-10 (SciTech K-6)

**SCIS 1701663** Paper \$14.00



## Thunderstorm dancing

GERMEIN, Katrina & WATSON, Judy  
Allen & Unwin, NSW, 2015  
ISBN 9781743314593 [A821]



Storms can have quite disparate effects on people, ranging from exhilaration and wonder, to

anxiety and even fear. In this picture book we have a family enjoying a holiday at the beach when a summer thunderstorm forces them inside. With minimal rhyming text the sights and sounds of the looming storm are powerfully conveyed, with each member of the family demonstrating an aspect – *Poppy is the thunder stamping and thumping clapping and bumping*. On each page, though, a little girl sits apart, not quite able to join in the thunderstorm dance. Finally she finds her place, as the rainbow at the end of the storm. The ink and watercolour illustrations provide detail, counterbalancing the sparse text. The use of figurative language, in particular onomatopoeia, makes this a wonderful text to read aloud and would support the teaching of English outcome [EN1-](#)

[9B](#) recognise, discuss and use creative word play, perhaps using this [video explaining onomatopoeia](#). In addition, the text might have a place in the study of Science outcomes [ST1-6PW](#) and [STe-7NE](#). S. Morton

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** AC; English; Science

**SYLLABUS:** English K-10; Science K-10 (SciTech K-6)

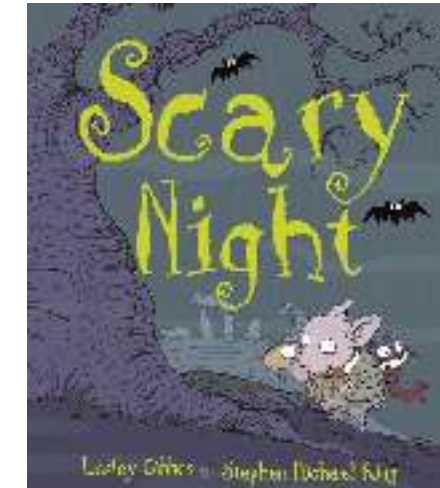
**SCIS 1703502** \$24.99



[Onomatopoeia](#) by Mindy Bauer

## Scary night

GIBBES, Lesley & KING, Stephen Michael  
Working Title Press, SA, 2014  
ISBN 9781921504631



Muted purples and greens create an atmosphere of spooky intrigue as three unlikely friends set out on a mysterious late night journey. Illustrations, by the award

winning Stephen Michael King, have a surreal quality and the level of quirky detail will appeal to young readers. Rhyming text is richly interspersed with alliteration, repetition, onomatopoeia and idioms, providing a comprehensive and accessible introduction to language devices, [EN2-8B](#) and creative word play, [EN1-9B](#), for emerging and newly independent readers. The story's structure provides some great opportunities for prediction and students will have fun using the clues in the words and pictures to guess where the friends are going in the dead of the night, [EN1-4A](#). Shortlisted for the CBCA Picture Book of the Year award for 2015, this entertaining story will delight. [Teacher notes](#) are available from the publisher's website. M McEwan

**USER LEVEL:** Early Stage 1 Stage 1  
Stage 2

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1669486** \$24.99

## Sid, Neey & friends: showtime

HILL, Natasha & BAILEY, Danielle  
Free Birds Planet, NSW, 2014  
ISBN 9780646927121



Inspired by the author's passion for the theatre, this picture book includes iconic Australian characters

with quintessential Australian names such as Tucker the kookaburra and Didge the crocodile. Each of the animals has a representation of the Sydney Opera House sails or steps drawn onto them, highlighting the importance of this famous building in the life of live theatre. The story tells readers that audiences stopped coming to shows at the Opera House so Benni the dingo left, only to return when he hears the applause of



appreciative audiences. This paved the way for all the friends to create a show for each of the theatres in order to win Dingo and the audiences back. More information and images of Sydney and backstage at the Opera House are available at [Sid, Neey & friends](#).

**USER LEVEL:** Stage 1 Stage 2

**SCIS 1700897** Paper \$9.95

### *Sophie's prize*

MARSTON, Jennie & WATT, Lexie  
Little Steps Publishing, NSW, 2014  
ISBN 9781925117073



Written by a mathematics educator, this picture book is designed to develop mathematical concepts in young children

in an enjoyable and natural way. It tells the story of Sophie who has just won \$100 in an art competition and wonders what to do with the money. The book explores various options so that, after reading it, a teacher could easily ask students what they would do with \$100, providing opportunities for developing their problem solving and

reasoning skills in making calculations with money. There are a number of other suggestions in a letter from the author at the end of the book. Above all, this is a story about a loving family and Sophie's decisions reflect their closeness. The realistic illustrations will resonate with readers; Sophie looks like an ordinary eight year old girl with a little sister and a dog. This book will appeal to young students and stimulate their mathematical thinking. A. Soutter

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2

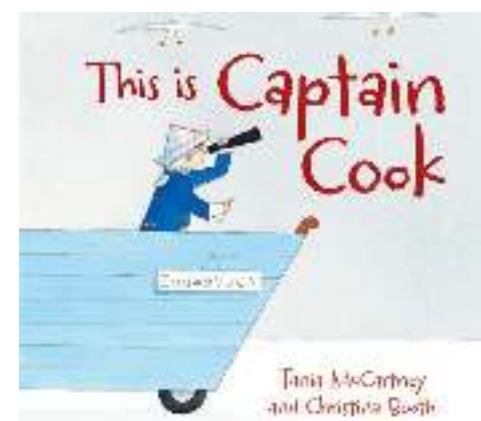
**KLA:** AC; Mathematics

**SYLLABUS:** Mathematics K-10

**SCIS 1679904** Paper \$16.95

### *This is Captain Cook*

McCARTNEY, Tania & BOOTH, Christina  
National Library of Australia, ACT, 2015  
ISBN 9780642278692



Depicting a humorous school play about the life and explorations of Captain James Cook, the whimsical illustrations,

audience responses and references to shiny buttons and chooks throughout this picture book will entertain a range of readers. This is Captain Cook is a chronological tribute to Cook's life as mariner, father and adventurer. It is an engaging first read for younger children about one of the giants of Australia's history, and could well be used as an introduction to more work about him or as a model for performing historical plays, readers' theatre or for composing a book trailer. The final pages showcase some of the archival material about Cook that is displayed in the National Library of Australia. This resource could be a useful supplementary text for [The Past in the Present](#) and [First Contacts](#) in History. The National Library of Australia website provides [Teachers' notes](#) for this resource. M. Sutera

**USER LEVEL:** Stage 1 Stage 2

**KLA:** AC; English; HSIE

**SYLLABUS:** English K-10; History K-10

**SCIS 1699989** \$24.99



[The first voyage of James Cook](#) by Learningvids4kids

### *Blue moon*

OKTOBER, Tricia  
Ford St, VIC, 2015  
ISBN 9781925000887



Each blue moon, cats come together in a beautiful dream which lasts until dawn. This fanciful picture book, by an award winning illustrator, follows a cat's adventures through the night. The detail in the

illustrations is extraordinary and warrants repeated viewing. Plants are drawn particularly well and the cats are delightful. Many pages have a meerkat hiding in the shrubbery and in other



unexpected places, and students will enjoy finding this character throughout the book. The concept of intertextuality can be explored. Students may recognise links with other stories and famous paintings, while teachers reading the book to a Kindergarten class could ask about the many famous cats depicted such as Puss in Boots, the Cat and the fiddle, and the Owl and the Pussycat. Undoubtedly, cat lovers will enjoy this book. A. Soutter

**USER LEVEL:** Early Stage 1 Stage 1

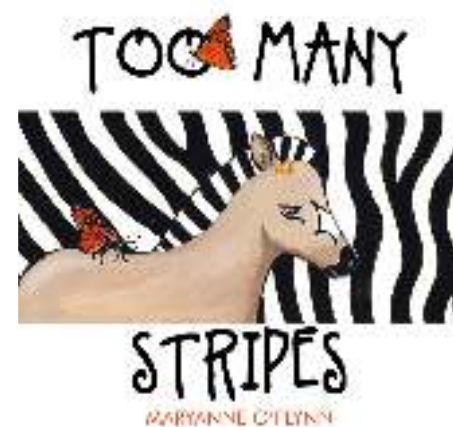
**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1695930** Paper \$16.95

### *Too many stripes*

O'FLYNN, Maryanne  
Little Steps Publishing, NSW, 2014  
ISBN 9781925117042



Individuality and difference are the drivers behind this story of Zanna the zebra who was born without all the usual zebra markings. In this picture book the truth about Zanna's appearance

is kept from her until she glimpses her reflection in the river. The theme is one that has been appropriated in many fiction books for children and, as such, will not hold much mystique for readers. The illustrations appear unrealistic in this book with insects and animals out of proportion to each other. The style of writing with short abrupt sentences and oversized print may suit emergent readers. S. Rasaiah

**USER LEVEL:** Stage 1

**SCIS 1679908** Paper \$16.95

### *Georgina and Dad the dragon*

PICKLES, Katrien and MERRICK, Lauren  
Little Steps Publishing, NSW, 2014  
ISBN 9781925117196



With shades of Robert Munsch's *The paper bag princess*, this is another example of turning a classic tale on its head and replacing the heroic male lead with a strong, confident female character. Goodbye George, hello Georgina. Large, colourful watercolour illustrations support the written text to relate the story of the

dressing up game in which Dad plays the role of the dangerous enemy that needs vanquishing by the skilled and heroic knight, Georgina. This picture book focuses on the wonderful world of a child's imagination. It is also an entertaining tale about the loving relationship between a father and his daughter. *DAD THE DRAGON* appears in upper case on each page, emphasising his importance in Georgina's real and imaginary world. C. Keane

**USER LEVEL:** Early Stage 1 Stage 1

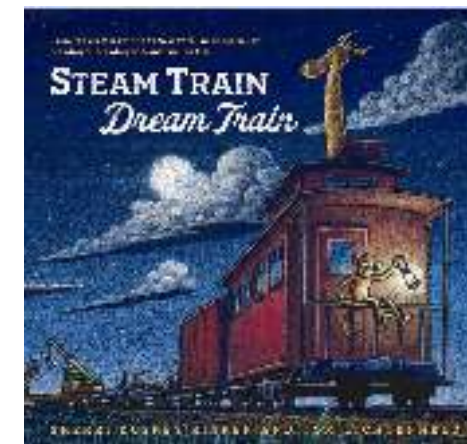
**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1698781** Paper \$16.95

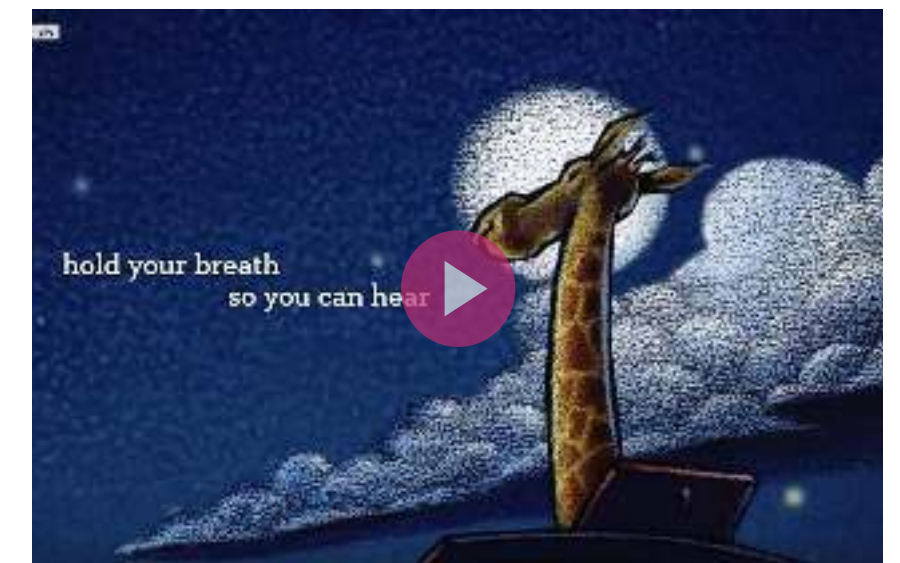
### *Steam train, dream train*

RINKER, Sherri Duskey, & LICHTENHELD, Tom  
Scholastic, USA, 2014  
ISBN 9780545641456 [811]



The terminology of steam locomotives is used throughout this rhyming picture book. Accompanied by cheerful illustrations

showing each animal loaded with its suitable cargo, the language rumbles along in sync with each loading job. Set throughout the night and concluding with a bedroom scene showing a miniature toy train beside a sleeping child, this is a perfect pre-schooler's bedtime story. Teaching points occur as the word choices reflect the animals' characteristics and the verbs ably pace the poetry through the night towards the sleepy slowdown. Humour in the pictures and story, including how the weary crew are tucked into flatbed cars to sleep, add to the engagement of this verse story. Identifying concepts such as personification and onomatopoeia in this read-aloud story make it a useful adjunct to an English program. S. Rasaiah



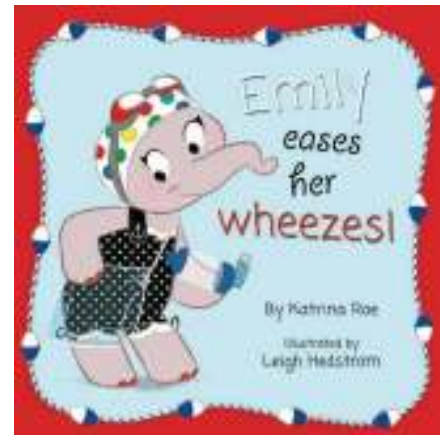
*Steam train, dream train* by Sherri Duskey Rinker & Tom Lichtenheld - book trailer by Chronicle Books.



**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** AC; English  
**SYLLABUS:** English K-10  
**SCIS 1686082** Paper \$14.99

### *Emily eases her wheezes!*

ROE, Katrina and HEDSTROM, Leigh  
 Wombat Books, QLD, 2014  
 ISBN 9781925139129



Emily the elephant enjoys an active life; she whizzes, leaps, twirls and bounces with gay abandon. Unfortunately, there are days when she suffers

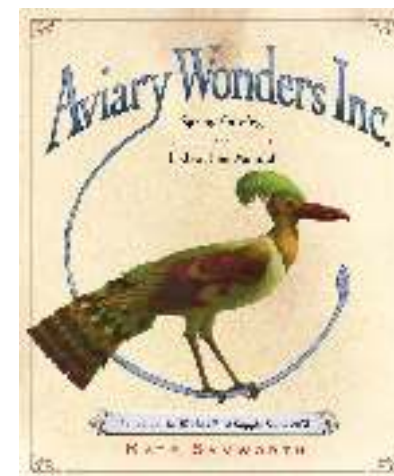
shortness of breath, coughing and a tightness in her chest. Air pollution, a chill wind and dust bring on asthma attacks and she needs to use her puffer. Missing their playmate, Emily's friends research activities that are suitable for asthmatics. Swimming is the obvious answer. As the friends enjoy carefree days swimming in the pool and at the beach, Emily's lungs become stronger. Using jungle animals and colourfully appealing images make the topic of asthma accessible to students in the

Early Years. This could be a useful resource for achieving the PDHPE K-6 outcomes GDES1.9, GDS1.9, PHES1.12 and PHS1.12. Three pages of notes for parents and carers appear at the end of this picture book. C. Keane

**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K-6  
**SCIS 1693283** \$19.99

### *Aviary Wonders Inc. spring catalog and instruction manual: renewing the world's bird supply since 2031*

SAMWORTH, Kate  
 Clarion Books, USA, 2014  
 ISBN 9780547978994

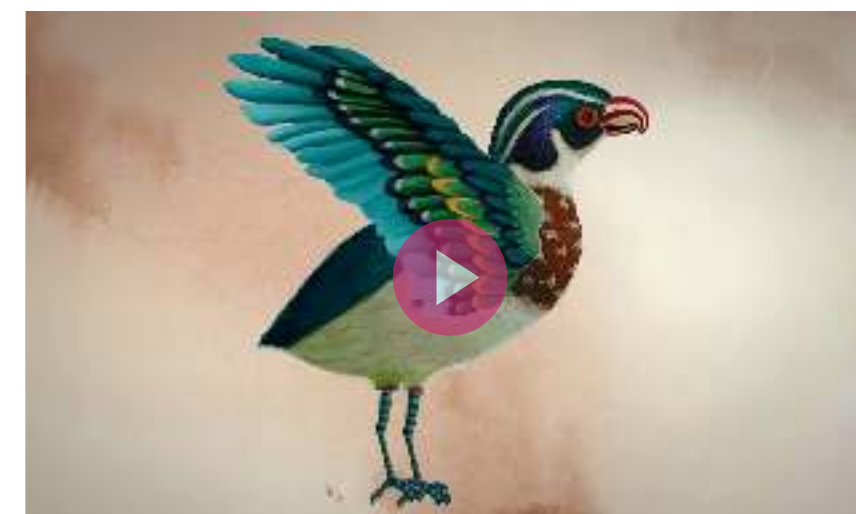


With many embedded messages about the plight of the world's currently endangered fauna, this faux catalogue from the future satirically suggests some imaginative replacements.

Browsers can make selections of *Bodies*,

hand carved *Beaks, Tails*, Italian leather *Legs and feet* and painted *Wings*. In the *Style gallery*, exotic embellishments such as collars, crests and wattles, and combs can be selected. Whimsical instructions for assembling birds, troubleshooting, and teaching them to fly or sing, are included. Actual scientific information about aspects of flight and bird behaviour can be extracted from the captions. This unique picture book would make a fascinating and complex model for writing, or as a discussion starter when studying aspects of endangered and extinct animals, deforestation or climate change. I. McLean

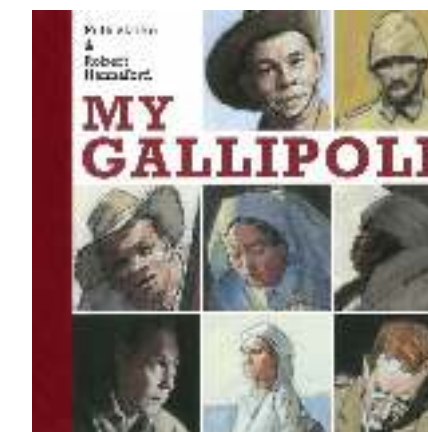
**USER LEVEL:** Stage 2 Stage 3  
**KLA:** AC; English  
**SYLLABUS:** English K-10  
**SCIS 1692052** \$24.99



*Aviary Wonders Inc. spring catalog and instruction manual by Kate Samworth - book trailer* by Houghton Mifflin Harcourt

### *My Gallipoli*

STARKE, Ruth and HANNAFORD, Robert  
 Working Title Press, SA, 2015  
 ISBN 9781921504761



From the opening pages recalling the memory of Turkish shepherd Adil Sakin in 1914 to the emotional 1990 experience of a young Australian woman visiting the

grave of her great-grandfather at the Lone Pine Cemetery, each realistically illustrated double page spread recounts the personal accounts of people touched by the battle at Gallipoli, or Gelibolu as it is known by the Turks. Starke uses one or two paragraphs to convey the way in which each person in the story has been touched by Gallipoli. Naturally, soldiers are featured and include Turkish, Australian, New Zealand, Aboriginal and Gurkha troops. However, it is the experiences of a stretcher bearer, a chaplain, a war correspondent, a nurse, a war artist and the parents of a wounded soldier that set this story apart. This is a wonderful resource for students to develop understandings about how this historical event affected the lives of so many diverse groups of people and why



it is commemorated today. Additional information on each of the featured characters is found in the final pages of this picture book and [teachers' notes](#) are available. The [Forever yours: stories of wartime love and friendship](#) ebook and other Australian War memorial [Education publications](#) could be used in conjunction with *My Gallipoli* for Stage 3 and Stage 5 students investigating the historical concepts: perspectives, empathetic understanding and significance in the *History K-10 syllabus*. C. Keane

**USER LEVEL:** Stage 2 Stage 3  
Stage 5

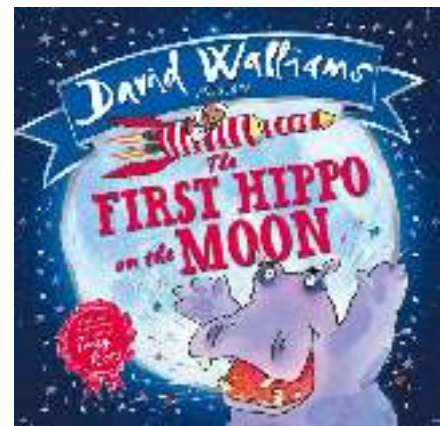
**KLA:** AC; HSIE

**SYLLABUS:** History K-10

**SCIS 1699869** \$29.99

### *The first hippo on the moon*

WALLIAMS, David & ROSS, Tony  
HarperCollins Children's, UK, 2014  
ISBN 9780007494002



Television comedian, David Walliams has turned his often absurd sense of humour to a new medium, children's picture

books. Poking fun at the space race of the 1960s, we follow the quests of two very different hippopotamuses, Hercules and Sheila, who both decide to be the first hippo on the moon. The extremely rich Hercules, who has already commissioned and built his commemorative statue, refuses to acknowledge Sheila's naive ambitions and more primitive efforts to explore space, and he ultimately pays a heavy price for his pomposity. Walliams encourages us to always Dream big! and invites his young audience to celebrate in the irony of life. Tony Ross's entertaining, and very busy, illustrations interpret and extend the humorous action. The large format picture book is well supported by a dedicated online page at the official [World of Walliams](#). I. McLean

**USER LEVEL:** Stage 1 Stage 2  
Stage 3

**SCIS 1691383** \$24.99

## fiction for younger readers

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

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

### *My holocaust story: Hanna*

ALEXANDER, Goldie  
Scholastic Australia, NSW, 2015  
ISBN 9781743629673



Hanna and her Jewish family live in Poland. This story details the dangers and fears that the family has to live under due to the Nazi occupation in the early years of World War II. It explores the journey that Hanna has to take from being a daughter to becoming a freedom fighter against the Germans. This novel is very explicit in its detail without being too dramatic. It

reflects the fear faced by the people of Poland and how cheaply the Germans valued the lives of the Jews. It also gives a clear picture of the life inside the ghetto established in Warsaw by the Nazis. In some ways Hanna can be a little too good and clever but who knows what strength of character can be created in extraordinary circumstances. This historical fiction tale carries the message that anyone, no matter of age or culture, should stand against the oppressors, who would try to dominate. A. Ellis

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English; HSIE

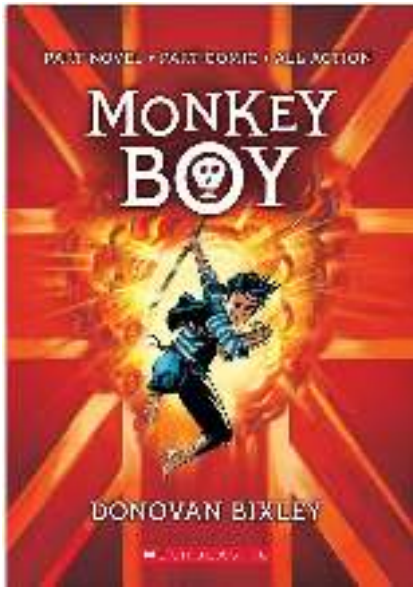
**SYLLABUS:** English K-10; History K-10

**SCIS 1700012** Paper \$16.99

### *Monkey Boy*

BIXLEY, Donovan  
Scholastic, NZ, 2014  
ISBN 9781775431862  
*Part novel, part comic, all action* proclaims the cover. One could also add a decent portion of *Captain Underpants* for its bodily functions humour, then include a hefty dash of Neil Gaiman style *The graveyard book* characters, and Paul Jennings' word





mangling and invention. Black and white comic-like illustrations accompany nearly every page providing added gruesome detail to the often stomach churning text. Intersperse this with some factual

detail, such as the diagram explaining the workings of a ship's cannon, and set it amid the fiery naval battles between England's Admiral Nelson and France's Napoleon Bonaparte and you have an engaging text for those wishing to experience longer books. Jimmy Grimholt, the youngest of 13 brothers, has fled his home, enlists in the navy and finds himself aboard HMS Fury. Being the youngest and smallest aboard, he is the latest powder monkey. Although dangerous, that is the least of his worries. He has to match wits with the older, tougher boys, his gun crew and, even worse, the ghosts upon the ship, which only he can see. The New Zealand publishers have provided [Teacher notes](#) and a [book trailer](#). S. Morton

**USER LEVEL:** Stage 3 Stage 4

**SCIS 1655166** Paper \$14.99



[Monkey Boy book trailer](#) by Home Spun Fun

### **Silver shoes** [series]

BOUND, Samantha-Ellen  
Random House Australia, NSW, 2015



Silver Shoes is a dance studio teaching all styles of dance. The author is herself a dancer, teacher and choreographer, and her obvious passion and love for dancing echoes in the series. In *And all that jazz*, Ellie is obsessed

with dance, with jazz her favourite type. With an elite troupe being selected for a competition, Ellie is dismayed when new girl Ashley appears to be a

serious challenge to her position of best dancer at Silver Shoes. Her jealousy tests friendships as she focuses on herself but, as she learns from her other friends, she realises her suspicions are groundless. All the girls need to overcome their personal feelings to work as a team. *Hit the streets* gives Ashley's side of the story as to why she left her old dance school and that her love of dance matches that of Ellie, although hip-hop becomes her favourite style. Each title contains a glossary of the dance moves described within the story. With four more titles already in production, this series is sure to please young dancers. S. Morton

**USER LEVEL:** Stage 1 Stage 2

Paper \$14.99 each

### **REVIEWED TITLES IN THIS SERIES:**

*And all that jazz*

**SCIS 1695113**

*Hit the streets*

**SCIS 1695120**

### **Return of the Padawan**

BROWN, Jeffrey  
Scholastic Australia, 2014 (Star Wars. Jedi Academy 2)  
ISBN 9781743625842



Resembling a handwritten journal, with many black and white graphic novel pages, this is an account of second-year trainee Jedi, Roan Novachez. Set in the popular *Star Wars* universe, students will recognise familiar

alien races and returning characters, such as Master Yoda. During his frenetic studies, Roan's often humorous diary is peppered with holomails, posters for tournaments, and instructions for his assignments. Of particular use in the classroom is *Write your own stories!*, in which Roan and the author/illustrator offer tips to the reader on how to create a new comic book adventure of their own, with a practical science fiction example featuring the teddy-like Ewoks of *Return of the Jedi*. I. McLean

**USER LEVEL:** Stage 2 Stage 3

**SCIS 1675763** Paper \$12.99





**Star Wars®: Jedi Academy: Return of the Padawan** by Scholastic

and humour in the cartoons that adorn every book will be drawn in by this series. Teachers may use this format to compare the use of formal and informal language in writing for purpose and audience. S. Rasaiah

**USER LEVEL:** Stage 1 Stage 2

Paper 12.99 each

**REVIEWED TITLES IN THIS SERIES:**

*Ballet backflip*

**SCIS 1699297**

*Double dare you*

**SCIS 1697549**

***Ella diaries* [series]**

COSTAIN, Meredith & McDONALD, Danielle

Scholastic Australia, NSW, 2015

From the flowery pastel covers to the



hearts over every 'i' in the stories, this series aims to seduce readers into a cute world of friendship, school life and all things sweet. Ella, the Year 5 narrator, writes her secret diary entries

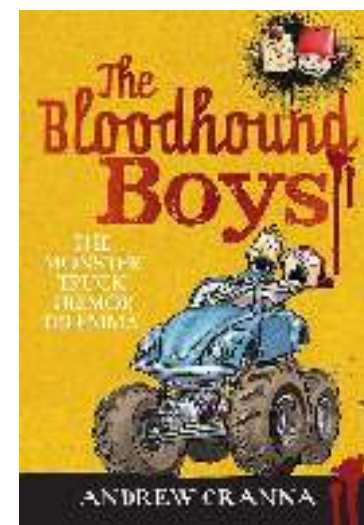
about her family, friends, gymnastics, ballet and school in a colloquial style, complete with sketches and diagrams. The language is uncomplicated and the scenarios embellished to make the mundane seem extraordinary. Readers who are engaged by illustrated words

***The monster truck tremor dilemma***

CRANNA, Andrew

Walker Books Australia, 2014 (The bloodhound boys)

ISBN 9781922179326



Returning from the success of their first graphic novel adventure, The great blood bank robbery, the undead vampires, Rocky and Vince, take on dual missions: resolving the mysterious

earthquakes beneath Skull River City and competing in a monster truck grand prix. The fast-moving, imaginative story is told via clear black and white panels and images of each of the Bloodhound Boys' competitors. One full page panel of art at the climax is actually a complicated maze puzzle. As inspiration for students creating their own sequential comic book art and stories, this series makes an ideal model. I. McLean

**USER LEVEL:** Stage 2 Stage 3 Stage 4

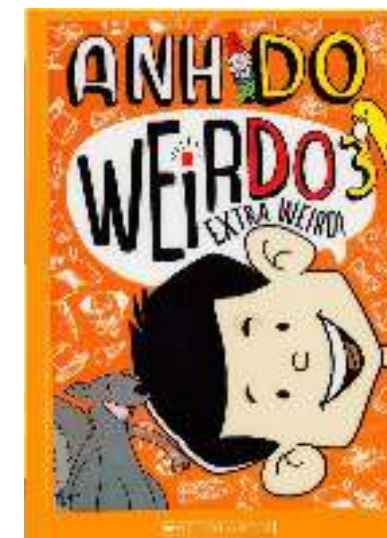
**SCIS 1683406** Paper \$19.95

***WeirDo 3: extra weird!***

DO, Anh & FABER, Jules

Scholastic Press, NSW, 2014

ISBN 9781743629499



Building upon the successes of the previous, semi-autobiographical WeirDo books, the author focuses on the cheeky fun that always embraces his resilient, young protagonist. Clowns, boogers, soccer tryouts and the annual school talent

quest are just some of the topics covered in this volume. Eventually they converge to provide the book's climactic big game. Orange ink is used as a spot colour throughout the text, together with varying font sizes, which adds variety and ease of reading. Background information on the author, and his unique, humorous perspective of living in Australia as a refugee, is available at [Anh Do](http://AnhDo.com). I. McLean

**USER LEVEL:** Stage 2 Stage 3

**SCIS 1682253** Paper \$14.99



***WeirDo-Anh Do* by Scholastic**



## Once upon an alphabet

JEFFERS, Oliver  
HarperCollins Children's Books, UK, 2014  
ISBN 9780007514274



As the prologue to *Once upon an alphabet* suggests, this is indeed a menagerie; a set of twenty-six very short stories, each with a charm of its own, but all bound together by some clever sequencing and, of course, their location in the alphabet. The appeal of Jeffers' storytelling is its simplicity and elegance; a quality harmoniously matched by his bold but not-quite-naïve illustrations. A minimal colour scheme assigned to each letter is used to draw focus to the most intriguing aspect of the tale. Jemima's *Jelly door*, for example, is an aptly deep pink – the same colour that stains her dog's nose after he has licked through it. Jeffers provides only the raw details and allows the reader's imagination to shape a story around the questions that remain. This sense of possibility – that none of the narratives has ever really ended – is what begs the rereading. These are neat and often ironic tales about characters whose quirks

range from disastrous to completely benign. Some, like *Burning a bridge* and *Half a house* contain humorous moral messages, while others, such as *Victor the vanquished* and *The whiraffe*, are surprisingly unsettling or whimsical. It is this variety of tone that provides texture and energy, and it is the interplay between stories that brings the text as a whole to life. The characters, seemingly separated by chapter titles, exist in the same world and sometimes recur in each other's stories to lend meaning and reprise punchlines. Even once the book has ended, the inside back cover suggests further relationships and possible continuations of plots. Some amusing intertextuality (see *Onward*) will particularly delight younger readers familiar with Jeffers' previous work and serves as a simplistic introduction to the concept. [A curriculum springboard is available.](#) J. Henzler

**USER LEVEL:** Stage 2 Stage 3 Stage 4

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS1685074** \$28.00

## Run, Pip, run

JONES, J C  
Allen & Unwin, NSW, 2015  
ISBN 9781743319222



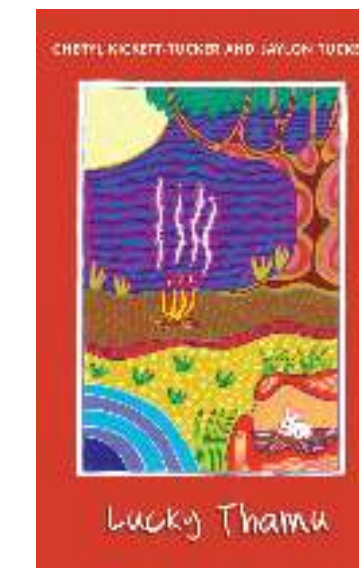
When 10 year old Pip's carer, Sully, is hospitalised, Pip is on the run from the authorities and on her own in a big city. Set in Sydney, this adventure is about love, loyalty, bravery, friendship and courage as Pip tries desperately to cling onto what she knows and believes. Much of this unconventional novel centres on Pip's escapades, trying to avoid capture and finding shelter and sustenance. The reader can understand Pip's perspective of being independent and invincible but can also appreciate that the adults are trying to do what they know is best for her current situation. Most suitable for wide reading, this text could also be used during shared reading activities to stimulate discussions about: what would happen to them in the same situation as Pip, looking after yourself, understanding why adults are needed, gambling, drinking, smoking, strangers offering lifts, teacher responsibility to authority and legal rights. M. Sutera

**USER LEVEL:** Stage 2 Stage 3

**SCIS 1702737** \$12.99

## Lucky Thamu

KICKETT-TUCKER, Cheryl & TUCKER, Jaylon  
Fremantle Press, WA, 2014 (Waarda series for young readers)  
ISBN 9781925161304



Naming throughout this text is in a traditional Aboriginal language from Western Australia, as the author tells the story of Eli, a Noongar-Wongki kid from Perth, who goes to visit his Thamu in Kalgoorlie (kaarlgu). Thamu is Eli's grandfather and they are looking for gold. The large font, very short chapters and black and white drawings will invite and support young readers making the transition to chapter books. However this book is more than a simple story it is a window into contemporary Aboriginal culture in one part of our nation. The use of an Aboriginal language is instructive and young students will enjoy being able to use many of the words provided and to engage vicariously in the events described in the text. There are many opportunities for young readers to participate in a story centred on strong



family relationships, camping in the bush and a lucky find. *Buntha* (watch out), for the other books in this series edited by Sally Morgan. K. Rushton

**USER LEVEL:** Stage 1 Stage 2

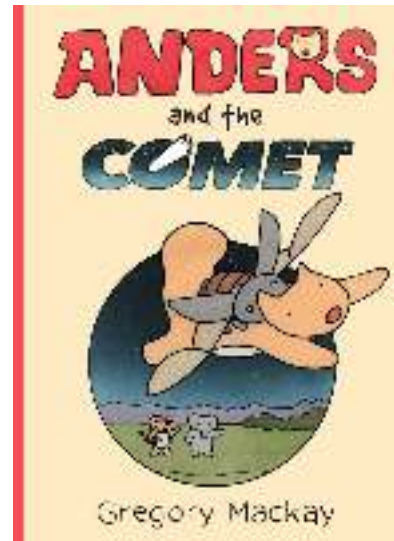
**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1674857** Paper \$9.99

### *Anders and the comet*

MackAY, Gregory  
Allen & Unwin, NSW, 2015  
ISBN 9781760111151



Chapters segment this graphic novel about Anders, Eden, Bernie and Skip, four friends who enjoy their summer holidays together. Drawn in uncluttered black and white outlines, the characters are depicted as squirrels, an elephant and a large glow-in-the-dark beetle which flies Anders on its back to rescue the friends on a windblown jumping castle. As the characters have the freedom to explore and create, their adventures through

deserts, forests and space seem to be plausible. The intended audience is assisted by the short, single sentences in each panel while the subtle changes in the panel borders alert younger readers to yet another imaginative twist in the story. The [Anders comics](#) website links to the trailer, introduces the characters and provides a video of [How to draw Anders](#). S. Rasaiah

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
Paper \$12.99



[Anders and the comet book trailer](#)  
by Allen & Unwin

### 1915

MURPHY, Sally  
Scholastic Australia, NSW, 2015  
(Australia's great war)  
ISBN 9781743622483



1915 is the second book in the series, *Australia's great war*. Murphy has used her extensive research to write this easy to read historical fiction book about the 11th Battalion's pre-training and eventual fighting at Gallipoli. 1915 captures the emotions of real life on the beaches and cliffs of Gallipoli. It is written through the eyes of a young schoolteacher, Stan from Bunbury Western Australia, and the reader can empathise with his naivety. He thought he was heading for a great adventure, but found that *the lessons of war are the hardest to learn*. The reality of war shocks the soldiers and changes them forever. Although the book illustrates the miserable conditions of the Australian soldiers, 1915 also captures the Aussie spirit of humour and courage. The use of diary entries and letters to and from home brings a personal perspective to men's lives, so the individual stories of one of the great wars are not lost. This resource could easily support a study of

[Australia as a Nation](#) in the History K-10 syllabus. L. Pfister

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

**KLA:** AC; English; HSIE

**SYLLABUS:** English K-10; History K-10

**SCIS 1697499** Paper \$16.99

### *Pup patrol* [series]

ODGERS, Darrel and ODGERS, Sally  
Scholastic Australia, NSW, 2015



Each adventure in this enjoyable series begins with a letter, from Stamp, the Border Collie pup patroller, which gives a hint about the ensuing events. Scattered throughout with illustrations and glossaries to explain Australian slang and uncommon words, these stories are narrated in the first person by Stamp. The well-constructed narratives provide newly confident readers with insights about life in the Australian bush, animal behaviour and the role of working dogs. Paw puns, such as impawsible and pawsimistic



abound and will add humour for many readers amid tales of flood, bushfire and acts of bravery by Stamp, his owner James, and the newest member of the team, Ace. Animal lovers will be attracted by the covers and should enjoy reading about the adventures of the rescue dogs. C. Keane

**USER LEVEL:** Stage 1 Stage 2  
Paper \$9.99 each

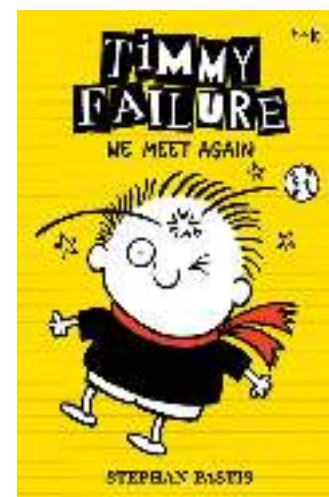
### REVIEWED TITLES IN THIS SERIES

*Bush rescue*  
**SCIS 1702825**

*Farm rescue*  
**SCIS 1703250**

### *We meet again*

PASTIS, Stephan  
Walker Books, UK, 2014 (Timmy Failure 3)  
ISBN 9781406356748



The third volume of Timmy Failure's adventures and misadventures as a junior detective on his quest for Greatness continues its eclectic style. Graphic novel pages are interspersed with pun-filled text,

survey questions and black and white picture clues. Some jokes, while humorous for young readers, are also seemingly aimed at adult readers, relying on a knowledge of other literary works, songs, movie titles and other media. Much of the action takes place at a school camp, with many familiar elements, most with a quirky twist. Official pages of related online resources for students and teachers are promoted in a section called Take a break between cases. I. McLean

**USER LEVEL:** Stage 2 Stage 3  
**SCIS 1683752** \$17.95

### *Meet Marly*

PUNG, Alice  
Puffin Books, VIC, 2015 (Our Australian girl)  
ISBN 9780143308492



Marly's family made the treacherous boat journey from Vietnam when she was two years old and she remembers very little of her life before Australia. When her uncle and his family arrive and share their house, after seven

long years in refugee camps, Marly is torn. She wants to help her cousins blend into the Aussie life at school, but ... The conflicting values and priorities of each culture make Marly, at first, begrudge and then appreciate what is important. The name-calling and ostracism in the playground might lead to discussions of similar behaviour, both in the present and times past, to support History outcome [HT3-3](#). This title is the first of four about Marly and her family in Melbourne in the 1980s. Although broadcast years before publication of this series, this *Writers talk interview* provides insight into the author's background and writing, supporting a study of the [English K-10](#) concept, Perspective. S. Morton

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** AC; English; HSIE  
**SYLLABUS:** English K-10; History K-10  
**SCIS 1694821** Paper \$14.99

### *Lennie the legend: solo to Sydney by pony*

REEDER, Stephanie Owen  
National Library of Australia, ACT, 2015  
ISBN 9780642278654



Two threads of Australian history combine in this fictionalised reconstruction of Lennie Gwyther – life during the Great Depression and the completion of the

Sydney Harbour Bridge. Using primary and secondary sources, identified in detail at the end of the book, the author describes nine-year old Lennie's life on the family's Victorian farm, his enthrallment at the engineering marvel of the building of the Sydney Harbour Bridge and his determination to be at the opening. Each chapter concludes with a double page spread of added historical information. Lennie's journey was an astounding feat of perseverance and independence, albeit supported by a network of his father's contacts, which might provoke discussion as to its feasibility in a modern context. Occasionally the invented dialogue sounds a little simplistic but the wealth of historically accurate background more than counterbalances this, ably



supporting English outcomes [EN3-8D](#) and [EN4-8D](#), and is an exemplar in the analysis and use of sources, and supports the History K-10 concepts of *Continuity and Change and Perspectives*. S. Morton

**USER LEVEL:** Stage 2 Stage 3 Stage 4

**KLA:** AC; English; HSIE

**SYLLABUS:** English K-10; History K-10

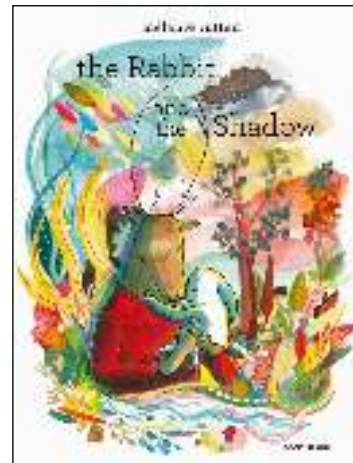
**SCIS 1696919** \$24.99



***Farey: Opening of Sydney Harbour Bridge***  
by Australian Screen

## ***The rabbit and the shadow***

RUTTEN, Melanie  
Translated by Sarah ARDIZZONE  
Book Island, NZ, 2014  
ISBN 9780994109804



Six disparate characters take part in this illustrated chapter book - the Rabbit who wants to grow up, the anxious Stag, the Soldier at war, the Cat and his recurring dream, the Book that wants to

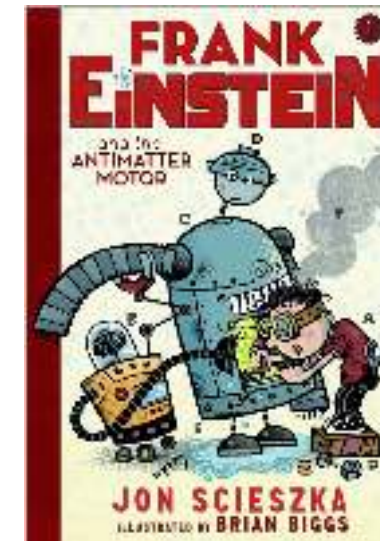
know everything, and the Shadow. Everyday childhood experiences can sometimes be overwhelming, but here, through ten short chapters, they are explained in a gentle and comforting fashion. They include the discussion between a parent and child about what might happen if the parent is no longer around, the anger and hurt displayed by a child moving between divorced parents, the desire of a child to prove they no longer need an adult's supervision, and managing fears and friendships. Each character gains a greater understanding of self and is better prepared to carry on in a positive frame of mind. S. Morton

**USER LEVEL:** Stage 1 Stage 2

**SCIS 1693691** \$24.95

## ***Frank Einstein and the antimatter motor***

SCIESZKA, Jon & BIGGS, Brian  
Amulet Books, UK, 2014 (Frank Einstein; 1)  
ISBN 9781419715068



Aiming its jokes at several audiences, this clever take on the *Frankenstein* saga and real science theories has wide appeal. Some media culture in-jokes are quite obscure, including references to popular science fiction stories. Frank is a child genius scientist and inventor. Assisted by robots, Klink and Klank, he creates an antimatter motor in an attempt to win the Grabco science prize. Arch rival T. Edison indulges in kidnapping and espionage to steal his ideas. Illustrator Brian Biggs contributes design plans, labelled diagrams and cartoon graphics to support and enhance the text. Support materials for students and teachers can be downloaded from [Frank Einstein](#). I. McLean

**USER LEVEL:** Stage 2 Stage 3

**SCIS 1676920** Paper \$11.99



***Jon Scieszka talks about Frank Einstein***  
by Abrams Books

## ***The greying***

SUTHERLAND, Dallas  
Noveletta, USA, 2014 (The Landland chronicles)  
ISBN 9781495206962



The greying is a fantasy novella for students aged 9 to 13. After the death of her mother, Meah, the central heroine, finds herself alone and lost in Landland, an enchanted realm where all manner of wicked birds and beasts live, under the evil power of Queen Berilbog.



Meah harnesses the power of the thinking and goes on a terrifying journey to find a stolen object that may have the power to pushing back *the greying*. The novella is a gripping story and could be taught within the English or Drama syllabuses. Fantasy makes an interesting starting point for building plays and students could use the story's metaphoric structure to create their own plays about the human condition. They could physically explore key motifs, archetypal and/or flawed characters through improvising various scenes, or they could delve into physical theatre and bring to life the diverse monsters. This story lends itself to many wonderful teaching strategies. S. Lovesy

**USER LEVEL:** Stage 2 Stage 3 Stage 4

**KLA:** AC; CA; English

**SYLLABUS:** Creative Arts K-6; Drama 7-10; English 7-10

**SCIS 1683686** Paper \$11.95

## *Sisters*

TELGEMEIER, Raina  
Graphix, USA, 2014  
ISBN 9780545540605



The saga of a somewhat tumultuous sister relationship is conveyed through this colourful graphic novel. Older sister, Raina desperately wants a sister to cuddle and play with.

Baby Amara, however, is not the model child that she was hoping for and sisterly love does not flourish until a new brother and parental disquiet enter the frame. The journey to a family reunion involves all the siblings co-existing in a van driven by their mother across several American states. This close proximity is the catalyst for the upsets and revelations that ensue within the family. Family relations and sibling rivalry are developed via a believable and winning format in this accessible novel. S. Rasaiah

**USER LEVEL:** Stage 2 Stage 3

**SCIS 1678102** Paper \$20.51

## *The anti-princess club* [series]

TURNBULL, Samantha  
Allen & Unwin, NSW, 2015



The 10 year old members of the Anti-Princess Club each star in a title in this refreshing series that challenges ideas of gender stereotypes. Damsels in distress are definitely not featured in these stories; the motto of the club is *We don't need rescuing*. The girls are talented and confident, and happy to be themselves. Bella is a designer, Chloe is an athlete, Emily is a mathematician and Chloe is a scientist yet their parents expect them to be feminine and interested in *girlie* pursuits which results in Emily's frustrated exclamation, *Why do girls get one set of rules and boys another?*, and inspires them to form the club. The friends support each other's interests and plan to achieve worthy missions for themselves and others. Chloe's Greek grandmother Yiayia is an inspiration and supporter, and references to Greek and Indian expressions and customs reflect the ethnic diversity of families in Australian communities. This series would be useful for exploring the concepts of characterisation, friendship,

diversity and gender stereotyping in the *English K-10 syllabus*. [An interview with the author](#) may be interesting to share with the class to encourage discussion about the ways in which authors position the reader. C. Keane

**USER LEVEL:** Stage 2 Stage 3

**KLA:** AC; English

**SYLLABUS:** English K-10  
Paper \$9.99 each

### REVIEWED TITLES IN THIS SERIES:

*Bella's backyard bullies*

**SCIS 1699586**

*Chloe's river rescue*

**SCIS 1699653**

*Emily's tiara trouble*

**SCIS 1699588**

*Grace's dance disaster*

**SCIS 1699582**



[The anti-princess club book trailer](#) by  
Samantha Turnbull



## The kidnapped kitten

WEBB, Holly & WILLIAMS, Sophy  
Scholastic Australia, NSW, 2015  
ISBN 9781760150297



Cat thieves, Bengal kittens and a doting owner combine to make this an accessible, pleasant story for independent readers. Tia acquires Milly, an adventurous kitten who manages to wander from her home. As cat thieves swoop her into their

van and put her up for sale, Milly again finds a way to escape, but needs the help and kindness of others to get back to Tia. The abundance of dialogue and the endearing black and white sketches make this a suitable book for readers needing support and encouragement to persevere with their reading. S. Rasaiah

**USER LEVEL:** Stage 1 Stage 2

**SCIS 1700885** Paper \$12.44

# fiction for older readers

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

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

## The true story of Spit MacPhee

ALDRIDGE, James  
Text Publishing, VIC, 2015 (Text Classics)  
ISBN 9781922182074



For someone so young, Spit MacPhee has endured untold heartbreak. Yet, for the harried townsfolk of St Helen, the ten year old is a barefoot rogue who revels in causing mischief. Living with his cantankerous Scottish

grandfather in a little red and green boiler house on the banks of the majestic Murray River, the young boy leads a hard yet adventurous existence. Unfortunately, after an unexpected tragedy, Spit's future is thrown into disarray. With its

vivid descriptions, rich characterisation and deeply moving plot, the reader is taken on a tumultuous emotional journey as Spit's fate is called into question. An introduction by renowned Australian author, Phillip Gwynne, sheds new light on the story's context. Undoubtedly, for the contemporary audience, this wonderful classic offers a beautiful snapshot of a bygone era. H. Gardiner

**USER LEVEL:** Stage 4 Stage 5

**SCIS 1695099** Paper \$12.95

## My holocaust story: Hanna

ALEXANDER, Goldie  
Scholastic Australia, NSW, 2015  
ISBN 9781743629673



Hanna and her Jewish family live in Poland. This story details the dangers and fears that the family has to live under due to the Nazi occupation in the early years of World War II. It explores the journey that Hanna has to take from being a daughter to becoming a freedom fighter against the Germans. This novel is very explicit in its detail without being too dramatic. It reflects the fear faced by the people of Poland and how cheaply the

Germans valued the lives of the Jews. It also gives a clear picture of the life inside the ghetto established in Warsaw by the Nazis. In some ways Hanna can be a little too good and clever but who knows what strength of character can be created in extraordinary circumstances. This historical fiction tale carries the message that anyone, no matter of age or culture, should stand against the oppressors, who would try to dominate. A. Ellis

**USER LEVEL:** Stage 3 Stage 4

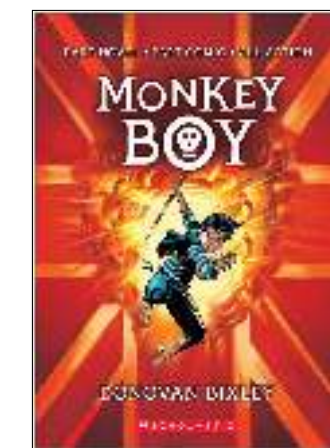
**KLA:** AC; English; HSIE

**SYLLABUS:** English K-10; History K-10

**SCIS 1700012** Paper \$16.99

## Monkey Boy

BIXLEY, Donovan  
Scholastic, NZ, 2014  
ISBN 9781775431862



*Part novel, part comic, all action* proclaims the cover. One could also add a decent portion of Captain Underpants for its bodily functions humour, then include a hefty dash of Neil Gaiman style The



graveyard book characters, and Paul Jennings' word mangling and invention. Black and white comic-like illustrations accompany nearly every page providing added gruesome detail to the often stomach churning text. Intersperse this with some factual detail, such as the diagram explaining the workings of a ship's cannon, and set it amid the fiery naval battles between England's Admiral Nelson and France's Napoleon Bonaparte and you have an engaging text for those wishing to experience longer books. Jimmy Grimholt, the youngest of 13 brothers, has fled his home, enlists in the navy and finds himself aboard HMS Fury. Being the youngest and smallest aboard, he is the latest powder monkey. Although dangerous, that is the least of his worries. He has to match wits with the older, tougher boys, his gun crew and, even worse, the ghosts upon the ship, which only he can see. The New Zealand publishers have provided [Teacher notes](#) and a [book trailer](#). S. Morton

**USER LEVEL:** Stage 3 Stage 4

**SCIS 1655166** Paper \$14.99



Planning learning activities using YouTube videos embedded in *Scan?* Note that a teacher log in is required to view YouTube videos in the NSW DEC online environment. Stage 6 students also have access



[Monkey Boy book trailer](#) by Home Spun Fun

### *The Bane chronicles*

CLARE, Cassandra, BRENNAN, Sarah Rees & JOHNSON, Maureen Walker Books, UK, 2014 (The Bane chronicles)  
ISBN 9781406352429



Magnus Bane, a hedonistic warlock, is the central character in this collection of stories highlighting significant incidents from his long life. From Peru to revolutionary Paris and modern New York, Magnus encounters vampires, shadow hunters, demons and other supernatural beings. His demeanour is one of arrogance and

self-importance: his wit childish as in this example, twenty-four-hour borscht and coffee (hopefully not mixed together). He spends his time drinking (and then recovering from alcohol consumption), and wooing lovers of both sexes. The writing is simplistic; the characters one dimensional and the plots fantastical. Cassandra Clare has a strong following and this compilation could appeal to such readers. There are other novels with supernatural themes and creatures that can offer the reader more than this book. B Hull

**USER LEVEL:** Stage 5

**SCIS 1689622** Paper \$19.95

### *The boy with the tiger's heart*

COGGIN, Linda Hot Key Books, UK, 2014  
ISBN 9781471403163



From its evocative cover to its multilayers of interpretation, this fantasy story could be enjoyed by many readers. Set in a dystopian society, Nona, Jay and Caius, together with a bear and tiger, flee from the restrictions and

fear of Dissville to the freedoms of The Edge. This simple story of escape is interwoven with themes of betrayal, fear, trust, friendship and loyalty. Overlaying that narrative are questions on the nature of humanity – what makes us human? The novel explores the concept of humans raised with animals trying to reconnect with their human side, and animals raised by humans trying to learn how to be animals. The character Jay, who has a transplanted tiger's heart, offers another aspect of human and animal interaction. This is a thought provoking book that could form the basis of class discussion, particularly in the area of allegory. [Teachers' notes](#) are available on the Scholastic site. This book could also be used as a supplementary text in studying the English Stage 6 Area of Study: *Discovery*. B Hull

**USER LEVEL:** Stage 4 Stage 6

**KLA:** AC; English

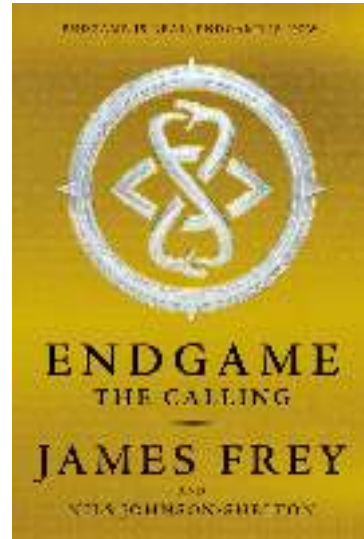
**SYLLABUS:** English 7-10; English Stage 6

**SCIS 1677885** Paper \$14.99



## The calling

FREY, James  
Harper Collins, USA, 2014 (Endgame)  
ISBN 9780007586448



The first in a trilogy, this is a fast paced, science fiction novel. Twelve players, descendants of the world's first civilisations, have been selected from birth to participate in the ultimate struggle for survival.

Heralded by a meteorite shower, each is summoned by the mysterious Kepler22b, to search for the three keys: Earth, Sky and Sun. It is deemed the humans have not shown their home respect and order must be restored. There are no rules and each player has specialised training and talents. Tentative alliances are formed. Themes of trust, friendship, family and survival are interwoven into this adventure. Archaeological sites also play an important role as the action has a world-wide stage. Readers who enjoy novels with plot twists and engaging characters could find this an engrossing series. [The book trailer](#) provides an intriguing introduction. B. Hull

**USER LEVEL:** Stage 4

**SCIS 1684916** Paper \$24.99



[Endgame The calling - official trailer 2014](#)  
by Endgame

## Havoc

HIGGINS, Jane  
Text Publishing, VIC, 2015  
ISBN 9781922147295



*Havoc* is the much-anticipated sequel to Higgins's award winning first novel *The bridge*. It examines themes of conflict, identity, power and fear, as well as environmental threat. *Havoc* is a future dystopian novel, like *Hunger games* and *The maze runner*; the genre is popular with teens, partly because dystopian novels often

examine issues affecting the reader's future, such as climate change. *Havoc* is about two cities divided by a river; on one side the wealthy Cityside and on the other, the disadvantaged Southside. When the Cityside breaks the ceasefire and bombs the bridge, confusion and panic ensue in Southside. Amid the ruins of the bombed bridge, the book's hero, Nik, finds a girl who keeps repeating the word *havoc*. Nik and his friend Lanya set off to investigate the mystery and what dangers lay ahead for Southside. [Publisher's teaching notes](#) and activities are specifically related to the Australian Curriculum in English. L. Pfister

**USER LEVEL:** Stage 4 Stage 5

**KLA:** AC; English

**SYLLABUS:** English 7-10

**SCIS 1698904** Paper \$19.99

## Night rise: the graphic novel

HOROWITZ, Anthony  
Adapted by Tony Lee & Nigel Dobbin  
Walker Books, UK, 2014 (The power of five)  
ISBN 9781406316612



This graphic novel emulates the principles of a comic strip, and is well suited for students who enjoy reading this style of novel. Horowitz has represented many themes in this story, such as power,

deception, corruption and the age-old concept of good versus evil with supernatural elements. Some sections of the novel are questionable, especially the section where a suicide of a character is mentioned in detail; making this novel more appropriate to use in late Stage 5. Horowitz has ensured that he has embedded parallel times into his story, which allows the reader to see the characters interact with other characters from a similar background and from a different time period, embodying the traditional lifestyle elements of the Native American Indians. This graphic novel covers the general capabilities of critical and



creative thinking, ethical understanding and literacy. J. Duvall

**USER LEVEL:** Stage 5

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1684618** Paper \$19.95

## Spiders

HOYLE, Tom  
Macmillan Children's Books, UK, 2014  
ISBN 9781447250463



The sequel to Hoyle's *Thirteen* sees Adam, once again, facing a cult that has kidnapped 12 other children, the best and brightest of their generation, and has earmarked Adam as the leader. The action is the prime force

of this story. The characters are one dimensional with Abbie appearing more proactive and with more leadership potential than Adam. The cult is a suicide cult, drugging the children until their departure with other cult members to the Golden Planet. This serious concept may need teacher

discussion and explanation. Themes of family, deception, trust and friendship can be found in this adventure. Readers who enjoyed *Thirteen*, and those who like their books with a fast pace (and a suspension of belief), could find this second instalment satisfying. From the ending there is a possibility of a third book. B. Hull

**USER LEVEL:** Stage 4

**SCIS 1687621** Paper \$14.99

## Once upon an alphabet

JEFFERS, Oliver  
HarperCollins Children's Books, UK, 2014  
ISBN 9780007514274



As the prologue to *Once upon an alphabet* suggests, this is indeed a menagerie; a set of twenty-six very short stories, each with a charm of its own, but all bound together by some

clever sequencing and, of course, their location in the alphabet. The appeal of Jeffers' storytelling is its simplicity and elegance; a quality harmoniously matched by his bold but not-quite-naïve illustrations. A minimal colour scheme assigned to each letter is used

to draw focus to the most intriguing aspect of the tale. Jemima's *Jelly door*, for example, is an aptly deep pink – the same colour that stains her dog's nose after he has licked through it. Jeffers provides only the raw details and allows the reader's imagination to shape a story around the questions that remain. This sense of possibility – that none of the narratives has ever really ended – is what begs the rereading. These are neat and often ironic tales about characters whose quirks range from disastrous to completely benign. Some, like *Burning a bridge* and *Half a house* contain humorous moral messages, while others, such as *Victor the vanquished* and *The whiraffe*, are surprisingly unsettling or whimsical. It is this variety of tone that provides texture and energy, and it is the interplay between stories that brings the text as a whole to life. The characters, seemingly separated by chapter titles, exist in the same world and sometimes recur in each other's stories to lend meaning and reprise punchlines. Even once the book has ended, the inside back cover suggests further relationships and possible continuations of plots. Some amusing intertextuality (see *Onward*) will particularly delight younger readers familiar with Jeffers' previous work and serves as a simplistic introduction to the concept. A [curriculum springboard is](#)

[available](#). J. Henzler

**USER LEVEL:** Stage 2 Stage 3 Stage 4

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS1685074** \$28.00

## Deception

JONSBURG, Barry  
Allen & Unwin, NSW, 2014 (Pandora Jones)  
ISBN 9781743318126



Pandora, in this sequel to *Admission*, finds herself allied with Jen, in their quest to discover what lies beyond The School and its confines. This is an intriguing narrative, with plot twists and turns as the characters attempt to separate

truth from deception; dreams from reality and discover the real story behind the mysterious virus. It is a novel in which Pandora in her single-mindedness has to discover trust in her own abilities and in other people. The two strong female protagonists use their mental and physical skills to question their dystopian world. The ending has scope for a thrilling conclusion. Readers who enjoy



action, strong minded characters and a story of adventure and daring would enjoy this book. It could also be used by students as a supplementary text in the English Stage 6 Area of Study: *Discovery*. B. Hull

**USER LEVEL:** Stage 4 Stage 5  
Stage 6

**KLA:** AC; English

**SYLLABUS:** English K-10; English  
Stage 6

**SCIS 1681445** Paper \$17.99



[Pandora Jones: Deception book trailer](#)  
by The NT Mob

### ***This shattered world***

KAUFMAN, Amie & SPOONER, Meagan  
Allen & Unwin, NSW, 2014 (The  
starbound trilogy)  
ISBN 9781743319703  
As the companion novel to *These*



*broken stars*, this is the story of Jubilee (Lee), a captain in the military, and Flynn, leader of the rebels on the planet Avon. The planet is not terraforming as it should: diversity of life-forms is poor and clouds constantly shroud the land, which is covered in vast tracts of swamps. Encompassing these geographical conditions, and the friction between the military and rebels, is the fury: a sinister and frightening condition that affects memory and actions. The atmosphere of violence, intimidation and subjection is carefully established and maintained as the two unlikely protagonists unite to discover the essence of Avon and the role of La Roux Industries. Themes of revenge, trust, loyalty, love, belonging and memory are interwoven into this science fiction action story. Interspersed between the narratives of Lee and Flynn are vignettes of Lee's past – significant as she has no dreams. This could be enjoyed by readers of science fiction, action and romance. [Amie Kaufman's interview](#) offers a quirky insight into this very readable novel. B. Hull

**USER LEVEL:** Stage 5

**SCIS 1688248** Paper \$18.99



[Book talk: This shattered world with Amie Kaufman](#) by Little Book Owl

### ***Resonance***

KIERNAN, Celine  
Allen & Unwin, NSW, 2015  
ISBN 9781743313084



The year is 1890. Deep within the confines of Fargeal Manor lives an ancient, insidious being. Its power over immortals, Cornelius, Raquel and Vincent, is all-consuming. Despite the bleak conditions of Dublin's theatre district, Joe, Harry and Tina are determined to forge a better life. Unbeknownst to the three friends, their lives are about to collide with those of the ruthless immortals and their sinister creature. Elements of the supernatural, fantasy and gothic can be found in this

entrancing adventure. Also, credible characterisations and captivating events add to the appeal of the gritty plot. Although this elaborate novel explores the dark side of human nature, there is a pervasive sense of hope and love. For those who enjoy the historical fantasy genre, this worthy novel is sure to please. H. Gardiner

**USER LEVEL:** Stage 4 Stage 5

**SCIS 1703247** Paper \$22.99

### ***The disreputable history of Frankie Landau-Banks***

LOCKHART, E.  
Allen & Unwin, NSW, 2014  
ISBN 9781760113308



First published in 2008, this reprint has been released this year as a follow up to the success of *We were liars* (2014). Shortlisted for two literary awards and winner of the [Cybils Award](#) for Best Young Adult Novel when first published, this entertaining novel tells the story of the wealthy and privileged Frances (Frankie) Landau-Banks and her transformation from awkward geek to queen of deceit. Set in a prestigious



American boarding school, the friendship, camaraderie and secret lives of the students will appeal to teenage readers. Allusions to plotlines and the whimsical wordplay in the classic novels of P.G. Wodehouse add interest and humour. There is, of course, a darker side to all this fun and, through the character of Frankie, readers can explore issues like friendship, relationships, bullying and power. At a deeper level, the inherent sexism of social institutions like *old boys' networks* is censured and through the character of Frankie, Lockhart provides an intriguing blueprint for an alternative. M. McEwan

**USER LEVEL:** Stage 4 Stage 5

**SCIS 1693319** Paper \$14.99

### *We were liars*

LOCKHART, E.  
Allen & Unwin, NSW, 2014  
ISBN 9781760111069



Memorable, gripping and disturbing, this beautifully crafted young adult novel is set on a private island off the coast of Massachusetts. Narrated by Cadence Eastman, the eldest grandchild of the wealthy, privileged

Sinclair family, it is the story of four teenagers, whose friendship takes a sinister turn, one disastrous summer. The main characters are compelling and well-drawn, the narrative structure is complex and sophisticated and the plot twist is genuinely unpredictable. The novel explores many themes that will resonate with young adults including family dysfunction, friendship and romantic relationships. At its heart it is a cautionary tale and its treatment of privilege, personal responsibility and prejudice is confronting and thought provoking. Met with great critical acclaim, it is a book that many students will want to read and discuss. M. McEwan

**USER LEVEL:** Stage 5 Stage 6

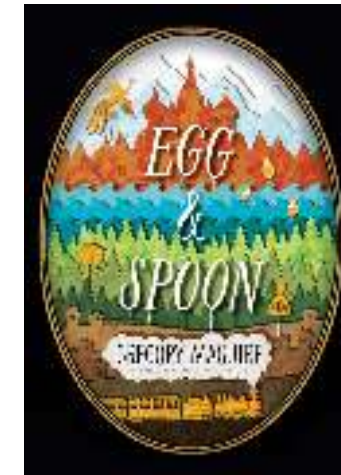
**SCIS 1673400** Paper \$15.90



[E. Lockhart on \*We were liars\*](#) by Amazon Books

### *Egg & spoon*

MAGUIRE, Gregory  
Candlewick Press, USA, 2014  
ISBN 9780763672201



Growing up in the impoverished Russian village of Miersk, young Elena Rudina has endured abject hunger and heartbreaking tragedy. Her father is dead. Her two older brothers are gone. Only Elena and her gravely ill mother remain. Yet, life is about to change irrevocably when a magnificent train carrying the aristocratic Ekaterina arrives in the village. In this richly crafted, multi-faceted tale of fantasy, an imprisoned monk, an exquisite Faberge egg and a legendary witch draw Elena into a world of wealth, wonder and intrigue. Allusions to folklore and fairytales are evident throughout the enchanting narrative. There is also an intricate beauty in the splendid descriptions, evocative symbolism and enigmatic characterisations. Although challenging, this remarkable novel is sure to leave an indelible mark on the reader. H. Gardiner

**USER LEVEL:** Stage 4

**SCIS 1683414** \$24.95

### *The stone gate*

MANN, Mark  
Stebbing Lane Press, NSW, 2014  
ISBN 9780992540104



An interesting and enthralling five part science fiction novel, this resource is appropriate for Stage 4 and early Stage 5 English students. It covers a vast array of issues that are pertinent to the youth of today, especially the issue of global warming and its effects on the environment and the individual. The theme of familial bonds between brother and sister is explored, as well as the innate desire to survive against the odds in a parallel universe. The story also includes Aboriginal Dreaming Stories, from a nonAboriginal perspective, and ancient ways of living for survival. It focuses on the interaction and respect between white people and Aboriginal people in terms of coexisting with one another. This novel utilises the cross curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, *Sustainability* and *Intercultural understanding*. J. Duvall

**USER LEVEL:** Stage 4 Stage 5



**KLA:** AC; English  
**SYLLABUS:** English K-10  
**SCIS 1701725** Paper \$16.95

### *The first week*

MERRILEES, Margaret  
 Wakefield Press, SA, 2013  
 ISBN 9781743052471



Margaret Merrilees is an experienced social commentator and this moving and emotionally challenging debut novel shows an acute understanding of how prejudice against Aboriginal people influences

perceptions of self and others. The title refers to the week after the main character Marian discovers that her younger son Charlie has been arrested for murder. This event, distressing in its own right, is the catalyst for Marian to confront her own prejudices and misconceptions about herself and her attitudes to others. The epigraph, *For our twenty-year-old selves*, defines the audience well as younger teenagers may find the plot slow moving. Sections

of the book could provide interesting and thought provoking stimulus for classroom discussions on racial prejudice and stereotypes in Stage 6 Society and Culture and Legal Studies. As a whole, the text is rich, containing useful examples of characterisation, perspective, context and point of view, and could be considered by a mature student as a related text for English Stage 6 Area of Study: *Discovery*.  
 M. McEwan

**USER LEVEL:** Stage 6 Community Professional

**KLA:** AC; English; HSIE

**SYLLABUS:** English Stage 6; Legal Studies Stage 6; Society and Culture Stage 6

**SCIS 1639167** Paper \$24.95



*Writers' Week 2013: Margaret Merrilees*  
 by Adelaide Festival

### *1915*

MURPHY, Sally  
 Scholastic Australia, NSW, 2015  
 (Australia's great war)  
 ISBN 9781743622483



1915 is the second book in the series, *Australia's great war*. Murphy has used her extensive research to write this easy to read historical fiction book about the 11th Battalion's pre-training and eventual fighting at Gallipoli. 1915 captures the emotions of real life on the beaches and cliffs of Gallipoli. It is written through the eyes of a young schoolteacher, Stan from Bunbury Western Australia, and the reader can empathise with his naivety. He thought he was heading for a great adventure, but found that the *lessons of war are the hardest to learn*. The reality of war shocks the soldiers and changes them forever. Although the book illustrates the miserable conditions of the Australian soldiers, 1915 also captures the Aussie spirit of humour and courage. The use of diary entries and letters to and from home brings a personal perspective to men's lives, so the individual stories of one of the great wars are not lost. This

resource could easily support a study of *Australia as a Nation* in the History K-10 syllabus. L. Pfister

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

**KLA:** AC; English; HSIE

**SYLLABUS:** English K-10; History K-10

**SCIS 1697499** Paper \$16.99

### *Prince of Afghanistan*

NOWRA, Louis  
 Allen & Unwin, NSW, 2015  
 ISBN 9781743314821



War-ravaged Afghanistan offers the backdrop for the turbulent events of this heart-rending novel. Australian army parachutist, Mark, is only eighteen years old. Along with his regiment and a trusty mine-detection dog, Prince,

the young soldier has been called upon to rescue a number of hostages from a Taliban stronghold. Within minutes, his first mission takes a shocking turn for the worst. Mark and Prince's



arduous fight for survival becomes the focus of the gripping plot. The harsh Afghan landscape is evoked through powerful descriptions and carefully placed photographs. Also, strong characterisation establishes a potent sense of the danger and trauma of war. [A recent interview with the author](#) presents further insight to the narrative. Although some scenes are quite harrowing, there is an empathy and love that permeates this commanding story. It is sure to leave an irrevocable impression on the reader. H. Gardiner

**USER LEVEL:** Stage 4 Stage 5

**SCIS 1702845** Paper \$16.99

### *Lennie the legend: solo to Sydney by pony*

REEDER, Stephanie Owen  
National Library of Australia, ACT, 2015  
ISBN 9780642278654



Two threads of Australian history combine in this fictionalised reconstruction of Lennie Gwyther – life during the Great Depression and the completion of the

Sydney Harbour Bridge. Using primary and secondary sources, identified in detail at the end of the book, the author describes nine-year old Lennie's life on the family's Victorian farm, his enthrallment at the engineering marvel of the building of the Sydney Harbour Bridge and his determination to be at the opening. Each chapter concludes with a double page spread of added historical information. Lennie's journey was an astounding feat of perseverance and independence, albeit supported by a network of his father's contacts, which might provoke discussion as to its feasibility in a modern context. Occasionally the invented dialogue sounds a little simplistic but the wealth of historically accurate background more than counterbalances this, ably supporting English outcomes [EN3-8D](#) and [EN4-8D](#), and is an exemplar in the analysis and use of sources, and supports the History K-10 concepts of Continuity and Change and Perspectives. S. Morton

**USER LEVEL:** Stage 2 Stage 3  
Stage 4

**KLA:** AC; English; HSIE

**SYLLABUS:** English K-10; History K-10

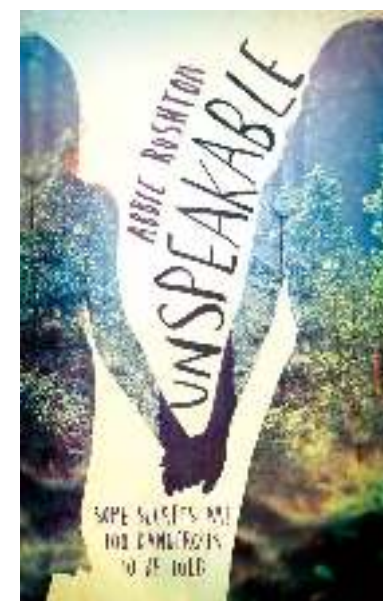
**SCIS 1696919** \$24.99



*Farey: Opening of Sydney Harbour Bridge*  
by Australian Screen

### *Unspeakable*

RUSHTON, Abbie  
Atom, UK, 2015  
ISBN 9780349002064



Fifteen year old Megan has a secret so horrible, so traumatic, that the only way to keep it is to not speak at all. Feeling responsible for her friend Hana's accidental death the previous year, Megan scribbles notes when necessary

and contains her guilt and fears within. Never part of the popular group, Megan

is now even more isolated with just Luke offering friendship, although both are unrelentingly taunted along with any others with perceived differences. Megan finds an unexpected ally in Jasmine, the bubbly new girl, and both become targets of escalating hostilities. Relationships become tense, and Megan examines her sexuality with both Luke and Jasmine. In Megan's eyes her mother provides little emotional support reinforcing her need to keep everything contained. The book's conclusion seems to tie up all the loose ends, perhaps too easily. This text may have relevance in supporting the Self and Relationships strand of PDHPE Years 7-10, and may be beneficial for English K-10 outcomes [EN4-7D](#) and [EN5-7D](#) in examining difference and diversity. S. Morton

**USER LEVEL:** Stage 5 Stage 6

**KLA:** AC; English; PDHPE

**SYLLABUS:** English K-10; PDHPE 7-10

**SCIS 1700625** Paper \$16.99



## The greying

SUTHERLAND, Dallas  
Noveletta, USA, 2014 [The Landland chronicles]  
ISBN 9781495206962



*The greying* is a fantasy novella for students aged 9 to 13. After the death of her mother, Meah, the central heroine, finds herself alone and lost in Landland, an enchanted realm where all manner of wicked birds and beasts live, under the

evil power of Queen Berilbog. Meah harnesses the power of *the thinking* and goes on a terrifying journey to find a stolen object that may have the power to pushing back *the greying*. The novella is a gripping story and could be taught within the English or Drama syllabuses. Fantasy makes an interesting starting point for building plays and students could use the story's metaphoric structure to create their own plays about the human condition. They could physically explore key motifs, archetypal and/or flawed characters through improvising various scenes, or they could delve into physical theatre and bring to life the diverse monsters. This story lends itself to many wonderful teaching strategies. S. Lovesy

**USER LEVEL:** Stage 2 Stage 3 Stage 4

**KLA:** AC; CA; English

**SYLLABUS:** Creative Arts K-6;  
Drama 7-10; English  
7-10

**SCIS 1683686** Paper \$11.95

## Sunker's deep

TANNER, Lian  
Allen & Unwin, NSW, 2014 (The hidden series)  
ISBN 9781743435427



An interesting fantasy novel, *Sunker's deep* focuses on Sharkey, the main character, learning about his obvious character flaws, accepting them and dealing with ways to overcome the obstacles he encounters along the way. The novel concentrates on the inner journey of the main character, who is forced to realise his true potential and worth in several unlikely circumstances. It is particularly encouraging that Tanner has chosen for his main male character to draw his inspiration from a strong female character, who is spoken about more than seen in the story. Themes

of deception, betrayal, family and friendship are explored, ensuring that the reader is satisfied with the scope of plot that Tanner has represented in this novel. This text is appropriate for a Stage 4 English student who is studying character development or the topic of fantasy in the English classroom and for independent reading for pleasure.  
J. Duvall

**USER LEVEL:** Stage 4

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1683226** Paper \$18.99

## The strange and beautiful sorrows of Ava Lavender

WALTON, Leslye  
Walker Books, UK, 2014  
ISBN 9781406348088



Leslye Walton's first novel is unusual and intriguing. The story is set primarily in the Pacific Northwest of the United States, which adds an extra layer of mystery to this clever work of literary fiction for

young adults. While the story deals primarily with the theme of love, issues of identity and prejudice are also addressed. Walton attributes her inspirations for this intricate tale of love and of longing to the works of writers like Joanne Harris and Isabelle Allende, and their influence is clearly seen in the strong elements of magic realism throughout. A high level of literary artistry is apparent. Imagery and symbolism are carefully crafted, and characters are finely drawn. There is some physical violence and an incidence of sexual violence that teenage readers will find confronting, despite the triumphantly hopeful concluding message. M. McEwan

**USER LEVEL:** Stage 6 Community

**SCIS 1652297** \$19.95



**Leslye Walton, author of 'The strange and beautiful sorrows of Ava Lavender'**  
by Candlewick Press

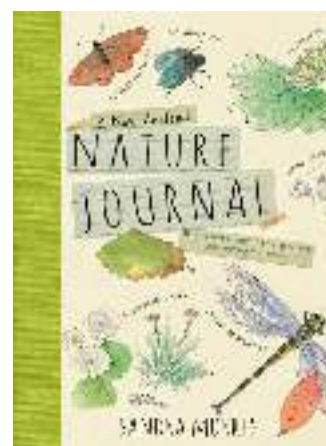


# information, poetry and drama

Resources are in Dewey order.

## *A New Zealand nature journal*

MORRIS, Sandra  
Walker Books Australia Pty Ltd, NSW,  
2014  
ISBN 9781921977657 [508]



A nature journal is a way for students to record their discoveries. The author gives many suggestions of artistic and creative ways to start noting down what they see; her detailed field sketches are

amazing. While the book has some facts on plants, animals and New Zealand terrain, its aim is to inspire young nature lovers to go out and explore the world around them. The activities demonstrated will help the reader develop their own ideas and interests. There are sections devoted to the wildlife and plants in many different habitats, both urban and

rural, such as gardens, mountains, zoos, parks and forests. There are suggestions for a moon log, for seasonal colour wheels and for the layout of vegetable gardens. The book concentrates on New Zealand wildlife and habitats and many of the species mentioned have Maori names. It could be useful for Science investigations on Working Scientifically, Working Technologically and Living World. M. Sutera

**USER LEVEL:** Stage 2 Stage 3

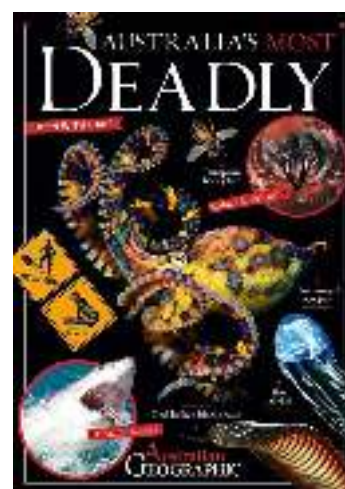
**KLA:** AC; Science

**SYLLABUS:** Science K-10 (SciTech K-6)

**SCIS 1672303** Paper \$19.95

## *Australia's most deadly*

McGHEE, Karen  
Australian Geographic, NSW, 2015  
ISBN 9781742455877 [591.6]



Using a list compiled by The Australian Museum, whereby animals have been given a deadly factor rating out of ten, based on the threat posed and how likely one is to come in contact, the reader

might be surprised to discover that the box jellyfish, the irukandji and the European honey bee are considered to have a higher rating than sharks or the funnel-web spider. Chapter headings, such as *You're on the menu*, *Top 30 killers* and *Can't touch these*, entice the reader to discover more. Each animal or species has a double page spread with easy to read information boxes, detailed photographs and close-ups, as well as maps indicating location. Not included is basic first aid information, which would add greatly to the text, although mention is made of antivenom, and of epi-pens for those allergic to bee stings. This resource may support outcomes associated with the *Living World* strand of the [Science K-10 \(incorporating Science and Technology K-6\) syllabus](#). S. Morton

**USER LEVEL:** Stage 1 Stage 2  
Stage 3

**KLA:** AC; Science

**SYLLABUS:** Science K-10 (SciTech K-6)

**SCIS 1678974** Paper \$14.95

## *Funny homes*

NORMAN, Mark Dr  
Black Dog Books, NSW, 2014  
ISBN 9781922179982 [591.56]



*Funny homes* follows the format of *Funny bums* and *Funny faces*, also written by Dr Mark Norman who is a marine biologist. The text features the habitats of two dozen animals, each

with a close-up photograph to show its environment as well as its place of residence, and a paragraph of information suggesting why it lives in such a place. At the end is information about eleven of the animals, giving their correct name and where they are to be found in the world, followed by a brief glossary and serviceable index. This visually appealing and informative text could support Science investigations for [Natural Environment](#) and [Living World](#) where habitats can be discussed along with the importance of protecting natural habitats for animals. Interesting [Classroom activities](#) are available. M. Sutera

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** AC; Science

**SYLLABUS:** Science K-10 (SciTech K-6)

**SCIS 1676380** Paper \$16.95



## Paper play

Sandu Publishing Co. Ltd., Singapore, 2014

ISBN 9789814523363 [709]



Infinately flexible, dynamic and practical, the unique properties of paper are championed by this inspiring book, which presents a host of international artists and designers who

exploit this deceptively simple medium. Students will discover that basic techniques, such as folding, cutting, glueing, pinning, layering and collage, can metamorphose ordinary pieces of paper into exquisite relief artworks, abstract sculptural forms, immense installations, sustainable product designs and innovative wearables. Multi-angle and -zoom photographs clearly document the details, structure and context of works and, together with concise summaries of artwork concepts that incorporate artist quotes, provide students and teachers a solid platform for artmaking ideas and further research. Additionally, the book features a list of artist and studio websites accompanied by short, informative biographies. Students will enjoy experimenting with the techniques and concepts presented, including negative pin drawing, paper

cutting, stitching and upcycling maps, books and other printed materials. Critical investigations can focus on intersections between the everyday and fantasy, form versus function, miniatures and macrocosms, and organic and geometric forms. Ultimately students and teachers will discover a playful game of scissors, paper, shock. H. Yip

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

**KLA:** CA

**SYLLABUS:** Photographic & Digital Media Stage 5; Photography, Video & Digital Imaging CEC Stage 6; Visual Arts Stage 4-6; Visual Design Stage 4-5; Visual Design CEC Stage 6

**SCIS 1679991** Paper \$70.00

## Infinite illustration

Page One, Singapore, 2014

ISBN 9789814394895 [741.6]

Illustration in branding acts as the manifesto of every brand, symbolising its values and identity through graphic motifs. Presenting projects across product design, packaging and logos



inspired by vintage and contemporary aesthetics, this publication accents how artists and designers use hand-crafted imagery to capture the essence of brands. It equips students and teachers

with a useful framework for analysing, proposing and responding to branding briefs, providing a concise summary of each project's brand identity, keywords and objectives, artwork concept and making process. Crisp visuals and photographs capture products and motifs in context, via layouts that model innovative and professional ways for students to document and present their own work in portfolio form. Students will find inspiration from labels, tote bags, shop signage, interiors, menus, DIY kits, furniture and wearables designed as emotional triggers between brands and their target audience. Projects presented also prompt experimental mark-making that hybridises drawing, collage, painting, photography and digital graphics. Ultimately, as readers will realise, illustration in branding stems from the universal impulse to draw, doodle and create images that define human experience and identity. H. Yip

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

**KLA:** CA

**SYLLABUS:** Photographic & Digital Media Stage 5; Photography, Video & Digital Imaging CEC Stage 6; Visual Arts Stage 4-6; Visual Design Stage 4-5; Visual Design CEC Stage 6

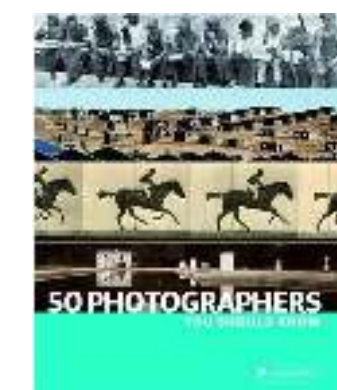
**SCIS 1680001** \$90.00

## 50 Photographers you should know

STEPAN, Peter

Prestel, Germany, 2011

ISBN 9783791340180 [770.92]



To be in command of time is to have power. Surveying 50 significant historical and contemporary photographers, from Félix Nadar, Eadweard Muybridge and Dorothea Lange to Sebastião Salgado, Hiroshi Sugimoto and Andreas Gursky, this publication offers chronological



insight into how photography has fundamentally evolved the way we see and experience time. Students can investigate the role of photographers as magicians of light, suspenders of motion and manipulators of reality across approaches such as portraiture, landscape, surrealist and documentary photography. Selected photographers are summarised in terms of their context, aims, interests, making process and professional biography alongside visual examples of their work. The voice and philosophy of each artist is given prominence, through direct quotes integrated with critical commentary on the key conceptual and material dimensions of their practice. Notably, timeline margins highlight the period of each photographer's practice in relation to other contemporaries and historical world events. The index and consistent layout allow for quick referencing and browsing of artists and, combined with notes for further reading, offer students a useful starting point for more in-depth research and inquiry. Please note that the publication contains sensitive issues and images. H. Yip

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

**KLA:** CA

**SYLLABUS:** Photographic &  
Digital Media Stage 5;

Photography, Video &  
Digital Imaging CEC  
Stage 6; Visual Arts  
Stage 4–6; Visual  
Design Stage 4–5;  
Visual Design CEC  
Stage 6

**SCIS 1434001** Paper \$39.99

### *Art and the internet*

Edited by Phoebe Adler and others  
Black Dog Publishing, UK, 2013  
ISBN 9781907317989 [776]



Immediacy, immateriality, process-based action, I link therefore I am; this is net.art, where art happens in between. This visual survey of art, influenced by, situated on and targeting the subject of the internet over recent decades, offers students and teachers an accessible platform for conversations and debate on why contemporary artists are utilising virtual realities. Distinct chapters addressing the issues of activist and participatory art, surveillance, and social media reveal how the internet

and works that have no final version have defined new artistic practices and audience scenarios, calling into question the role of museums and the art market. Image-rich spreads feature screenshots and works ranging from interfaces, text, digital graphics, installations, photographs, videos, viral projects, maps and apps, as well as URLs so that readers can view these in their intended contexts. Commissioned essays and interviews contextualise featured artworks and artists' practice and, together with a range of alternative manifestos, provide insightful commentary on the formation of today's media-saturated reality and hyperrealities. Exploring tensions between the original and copy, identity and anonymity, human thought and non-human algorithms, students will be compelled to screen their own browser history. H. Yip

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

**KLA:** CA

**SYLLABUS:** Photographic &  
Digital Media Stage 5;  
Photography, Video &  
Digital Imaging CEC  
Stage 6; Visual Arts  
Stage 4–6; Visual  
Design Stage 4–5;  
Visual Design CEC

Stage 6

**SCIS 1679985** Paper \$39.99

### *The Polaroid years: instant photography and experimentation*

DelMonico Books/Prestel, Germany, 2013  
ISBN 9783791352640 [779]



Please note that the publication contains sensitive images such as frontal nudity. Photography takes an instant out of time, altering life by holding it still. Magnifying this

idea, Polaroid photography allows us to enact our immediate aesthetic impulses and memorialise them as souvenirs. This book documents the evolution of snapshot photography and explores how Polaroids have transformed the way artists have captured and represented the world around them. Considering high quality artwork plates and critical essays, students and teachers can examine Andy Warhol's Polaroid oeuvre in the context of more traditional works by photographers such as Ansel Adams and Walker Evans, painters and



printmakers such as David Hockney and Chuck Close as well as contemporary conceptual artists. Several lengthy artist statements sourced from interviews provide additional insight for classroom investigations. Most significant, is the book's focus on the myriad ways that artists manipulate Polaroid photographs through experimental artmaking practices, including montage, collage, enlargements, abstraction and conceptual projects. Using this as the basis for practical investigations, teachers can promote students' experimentation with photographic prints as physical objects that can be altered, as well as a means for facilitating the process of analogue photography or other artmaking approaches. H. Yip

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

**KLA:** CA

**SYLLABUS:** Visual Arts Stage 4-6; Photographic & Digital Media Stage 5; Photography, Video & Digital Imaging CEC Stage 6; Visual Design Stage 4-5; Visual Design CEC Stage 6

**SCIS 1642705** \$105.00

### **Once my mother [videorecording]**

Change Focus Media, NSW, 2013 (73 min.)

ISBN none [791.4302]



Sophia Turkiewicz has written and directed a very moving film about her mother's life, her story of displacement during World War II, and their relationship. The story of Helen's life incorporates the early black and white family vignettes and includes later conversations of mother and daughter, clips of Sophia's journey of discovery and documentary footage of labour and refugee camps. In the eloquent narrative, Sophia explores her mother's life. It is confrontingly honest, as Sophia seeks to discover why her mother placed her in an Adelaide orphanage. As the lives are contrasted and Sophia matures, she begins to see her mother from other peoples' perspectives. Her film making is based on her mother's truth; it becomes her fiction. Sophia acknowledges that her mother's stories are her stories. Encompassing the themes of family, hardship, love and hate, salvation and burden, and survival,

the film also highlights the importance of stories and their telling. Sophia describes her mother as *the woman who went to hell and came out with live in her heart*. This video could be used as a supplementary text for English Stage 6 Area of Study: Discovery. It could also be incorporated into preparation for the HSC English Extension Course 2 major work. B. Hull

**USER LEVEL:** Stage 6

**KLA:** AC; English

**SYLLABUS:** English Stage 6

**SCIS 1688020** [Purchase from Ronan Films](#)



[Once my mother trailer](#) by SBS

### **Knockabout cricket**

McMULLIN, Neridah

One Day Hill Pty Ltd, VIC, 2015

ISBN 9780992439736 [796.358092]



From the 1800's pastoral station, cricket was played, often with teams of Aboriginal players playing against white teams. Set in Victoria, this text traces the history of Johnny Mullagh, Unaarrimin, a highly accomplished cricketer who was born on a station in the mid 1800s. Ainsley Walters' brightly painted illustrations are in a naïve style and the text of Unaarrimin's story runs over the images. On each page a breakaway box provides historical facts to reflect the reality behind the story and to provide a historical context in which the story unfolds. The last few pages of the book are a biography of Unaarrimin accompanied by a drawing and photograph and the final page is a drawing which names and shows positions on the cricket field. Keen students of cricket, history or just story will enjoy this picture book which provides a glimpse into the life of an Australian Aboriginal sporting hero Unaarrimin, Johnny Mullagh.



[McMullin's blog](#) provides interesting background information and images. K. Rushton

**USER LEVEL:** Stage 2 Stage 3

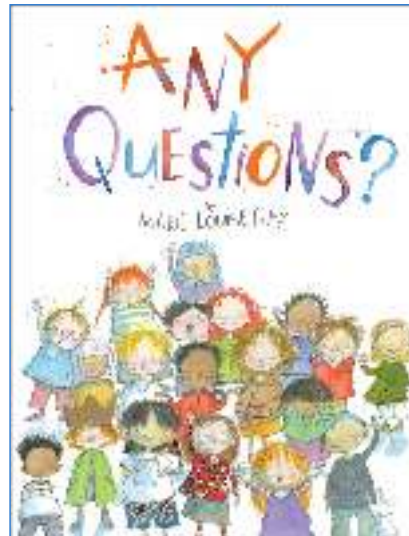
**KLA:** AC; English; HSIE

**SYLLABUS:** English K-10; History K-10

**SCIS 1699477** \$24.99

### Any questions?

GAY, Marie-Louise  
Allen & Unwin, NSW, 2015  
ISBN 9781760113179 [808]



Many more questions are asked of the reader than are answered, which makes this one of those delightful books that will still surprise after many readings because there is so much to think about. The engaging watercolour illustrations are set on white backgrounds and are used to pose questions, make comment and, sometimes, to just illustrate the verbal text. The wide use of speech bubbles

and thought clouds makes every page an interesting journey in itself, as the author positions the reader as a text analyst and poses questions for the reader to explore about the construction of the very text they are reading. There is a story within the story and the reader is asked to imagine the ending. Young readers may respond to this text by taking up the author's challenge to write their own story. K. Rushton

**USER LEVEL:** Stage 1 Stage 2

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1703516** \$19.99



*Any questions?* by Marie-Louise Gay  
by House of Anansi

### Australian writers of influence

KELLY, Bernadette  
Black Dog Books, NSW, 2014 (Our stories)  
ISBN 9781922179937 [A820.9]



The legacy of significant Australian journalists, novelists, playwrights and poets of the 1800s, including Marcus Clarke, CJ Dennis, Miles Franklin, May Gibbs, Mary Gilmore, Adam Lindsay Gordon, William Lane, Henry Lawson, Louisa Lawson and Banjo Paterson, is presented in this work. The rapid change caused by new technologies, the Gold Rush, droughts, floods, and economic hardships, as reflected in the writing output of Australians, is documented. The power of strongly argued public debate is highlighted in the chapters on *The Argus* and *The Age* newspapers, and *The Bulletin*. Period sepia photographs and etchings, archival maps, newspaper clippings and sample hand-corrects manuscript pages, illustrate the articles. I. McLean

**USER LEVEL:** Professional

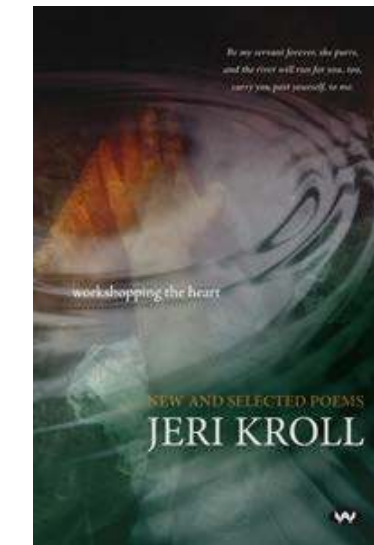
**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1676381** Paper \$17.95

### Workshopping the heart: new and selected poems

KROLL, Jerri  
Wakefield Press, SA, 2013  
ISBN 9781743051283 [A821]



Whether it is with other people or with the surrounding environment, the complexities of human interaction are explored in this poignant anthology. It contains a number of poems from previous collections as well as extensive extracts from a recently published verse novel. Drawing upon personal and intimate connections, the poems contain highly descriptive language that evokes a clear understanding of a range of issues including the risks facing young people, urban lifestyles and a search for identity. A number of different poetic forms such as sonnets and free verse can be found. Clever appropriations of classical fairytales and myths are also used in some poems as a means of challenging contemporary stereotypes. [Teachers' notes](#) offer a helpful starting point for those seeking to use the poems within the English classroom. With its beauty and wit, this thought-provoking



collection presents a gratifying reading experience. H. Gardiner

**USER LEVEL:** Stage 5 Stage 6

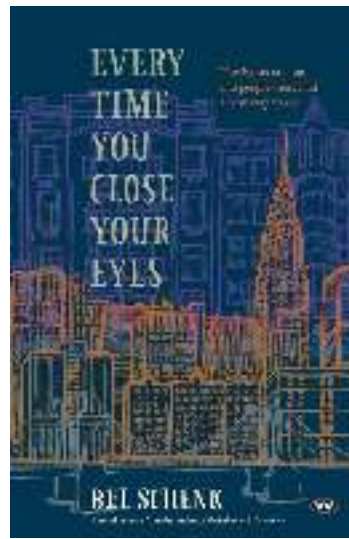
**KLA:** AC; English

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

**SCIS 1662596** Paper \$24.95

### *Every time you close your eyes*

SCHENK, Bel  
Wakefield Press, SA, 2014  
ISBN 9781743053195 [A821]



How do two major power blackouts impact on a city that never sleeps? Written in verse form, this cleverly constructed tale explores the literal and metaphoric darkness that beset New York City in 1977 and 2003. Focusing on a cluster of distinct individuals, the narrative is divided into two connecting parts. The poems are of various forms, yet each one scrutinises the raw intricacies of human relationships. Furthermore, a multitude of powerful narrative voices results in a disturbing sense of fear and friction permeating

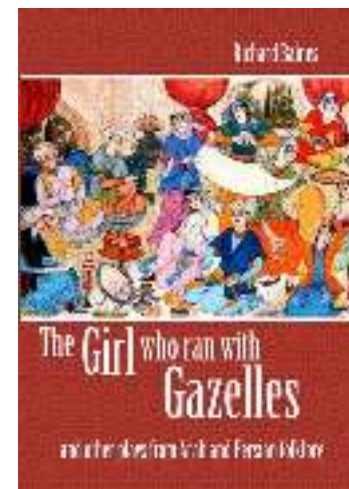
the text. Building to a subtle crescendo, this intriguing story offers a sharp insight to the fragile underbelly of a hardened, indefatigable metropolis. H. Gardiner

**USER LEVEL:** Stage 5 Stage 6

**SCIS 1697930** Paper \$19.95

### *The girl who ran with gazelles: and other plays from Arab and Persian folklore*

BAINES, Richard  
Phoenix Education, NSW, 2014  
ISBN 9781921586798 [A822]



Offering a wealth of intercultural scripted dramas for students, this is a delightful collection of traditional plays from Morocco, Persia, Palestine, Egypt and the Middle East. Explicit in each play are the elements of drama with a variety of dramatic forms and performance styles. *The girl who ran with gazelles* is a mystery thriller, using flashback to enhance the issues of betrayal and happiness. A Persian storyteller in *Sohrab and Rustum* tells the tragic tale of family destruction. In *'Ali and Abu'* Ali is a

comedic Palestinian story about human relationships. *The return of Sinuhe* is an Egyptian Everyman play that delves into love, sexual exploitation and murder, and lastly, *Aladdin and the magic lamp* is a folkloric tale of good triumphing over evil. Students have the opportunity to act, direct, devise their own music and stage fights, design costumes and sets, while developing an understanding of cultural diversity within theatre. S. Lovesy

**USER LEVEL:** Stage 5

**KLA:** CA

**SYLLABUS:** Drama 7–10

**SCIS 1668861** Paper \$26.95

### *His mother's voice*

FLEMING, Justin  
Phoenix Education, NSW, 2014  
ISBN 9781921586781 [A822]



His mother's voice is a powerful play that will provide drama students with the opportunity to investigate complex ideas within a semi-fictional context. It is set during the Chinese

Cultural Revolution when Western music was seen as the enemy of Chinese culture. It is based on the story of a Chinese boy who secretly learns to play the piano from his Mother despite numerous risks to their lives. It is about courage and love in the face of brutal ideology. Shifting in time and place from Shanghai to Canberra, international politics and universal ties of familial love structure the dramatic action. Music underscores every moment and helps create the rhythm of the 16 scenes. There are seven to 14 characters, the majority are Chinese, and regardless of ethnicity students could experiment staging the issues raised. This inspirational play is fiercely captivating and sits firmly within the rationale of multicultural drama education. S. Lovesy

**USER LEVEL:** Stage 5 Stage 6

**KLA:** CA

**SYLLABUS:** Drama Years 7–10;  
Drama Stage 6  
Preliminary and HSC  
Courses

**SCIS 1692845** Paper \$19.95



## Patient 12

SUMMERS, Kevin  
Currency Press, NSW, 2014  
ISBN 9781925005103 [A822]



Patient 12 is a play about the casualties of World War One. Patriotism versus slaughter and sacrifice versus waste are theatrically represented. The play is set in the aftermath of the war and follows the

story of Patient 12 who is disfigured and dying. His only discernible feature is a tattoo on his chest. He could be any man shot to pieces. The doctor who is treating him asks three families to visit to see if the wounded soldier belongs to them. Through flashbacks, monologues, transformational acting, music and song, the story unfolds. Could Patient 12 be the son of a middle class banker and his wife, or a union man, or the fiance of a bar girl, or the digger mate of another patient? As this is a situational play it does not have a strong narrative. Nevertheless, it is poignant and shocking and would be wonderful to explore on the stage floor. S. Lovesy

**USER LEVEL:** Stage 5 Stage 6

**KLA:** CA

**SYLLABUS:** Drama 7–10; Drama Stage 6 Preliminary and HSC Courses

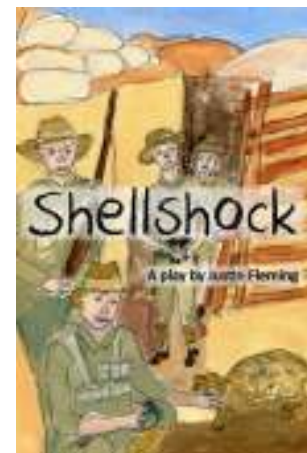
**SCIS 1676579** Paper \$19.99



***Patient 12: A chat with the writer: Kevin Summers*** by La Mama Theatre

## Shellshock

FLEMING, Justin  
Phoenix Education, NSW, 2014  
ISBN 9781921586910 [A822]



*Shellshock* is a poignant and heartfelt play for students studying Years 7–10 Drama and performing in a drama ensemble. At its theatrical heart is the story of a 14 year old boy, Tom, and his great love

for his pet Herman, a Turkish tortoise. Herman was brought to Australia 100 years ago by Tom's great grandfather who was a soldier at Gallipoli. The play encapsulates Tom's story, the revelations of how Herman arrived in Australia, and loss and death in the 20th and 21st century. Set from 1915 to 2015 in Australia and Gallipoli, *Shellshock* is episodic in structure. Turkish shadow puppets are used to enhance the dramatic action and create the mysterious atmosphere. There are nine characters and students could explore sustaining characters and character relationships in the style of realism as well as researching the social and political relationships between script, performance and audience. S. Lovesy

**USER LEVEL:** Stage 5

**KLA:** CA

**SYLLABUS:** Drama Years 7–10

**SCIS 1675919** Paper \$19.95



***Traditional Turkish shadow theatre: Karagöz*** by Turkish Culture Foundation

## Schooling, service and the Great War

TRIOLO, Rosalie  
Commemoration Branch, Dept  
Veterans' Affairs, ACT, 2014  
ISBN 9781877007897 [940.3]



Focusing on the diverse experiences of Australian school communities during the Great War, and with explicit links to the Primary section of the Australian History curriculum, this is a user friendly

text that can be incorporated into several stages of study. The primary resources of photographs, portraits, a poster and artefacts, including Honour Rolls and school paraphernalia, allow for simple or more complex analysis, introducing or developing the concept of inquiry learning. There are extension activities and website addresses that could encourage further research. The investigation activities are suited to individual or group work. While clearly a Stage 1 to Stage 3 resource, this could also be used by Stage 5 students completing the Depth Study 3: *Australians at War*, the commemoration of World War I, although the Secondary resource, downloadable from the



Teachers' section of the [Department of Veteran Affairs website](#), would be better suited to Stage 5 investigations. B Hull

**USER LEVEL:** Stage 1 Stage 2  
Stage 3 Stage 5

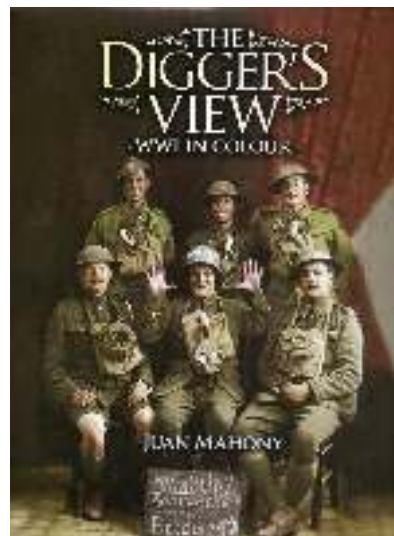
**KLA:** AC; HSIE

**SYLLABUS:** History K-10

**SCIS 1706172** Available from  
[DVA website](#)

### *The digger's view: WWI in colour*

Edited & compiled by Juan Mahony  
The Digger's View Pty Ltd, NSW, 2014  
ISBN 9780957969612 [940.4]



*The digger's view* is a unique and magnificent book. Juan Mahony has compiled a stunning collection of photographs and first-hand accounts of Australia's involvement in all theatres and

aspects of the First World War. The sumptuous images, all colourised, add a stark realism, and sometimes intimacy, and illustrate a diverse range of subjects from the graphic nature of

trench warfare, to the dry humour of the frontline soldiers, to the haunting effects of *shell shock*. Many could be used in an examination of photographs as a source of history.

The visual record is supplemented by letters and diaries which provide an array of different perspectives, as well as vivid descriptions of the nature of the war from the expectations of the pre-fighting months to the trenches of Gallipoli and the Western Front and the deserts of the Middle East. The specific language used in some of the primary sources is supported by a glossary at the book's conclusion. I. Simpson

**USER LEVEL:** Stage 5

**KLA:** AC; HSIE

**SYLLABUS:** History 7-10

**SCIS 1662815** \$50.00



*The digger's view* by Kent Rowe

### *No chocolates for Sheila*

O'BRIEN, Kathleen S.  
Kathleen S. O'Brien, NSW, 2014  
ISBN 9780646926421 [994.4092]



Life for a rural family in the first half of the twentieth century is captured by the author's reminisces from new beginnings to her mother's final days. In intricate detail, the family's history is recounted through the major milestones of

marriages, births, and a tragic father's death. But it is the way, in great detail, that a picture of family rituals, punctuated by the historical events of the time, are translated into vignettes of their impact on day to day life. Sheila's life is captured in the intertwining of celebrations of a religious family, hardships, music and dances, work and relocation and in general devoted family life that weaves a historical narrative of ancestry. The addition of a large array of family photos brings the characters to life and assists the reader to connect the family ties. F. Whalan

**USER LEVEL:** Stage 3, Stage 4  
Professional

**KLA:** AC; English, HSIE

**SYLLABUS:** English K-10;  
History 7-10

**SCIS 1699760** Paper \$24.95



# looking for more reviews?

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## Who reviews?

Gaye Braiding, Epping North PS

Sue Bremner, Association of Independent Schools

Cheryl Emin, Port Kembla PS

Jennifer English, Curriculum Advisor

Jake Henzler, Killara HS

Bronwyn Hull, Goulburn HS

Cath Keane, teacher librarian

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Dr. Sarah Lovesy, Drama Education Consultant

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Kathy Rushton, consultant

Alison Soutter, Project Officer, FACS

Maria Sutera, Orange Grove PS

Helen Yip, Asquith Girls HS




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# MULTICULTURAL EDUCATION RESOURCES VOLUME 1


The resources in this reviews supplement include both teacher professional learning and classroom resources in five key multicultural education program areas. They may support the implementation of multicultural education in NSW schools.




## Areas of multicultural education

-  **Anti-racism education and community harmony**


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-  **Community engagement and communication**


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-  **Culturally inclusive curriculum and pedagogy**

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-  **English as an Additional Language/Dialect education**

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-  **Refugee student support programs.**

Resources in the multicultural education resource reviews supplement are arranged using the same categories as *Scan* resource reviews.

Coloured icons, in the table above, are used to indicate the area of multicultural education the resource best supports. Sometimes a resource may have more than one icon .



# eresources

Resources are listed in Dewey order

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

## Icons used:



app for iPad/iPhone/iPod touch;  
app for Android



digital authoring tool; learning  
platform software



ebook; ejournal; online database



interactive; eg game; learning object



media presentation; eg 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 [Office clip art and media](#) and [Open Clip Art Library](#).

## Roads to refuge



### ABSTRACT

*Roads to refuge* is an interactive website which aims to give students, teachers and community relevant, factual and current information about refugees. The website is divided into five sections. *Who is a refugee?* provides definitions and information about Australian law and affords links with refugee stories and related websites. *Refugee journeys*, *Refugee settlement* and *Refugees in Australia* detail aspects of global responses, supporting refugees and the challenges involved. An extensive Resource section provides teachers with ideas to use in the classroom including lesson plans, facts sheets, myth busters, research ideas, a DVD gallery, a glossary, useful websites, further reading and online documentaries and resources. Many issues are explored including persecution, asylum, trauma and settlement. Also provided are ways for schools to get involved and support refugee settlement. Easy navigation, functional design and stimulating images make this a useful resource for students, teachers and communities.

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

**KLA:** AC; HSIE

**SYLLABUS:** Geography 7-10; History K-10; Modern History Stage 6; Society and Culture Stage 6

**PUBLISHER:** NSW Department of Education and Communities

**REVIEW DATE:** 18/07/15 [325]

SCIS 1696317



*High school of hope for refugee students* by WorldNewsAustralia

## Family-School & Community Partnerships Bureau



### ABSTRACT

Funded by the Australian Government, this site was created and is governed by the [Australian Council of State](#)

[School Organisations](#) (ACSSO), and the [Australian Parents Council](#) (APC). The Bureau is dedicated to ... *greater parental engagement and community involvement in schools*. Parental engagement is defined as ... *an intentional and collaborative strategy to support and leverage the knowledge, capacities and social capital of families to improve learning and well-being outcomes for all children and young people*. The Bureau conducts [research](#), [disseminates best practice](#) and provides practical support and advice to parents, Principals, teachers and others about how to build and sustain [partnerships](#). *How to tools* include the [Family - school partnerships framework](#), the *Strengthening family and community engagement in student learning* resource and a [School assessment toolkit \(Reflection matrix\)](#).

**USER LEVEL:** Community Professional

**PUBLISHER:** Australian Government Department of Education, ACT

**REVIEW DATE:** 27/07/2015 [371.19]

SCIS 1725863





## WHY FAMILY ENGAGEMENT IS IMPORTANT

*Why family engagement is important*  
by Donna Sirmais

effective family-school partnerships and a set of strategies providing practical guidance to school communities and school systems in implementing and fostering family-school partnerships. The document suggests practical strategies based on the key dimensions to support school communities in developing family-school partnerships. It lists *The elements of best practice and Case studies* from around Australia. This resource is currently under review. An updated version will be available from the website soon.

**USER LEVEL:** Community  
Professional

**PUBLISHER:** Australian Government  
Department  
of Education,  
Employment and  
Workplace Relations,  
ACT

**REVIEW DATE:** 27/07/2015 [371.19]

**SCIS 1725838**



## *School assessment tool (Reflection matrix)*



ABSTRACT  
Available as a pdf on the [The Family-School & Community Partnerships](#)

[Bureau](#) website this matrix has been developed to assist members of the school community, students, parents, staff and community members, to assess current family and community engagement practices and to evaluate their progress when implementing strategies to strengthen engagement. Effective use of this tool requires the participation of all members of the school community. This tool is based on the seven key dimensions of effective practice identified by the [Family-school partnerships framework: a guide for schools and families](#). Each dimension is explored via a matrix using an outcome statement, examples of effective practice and three stages of engagement, developing, building and sustaining. Schools will be able to identify where they are placed on the continuum of engagement and plan accordingly. All proformas for the tasks, which may be conducted individually or in groups, are provided.

**USER LEVEL:** Community  
Professional

**PUBLISHER:** Family-School  
& Community  
Partnerships Bureau,  
ACT

**REVIEW DATE:** 27/07/2015 [371.19]

**SCIS 1725875**



# professional reading

Resources are listed in Dewey order.

## *Intercultural communication*



ABSTRACT  
Intercultural understanding is one of the general capabilities within the Australian Curriculum. Supporting teachers to develop inclusive classrooms and foster empathy in students, the Intercultural Communication Kit provides activities to develop eight essential skills in the classroom. The skills to prepare, observe, compare, reflect, inquire, respect, empathise and take risks provide the framework for the components of the Kit. Lesson ideas and resources are easy to access with suggestions linked to rich external sources that include activities on prejudice, racism, acceptance and tolerance. Activities are graded appropriately across all Stages and access quality texts to support the



cross-curriculum priority, [Asia and Australia's engagement with Asia](#) through [Our Asian stories](#).

**USER LEVEL:** Professional

**PUBLISHER:** NSW Education & Communities, 2014

**REVIEW DATE:** 16/05/2015 [303.4807]

**SCIS 1713108**



### **Don't go back to where you came from: why multiculturalism works**

SOUTPHOMMASANE, Tim  
NewSouth, NSW, 2012

ISBN 9781742233369 [305.8]



The third book, written by this young first generation Asian Australian, argues that multiculturalism has been an Australian success story. He outlines the history of multiculturalism from the second half of the 20th century and describes how immigration has transformed the Australian nation. Issues of integration, immigration, nationhood and social

justice are highlighted, including an important debate on our nation's identity and culture. The politics of asylum and refugees are discussed and analyses of the *Tampa* incident, boat people, the early days of Cabramatta, the SBS program, *Go back to where you came from*, and the lack of parliamentarians from non-European descent are featured. The arguments are well structured and unambiguous. The book provides teachers with a succinct analysis of the complexities of multiculturalism in Australia. J. Agzarian

**USER LEVEL:** Professional

**KLA:** AC; HSIE

**SYLLABUS:** Modern History Stage 6; Society and Culture Stage 6

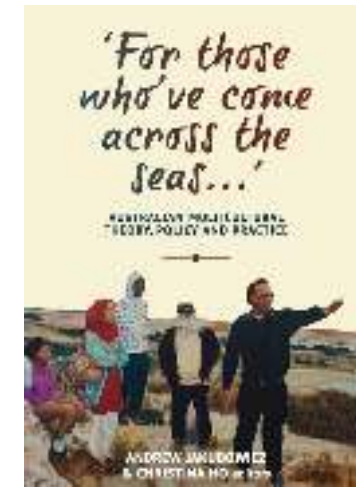
**SCIS 1626219** Paper \$29.99

### **'For those who've come across the seas ...' Australian multicultural theory, policy and practice**

Edited by Andrew JAKUBOWICZ & Christina HO

Australian Scholarly, VIC, 2013  
ISBN 9781925003222 [306.0994]

This comprehensive collection of



scholarly articles outlines Australia's relationship with multiculturalism and how perspectives have been influenced by local and global events. This volume is broken into five parts exploring Australian multiculturalism in Context, *The public sphere*, *Politics and policy*, *Education and employment*, and *Points of friction*. On each level, these articles raise relevant and important questions for teachers in all Australian schools. Jakubowicz and Ho highlight the importance of cultural and personal identities within the local community with numerous articles assessing how cultural diversity is addressed in government policies, schools and workplaces. The articles motivate teachers to evaluate their own cultural values and reflect on how their teaching practice enables students to express and celebrate their cultural identity and feel valued as members of the Australian community. This is essential reading for educators interested in the literature that underpins the necessity for 21st century skills as students become increasingly global citizens. M. Dawes

**USER LEVEL:** Professional

**SCIS 1661116** Paper \$34.95

### **Racism. No way!**

ABSTRACT

The *Racism. No way!* project was launched in 2000 to provide support for Australian schools to address racism in all learning environments. The website is an extensive collection of teaching resources in categories for Kindergarten to Year 3 and Year 4 to Year 12. Both categories address concepts such as identity, difference, prejudice and discrimination through meaningful activities and fact sheets which are being continually updated for the Australian Curriculum. The site is aimed predominantly towards teachers and school executive with detailed lessons and school planning documents. However, secondary students would find all information under the *About racism* menu accessible for Social Science and History subjects in particular. The website also features interactive e-challenges for Years 4 to 12 which explore topics such as [Global peace index](#) or [Innocent bystander](#). These activities have informative videos, clear instructions and engaging activities ideal as an introductory activity to a topic or unit.

**USER LEVEL:** Professional

**PUBLISHER:** Conference of Education Systems



Chief Executive  
Officers, NSW

**REVIEW DATE:** 18/07/2015 [320.5]

**SCIS 1060597**



### ***Rethinking Multiculturalism, Reassessing Multicultural Education. Project report number 1. Surveying New South Wales public school teachers***



WATKINS, Megan, LEAN, Garth,  
NOBLE, Greg, & DUNN, Kevin  
University of Western Sydney, 2013  
ISBN 9781741082906 [370.117]  
ABSTRACT



This project provides an in-depth discussion of the current practices in multicultural education and its perception through the opinions of NSW public school teachers and the broader

community. Data was collected through surveys and a copy of this provided in the appendix. The project discusses multicultural education holistically then

dives into areas that were highlighted through the surveys' results. Such areas include professional learning, how multicultural education supports LBOTE students, parent involvement, teacher views and key terminology. Results from this project highlight the importance of changing the mindset of practitioners to become involved in culturally inclusive teaching practices and the need for teacher professional learning in this area of education. A free [PDF](#) of this resource is available online.

**USER LEVEL:** Professional

**SCIS 1651977** Paper

### ***Collaborative learning project***



Embedding current research and the language learning theories of Vygotsky, Krashen and Cummins, this well-structured site scaffolds learning through purposeful social oral interaction. Exploring how research informs teaching practice, this website aims to support teachers and EAL/D students in collaborative English language learning through speaking and listening activities that have a broad topic base. Users are guided through theory and the project background to language activities

in all Key Learning Areas from Early Stage 1 to Stage 5. It is well referenced with a bibliography, visuals and links, all supporting teacher professional learning. Layout, font choice, colourful visuals and detailed instructions for each easily printed activity are well suited to EAL/D teaching and learning. L. Calf

**USER LEVEL:** Professional

**PUBLISHER:** Collaborative Learning Project, UK

**REVIEW DATE:** 18/07/2015 [371.39]

**SCIS 1713095**



### ***Teaching language in context***



DEREWIANKA,  
Beverly & JONES, Pauline  
Oxford University Press, Vic, 2012  
ISBN 9780195575330 [428.0071]



A comprehensive text for teachers and student teachers who teach English in Australian schools, the text outlines the theory about how language is acquired and understood. The examples to

work through are also relevant to the types of texts students would be engaging with in all Key Learning Areas across Stages. The activities support the explicit teaching of how language works as a means to support competency. The *Have a go!* examples pose questions about how EAL/D students would manage the activity. *In the classroom* sections are practical, drawing on real classroom experience in multicultural schools. The text is easy to negotiate as chapters are developmental and the grammar activities are aligned to the National Curriculum. There is a focus on how to develop academic writing. The references are comprehensive for further reading. A. Young

**USER LEVEL:** Professional

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1619699** Paper \$78.95

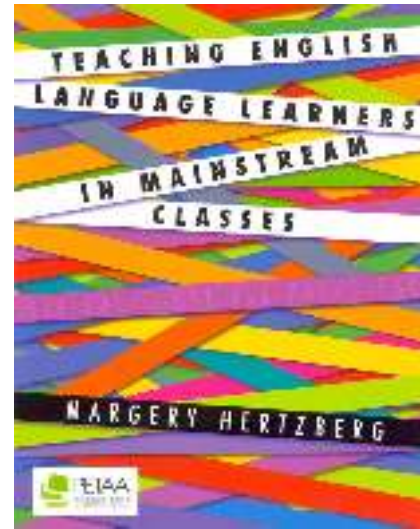


must be purchased



## Teaching English language learners in mainstream classes

HERTZBERG, Margery  
Primary English Teaching Association  
Australia, NSW, 2012  
ISBN 9781875622856 [428.0071]



Targeted at teaching EAL/D students in middle years of schooling, the text provides mainstream teachers with strategies to enhance the academic English language

proficiency of students who have been learning English for two or more years. Section 1 is devoted to theory of language acquisition; Section 2 covers teaching and learning strategies across a variety of subject areas for teachers who have no specialist English language teaching support. Chapters on oracy, reading, writing and drama reference National Curriculum and NSW DEC requirements for integrated language teaching, and acknowledge the diversity of EAL/D students. Activities are presented as rich models applicable to English, HSIE, PDHPE, Mathematics and Science. A checklist in Conclusion for determining features

of tasks within a teaching and learning sequence will prove most helpful to teachers addressing the needs of diverse EAL/D learners. A. Young

**USER LEVEL:** Professional

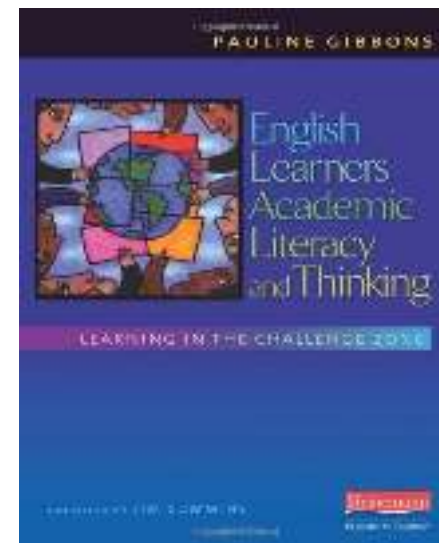
**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1540210** Paper \$44.95

## English learners, academic literacy, and thinking: learning in the challenge zone

GIBBONS, Pauline  
Heinemann 2009  
ISBN 9780325012032 [428.2]



Providing teachers with various classroom examples of how to teach English language learners to reach the challenge zone, this insightful resource convinces readers

that all students benefit from an intellectually challenging curriculum. The challenge zone is where students can achieve intellectual quality through

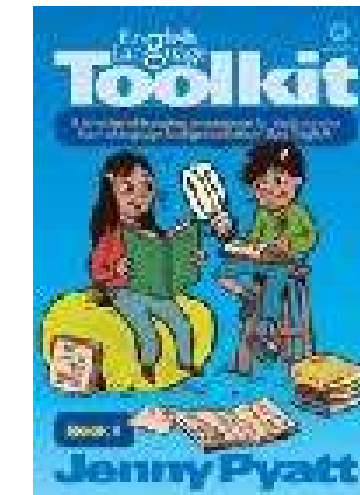
high engagement with high support. As the book develops, it discusses various instructional ways to support students in all areas of their learning, from developing academic literacy, applying reading strategies, increasing comprehension and field knowledge and utilising classroom discussion. These strategies can be integrated and used in any classroom setting. Some activities include creating graphic organisers, adopting speaking exercises for explanation, scaffolding for writing tasks, image sequencing, barrier games and jigsaw activities. Each chapter includes a brief summary of the topics discussed, questions for teachers to address in their practice and suggested further readings to support key concepts. The appendices provide helpful teaching and learning activities and resources. L. Hasna

**USER LEVEL:** Professional

**SCIS 1434217** Paper \$24.87

## English language toolkit: a structured learning programme for students who have a language background other than English. Book 1

PYATT, Jenny  
Essential Resources Educational Publishers Limited, UK, 2014  
ISBN 9781927273548 [428.2]



Reproducible activity materials to support teachers catering for newly-arrived EAL/D students feature in this book, the first of a series of three. Picture and word cards cover vocabulary groups including classroom,

school, family, animals, food and vehicles. Activities focusing on the alphabet, sentences, pronouns and questions complete the content. Advice based on sound second language acquisition principles is offered to support the implementation of the program, but several activities lack a contextual base and appear to assume shared prior knowledge. The importance of oral interaction is noted and training classmates as peer tutors is suggested as a means of increasing opportunities for talking and listening. This is a useful



resource, with limitations, for classroom or EAL/D teachers seeking to provide English language learning experiences for students. C. Mudge

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

**KLA:** AC; English

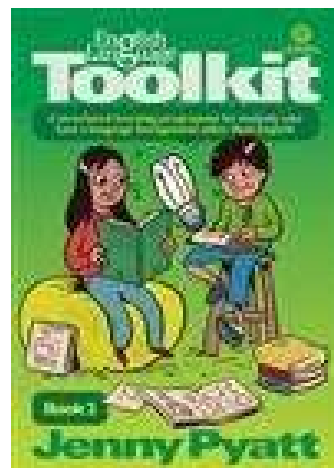
**SYLLABUS:** English K-10

**SCIS 1687909** Paper \$39.95

### *English language toolkit: a structured learning programme for students who have a language background other than English. Book 2*



PYATT, Jenny  
Essential Resources Educational  
Publishers Limited, UK, 2014  
ISBN 9781927273555 [428.2]



The second of a series of three, this book provides reproducible activity materials to support teachers catering for EAL/D students. Picture and word cards explore vocabulary

groups including home, sport and weather. Further activities focus on group discussions, story sequencing, positional vocabulary, commands, plurals, consonant blends, rhyming words and adjectives, but several lack a contextual base and some relate to events unlikely to be part of the experiences of many newly-arrived EAL/D students. While advice based on sound second language acquisition principles is offered and the importance of oral interaction for English language learning is noted, this is not always reflected in the activities described. This could be a useful resource, with limitations, for classroom or EAL/D teachers seeking to provide English language learning experiences for students, but will require the development of contexts and/or background knowledge and vocabulary. C. Mudge

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

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1687911** Paper \$39.95

### *English language toolkit: a structured learning programme for students who have a language background other than English. Book 3*



PYATT, Jenny  
Essential Resources Educational  
Publishers Limited, UK, 2014  
ISBN 9781927273562 [428.2]



A resource for teachers catering for newly-arrived EAL/D students, this book is the third of a series of three. Reproducible activity materials include picture and word cards for vocabulary groups including clothes, occupations and professions, and electrical appliances. Further activities focus on group discussions, story sequencing, plurals, opposites, compound words, reading visuals, and an introduction to dictogloss. While advice based on sound second language acquisition principles is offered and the importance of oral interaction for English language learning is noted, this is not always reflected in the activities described. This could be a useful resource, with limitations, for classroom or EAL/D

teachers seeking to provide English language learning experiences for students, but will require the development of additional scaffolding to ensure their successful participation. C. Mudge

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

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1687912** Paper \$39.95



# picture books

Resources are arranged alphabetically by author.

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

## *Same but little bit diff'rent*

DUNSTAN, Kylie  
Windy Hollow, VIC, 2012  
ISBN 9781921136603



Detailing the similarities and the little differences between an Aboriginal boy from the top end of Australia and a girl from a southern city, this delightful picture book is illustrated in stunning collage

artwork. The two children compare notes about their lives, activities and interests and discover how much they have in common, despite their contrasting environments. They talk about and compare parent jobs,

pets, and family activities. Readers are exposed to Aboriginal cultural understandings but not the stories that not even Normie knows yet! Multicultural concepts are revealed including cultural diversity, Aboriginal culture and family values. This is an excellent resource for exploring the similarities in childhood and building intercultural understandings. J. Agzarian

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2

**KLA:** AC; English; HSIE

**SYLLABUS:** English K-10; History K-10

**SCIS 1562209** \$27.99

## *Us Karen*

DOVE, Richard & DO, Tha  
Love of Books, QLD, 2011  
ISBN 9780646562735 [A821]]



The journey of the Karen people from Burma to Australia is described in this artistic picture

book. Obstacles encountered are overcome and carefully chosen verbs

and adjectives describe the Karen people's actions. They marched, crawled, trudged, climbed and rowed to a strange land where they settled uncomfortably for years, before flying to Australia. They were proud and brave, tired and lost, then caged and cramped in the camp until flown to Australia where they felt welcomed and accepted, free and true. Useful for *Refugee Week*, for building intercultural understanding and empathy for the difficult journey that refugees endure, this poem can be dramatised or retold. Students may be encouraged to research further about the Karen culture, inspired by the intricate textiles in the book's design. C. Mudge

**USER LEVEL:** Stage 1 Stage 2

**KLA:** AC; English, HSIE

**SYLLABUS:** English K-10; History K-10

**SCIS 1691427** Paper \$29.00

# fiction for younger readers

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

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

## *Pennies for Hitler*

FRENCH, Jackie  
Angus&Robertson, NSW, 2012  
ISBN 9780732292096



A young German boy, Georg, is separated from his family as he is smuggled out of Germany during the turmoil of WWII. He is shipped from London to Australia to escape the imminent dangers of Europe but he is unable to escape the war entirely. This novel explores the frightening consequences of war as seen from a child's perspective and the ongoing repercussions that it



inflicts upon families from all countries. This quality novel provides excellent opportunities for students to explore themes of fear, hatred, prejudice, adversity, resilience and growing up as well as English concepts of historical representation and narrative point of view. Detailed [teaching notes](#) are available from the publisher's website. M. Dawes

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

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1557252** Paper \$15.99

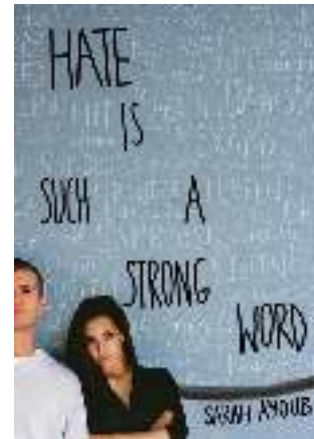
## fiction for older readers

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

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

### *Hate is such a strong word*

AYOUB, Sarah  
Harper Collins Publishers, NSW, 2013  
ISBN 9780732296841



This warm and endearing first novel from young Australian writer, Sarah Ayoub, follows protagonist Sophie during her last year of high school and all the drama that entails. Teenagers will empathise

with modest Sophie's strict rules and regulations that her Lebanese parents set at home as she cries *I just want to be like all my friends!*. A classic coming-of-age novel set in South Sydney, the story explores racial tensions within a school

and community setting. Ayoub poses many thoughtful questions about the role that one's heritage plays in defining who we are and what we become. Themes of identity, self-discovery and gender equality make this a relevant and contemporary read for secondary students. [Ayoub's website](#) details the creative journey of writing her first novel and includes teachers' resources. M. Dawes

**USER LEVEL:** Stage 4 Stage 5 Stage 6

**KLA:** AC; English

**SYLLABUS:** English K-10; English  
Stage 6

**SCIS 1625767** Paper \$17.99

### *Pennies for Hitler*

FRENCH, Jackie  
Angus&Robertson, NSW, 2012  
ISBN 9780732292096



A young German boy, Georg, is separated from his family as he is smuggled out of Germany during the turmoil of WWII. He is shipped from London to Australia to escape the imminent dangers of Europe but he is unable

to escape the war entirely. This novel explores the frightening consequences of war as seen from a child's perspective and the ongoing repercussions that it inflicts upon families from all countries. This quality novel provides excellent opportunities for students to explore themes of fear, hatred, prejudice, adversity, resilience and growing up as well as English concepts of historical representation and narrative point of view. Detailed [teaching notes](#) are available from the publisher's website. M. Dawes

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

**KLA:** AC; English

**SYLLABUS:** English K-10

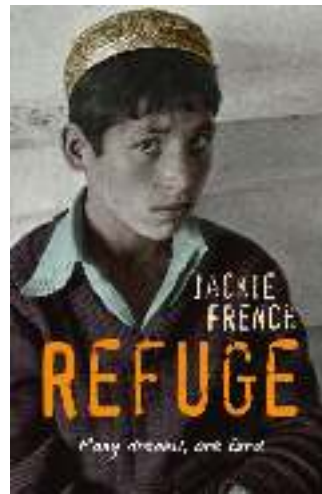
**SCIS 1557252** Paper \$15.99

### *Refuge*

FRENCH, Jackie  
Angus & Robertson, 2013  
ISBN: 9780732296179

Faris, a 13 year old boy and his grandmother, Jadda, flee their homeland to escape from persecution in this fascinating story of refugees seeking a place to call home in Australia. As the boat coming to Australia capsizes, Faris is left struggling to survive. As he awakes,





he finds himself in the Australia he has always dreamed of with blue skies, the beach and a pet koala. The story unfolds with Faris meeting various people and understanding their story in arriving to Australia. The text

is uncluttered with vivid descriptions of the characters and settings. More details about the characters are described in the author's notes. Many multicultural issues are raised such as racism, identity, migration, values and traditions. Although fictional, this is a valuable resource that could spark many opportunities for classroom discussion and research. L. Hasna

**USER LEVEL:** Stage 4 Stage 5

**KLA:** AC; English; HSIE

**SYLLABUS:** English K-10; History K-10

**SCIS 1615888** Paper \$14.99

## The night run

RAI, Bali  
A & C Black, UK, 2014  
ISBN 9781472904362



An intriguing novella set in 1919 about a young boy, Arjan, whose father is arrested by police after he is accused of rioting against British rule in India. The story follows Arjan through the dark and dangerous streets of

the city as he frantically tries to save his father. Rai creates a likeable character in the protagonist, a vehicle for exploring the marginalised and disadvantaged members of Indian society under British rule at this time. Arjan is frightened by the reality that he and his family will be left destitute without their father. Inferences about slavery and prostitution may make the text inappropriate for some readers, however the simple language and plot line makes this an accessible text for mature younger readers. There are characters who assist Arjan in his quest, emphasising how we should show kindness to others in need. M. Dawes

**USER LEVEL:** Stage 4

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1676443** Paper \$12.99



# information, poetry and drama

Resources are in Dewey order.

## Every day is Malala day

McCARNEY, Rosemary with Plan International  
Allen & Unwin, NSW, 2014  
ISBN 9781760110536 [371.822]



Based on the story of Malala Yousafzai, shot by the Taliban in Pakistan for going to school, this book of

photographs and messages from girls all around the world is a powerful discussion starter about differences in life opportunities throughout the world. A product of systemic unfairness, where gender inequality is the norm, the extract from Malala's address to the United Nations is an emotive and effective persuasive text. Details on



the back cover, of the *Because I am a girl* initiative of the charity, Plan International, could be a stimulus for investigating global social action as a means of effecting cultural change and developing intercultural understanding. In spite of apparent simplicity in the book's format, the issues and messages in this resource are complex and powerful. C. Mudge

**USER LEVEL:** Stage 3

**KLA:** AC; HSIE

**SYLLABUS:** History K-10

**SCIS 1654182** Paper \$12.99



**Dear Malala** by Pan International



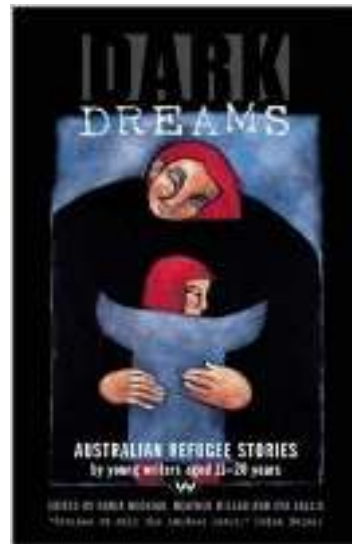
Planning learning activities using YouTube videos embedded in *Scan*? Note that a teacher log in is required to view YouTube videos in the NSW DEC online environment. Stage 6 students also have access



## Dark dreams: Australian refugee stories



Edited by DECHIAN, Sonja, MILLAR, Heather & SALLIS, Eva  
Wakefield Press, SA, 2004  
ISBN 1862546290 [A820]



The short stories about refugee experiences in this unique collection were compiled from hundreds of stories submitted for a national competition run by [Australians Against Racism](#). The resulting book reveals

stories, interviews and essays written by 11 to 20 year olds, some relaying a personal, encounter, others creatively retelling the refugee's experiences. The stories are quite diverse and from many countries, including the Ukraine, Czechoslovakia, Eritrea, Afghanistan, Vietnam and the Sudan. Dark dreams also raises the issue of detention centres in Australia and highlights problems from a detainee's point of view. These stories changed the lives of the young authors who collated the book. The accounts of discrimination, desperation, survival, love, fear, and determination are heart-rending and students will find this compilation

moving and thought-provoking.  
L. Pfister

**USER LEVEL:** Stage 4 Stage 5  
Stage 6

**KLA:** AC; HSIE; English

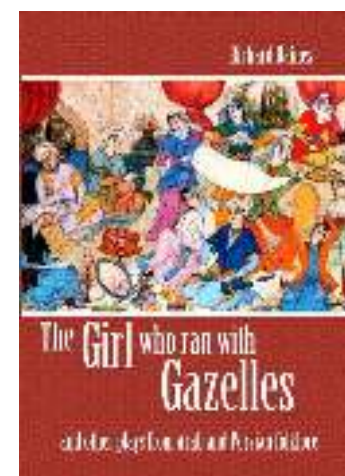
**SYLLABUS:** History K-10; English  
Stage 6; Modern  
History Stage 6

**SCIS 1162814** Paper \$19.95

## The girl who ran with gazelles and other plays from Arab and Persian folklore



BAINES, Richard  
Phoenix Education, NSW, 2014  
ISBN 9781921586798 [A822]



This colourful collection of five adapted and updated tales from Arab and Persian folklore is a valuable resource. The title play is a folktale from Morocco and tells the story of Halima, an assertive young woman with a strong moral compass, who is cast out of her home after false accusations are made against her. This play shows that respect, family

bonds and forgiveness are a strong part of life in this culture. Each play is prefaced with notes on themes and interpretation, staging and information on the dialogue with references to the pronunciation of culturally specific words. There are specific activities for each play where students can compare the play adaptation to the original story as well as suggestions for research on the tale's country of origin. This would be a valuable resource to any English and Drama faculty as a way of engaging students within the new capabilities of the Australian Curriculum. M. Dawes

**USER LEVEL:** Stage 4 Stage 5

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1668861** Paper \$26.95

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Janine Agzarian, consultant  
Madelaine Dawes, Chatswood HS  
Lauren Hasna, Punchbowl Boys HS  
Sara Korman, Winmalee HS  
Connie Mudge, Granville PS  
Mary Nutall-Smith, project officer  
Ann Young, Hurlstone Agricultural HS