

connections

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SCIS SCHOOLS CATALOGUE
INFORMATION SERVICE

1,000 reasons to support Australian book creators

Dear Jackie French,

*What I have learned from your book is to be
wary of anyone who tries to make you angry.*

Love James

James was 14, and *Hitler's Daughter* was the first book he had ever read. Yet he had found the truth behind a question I had been hunting for ever since I was ten years old: how did Hitler convince most of Europe that killing over 44 million people was reasonable, from those shipped to concentration camps to prisoners who had surrendered?

It is a joy and a privilege to receive letters from children. It also takes at least a day – sometimes up to two weeks – to answer them, plus stationery and postage costs, and the odd hour of anguish worrying about their problems.

But there are royalties from the books to compensate for this time, aren't there? Except, of course, if your books are read in libraries – and when your readers are children, most of the books they read are likely to be from their school library.

How long does a book last in a school library? I've signed twenty-year-old copies of *Rainstones*, repaired with dedication at least fifty times and still in currency despite having been read by perhaps over 1,000 children – not all of whom wrote to me in the manila envelopes writers both love and dread.

Dear Jackie French,

I have to write a story and I don't know where to start.

Can you give me some ideas?

But can a book be measured in dollars? Every book a child reads creates new neurons in their brain. Empathy is learned, and each book teaches them to understand others – and themselves. If we want our children to create machines to mine asteroids or design ways to cure our wobbly knees, we give them books.

Make sure to give them great books: hilarious books, enthralling books, or deeply insightful books, because 'boring books' turn



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» 1,000 reasons to support Australian book creators (cont.)

kids into anti-readers. It is easy to write a book: nearly every parent creates stories for their children. But the 'magic book' that tempts those children into being true readers is rare. Yes, you'll find bestsellers by part-time authors, but think about the books written for young people that you truly treasure. I bet they have been written by those who have devoted their lives to writing — and to children.

*Dear Jackie French,
I read I am Juliet. Then I read
Romeo and Juliet. Shakespeare's
words were funny at first, but then
I heard the music.
Matilda.*

Which brings me to those tattered copies, the ones lugged to book signings by teachers and librarians who are as devoted to providing books to children as authors are. If a book costs \$15, then the author will receive five per cent, i.e. 75 cents, which is about the cost of responding to one child's letter. If that library book was bought from a book club at a discounted price, then the author might receive only five cents — or, increasingly, nothing at all if the book was bought online from overseas, either from remaindered stock or cheaply printed by someone who doesn't pay royalties to writers.

Libraries are filled with child gold, riches for their lives and imagination, tempters to read more and more. Ephemeral bestsellers, like movie tie-ins, rarely last in libraries.

This means the best books are those where one copy may be read by 1,000 children, for 75 cents or less.

Or, at least, this would be the case if it weren't for the Educational Lending Right (ELR), the children's authors' life-saver. With ELR, eligible creators are paid by the Australian federal government for each copy in a school library¹. It's the way

¹ Estimated through an annual, national survey of school libraries. Eligible creators will receive an annual payment if their estimated book count is 50 books or more, and the payment is \$100 or more.

that most children's authors manage to buy their coffee and muesli, pay their mortgage — and keep creating books.

Please, for the sake of every children's book author you admire, for every children's book you love, and for every child who needs inspiration: join the ELR surveys if you are given the chance so that we can keep on writing, creating teaching notes . . . and answering those emails and letters.

*Dear Jackie French,
Our teacher said we had to write
to our favorite author. My favorite
author is Roald Dahl. He's dead
so I'm writing to you. What is your
favourite colour? What kind of car
do you drive? How many brothers
and sisters do you have?
Love Michael.*

If you would like to arrange a free speaker-phone discussion with Jackie French regarding her books or writing, please contact: Holly Frendo, Publicity Manager, HarperCollins Publishers Australia

Email: holly.frendo@harpercollins.com.au

Image credits:

Kelly Sturgiss. Used with permission.



Jackie French is an author, historian, and honorary wombat (part time). She is also an Ambassador for the National Centre for Australian Children's Literature Inc, Patron for Speld Qld and the Youth Educational Support Service (YESS), Senior Australian of the Year, and Australian Children's Laureate 2014–15.



Nicole Richardson
Communications & Projects
Coordinator, SCIS
Education Services Australia

Supporting Australian book creators

Every year, the Department of Communications and the Arts makes payments to eligible book creators — including authors, illustrators and publishers, to name a few — for having their work held in Australian school and academic libraries. This program is called the Educational Lending Right (ELR) — a relative of the Public Lending Right scheme that sees similar compensation paid to book creators for having their material held in public libraries.

To gather a book count of titles held in Australian school libraries, Schools Catalogue Information Service (SCIS) asks 600 randomly selected schools to participate in a data collection survey, with at least 300 schools required to participate.

SCIS works with several library vendors in Australia to create easy, straightforward data extraction software. Some of these will be built into your library management system, and others require a quick backup saved to a USB for processing. This occurs in Term 4, and, on average, takes around five minutes to complete. The book counts are then collated and used as the basis for payment to eligible authors and book creators.

The Educational Lending Right provides the resources needed for writers and book creators to continue to fill our library shelves and our students' minds with great books.

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Education
Services
Australia



Ben Chadwick
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SCIS is more

Welcome to *Connections* 97.

It is a pleasure to introduce a new face in the SCIS team. In March we welcomed Doreen Sullivan to our cataloguing team in Melbourne. Doreen came to us with a long career in cataloguing, including work at RMIT and DA Direct.

I'd like to thank our editor Nicole Richardson for her work on this issue. As always, I hope you find it entertaining, inspiring, and informative.

SCIS professional learning

Barbara Braxton's wonderful article on page 10 highlights the importance of ongoing professional learning. From SCIS's perspective, the last couple of months have been very heartening on this front. We saw a record number of attendees during our first-term webinar series, and received some great feedback.

Rachel Elliott and I have recently returned from a series of workshops in Auckland, Wellington and Christchurch where we had a wonderful time mixing with our New Zealand subscribers. There are plenty of other opportunities for professional development with SCIS this year, including a webinar series in Term 3, and workshops in Melbourne in May, and Brisbane and Perth in June.

Resource management in schools

Our New Zealand workshops gave me the chance to see some of the innovation going on in school libraries. At SCIS, we've become really interested in how you manage your school resources, whether they are in the cloud, on the network, in the library, or elsewhere. Understanding the following scenarios will help us to ensure our catalogue records remain relevant and useful in the always evolving landscape of the school library.

Do you manage resources on behalf of the wider school, such as class sets, teacher resources, or perhaps multimedia or sports equipment? What about digital subscription products?



From left, Paul du Temple from Wheelers Books, SCIS cataloguer Ann Duncan, Ben Chadwick and Rachel Elliott in New Zealand.

Conversely, are there 'library' resources that live in other locations, distributed throughout the school? Do you integrate references to digital resources into your physical collection, perhaps using QR codes?

Are you defying Dewey and pulling collections out for special placement? Genre might be an obvious example in the case of fiction, but in many cases resources are reshelved to support special events, units of work, or popular topics. Sometimes these collections involve a mixture of fiction and non-fiction, or a mixture of resource types. They might be temporary, or they may be permanent 'non-fiction genre' groupings, similar to the model that bookstores use.

Recently there has been some discussion in SCIS about how schools — primary schools in particular — treat picture books that rhyme. Dewey says they are poetry, but perhaps you put them in the fiction collection instead?

How do you split your resources up according to 'type'? Multi-media collections are probably the most obvious example. The size (or extent) of books is another, with large folio works often occupying their own dedicated shelf spaces.

Seriality is another consideration; do serials have their own 'spot', or do you think it makes sense to integrate them?

How do you represent the 'type' of a resource in your catalogue? SCIS

provides general material designators (GMDs) for this purpose, like 'videorecording', 'website', or 'electronic resource'. However, as we continue to evolve our implementation of the Resource Description and Access (RDA) cataloguing standards (in which GMD is not supported), this will not always be the case.

As well as GMD, we currently support the 'Media Type', 'Carrier Type', and 'Content Type' fields introduced by RDA, and we are curious about how you and the library systems you use choose to display and use this data when there is no longer a GMD.

Of course, along with shelving, other 'things' come into this discussion, including signage, stickers, spine labels, and the catalogue itself.

We want our data to support your decisions and circumstances to the fullest extent possible. Do you have 15 minutes to help us get a better understanding of your needs? We're running a survey until 30 May, and offering one respondent a \$250 book voucher. You can find the survey at www.surveymonkey.com/r/scis_conn97. We look forward to discovering more about how your library works.

The 'Architecture of Genre' article in *Connections* no. 96 has been edited at the author's request subsequent to publication. For the latest version, please refer to the online edition.



Chris Harte
Director
Unstuck Learning Design

Chris Harte is a languages teacher, Google Certified Innovator, and design thinker. After spending 15 years working at schools in the UK and Australia, he is having a rest from teaching by running his own educational and design consultancy, Unstuck Learning Design.

Library makerspaces: revolution or evolution?

The makerspace movement is gaining momentum in the world of libraries, although it is not an entirely new concept. One of the first makerspaces built specifically to invigorate the hearts, hands, and minds of young inventors opened in 1876. Established by Thomas Edison in the New Jersey hamlet of Menlo Park, this space would become known as the 'Invention Factory'.

From the Invention Factory came the phonograph, a long-lasting filament for an incandescent light bulb, an electric train, and the plans to bring electricity to cities from central generators. This place was brimming with experimentation, hard work, failure, genius, and play. The workers — or 'muckers' as they were known — poured time and energy into their work, going far beyond the factory model of nine-to-five labour, motivated by their immense passion for learning, inventing, and making the world a better place. Within six years, Thomas Edison had filed 400 patents, and many of these inventions have shaped our world today.

We can find modern versions of the Invention Factory at Google's X-Lab, MIT's Media Lab, and in a growing number of library makerspaces around Australia where people are encouraged to learn by tinkering, building, experimenting, and collaborating.

School libraries are continuing to evolve from the outdated notion that they are simply repositories of knowledge stored within the bound pages of books. While the printed word may always remain the beating heart of school libraries, the dynamism of taking that knowledge, playing with it, and building something new is engaging the tinkerers of Generation Z.

One such makerspace resides at St Aidan's Anglican Girls' School in Corinda, Queensland, which was the recipient

of Australia's Favourite School Library in 2014. Teacher librarians Jackie Child and Megan Daley established a space to provide their students with authentic problems to solve, and the tools required to solve them.

Jackie started out with a code club, but inspired by the founder of *Make Magazine*, Dale Dougherty, she decided to introduce the concept of hands-on learning to the students. Jackie recalls, 'I used a Beano Annual and a roller skate to create my own skateboard, but many children now consume, throw away and buy new things. I wanted to help fix this, to bring in sustainability, creativity and problem solving.' Jackie proposed the idea of combining the library space with resources and technology to create a makerspace. With the principal's full support and her fellow teacher librarian on board, the adventure began.

'With the ability to access materials through online databases for research, we were able to reduce the number of non-fiction books we held in print, removed some of the shelves and sent the books to good homes, bought some materials, and started the makerspace,' Jackie explains. One of the early maker projects used Elizabeth Matthews' book *Different like Coco* as a starting point for the students to create marble runs; a very hands-on approach to combining building and learning to create a game. The students were then given the freedom to choose their own book and build their own marble run.

This freedom to choose is one of the things that distinguish makerspaces from traditional curriculum-driven classrooms. Jackie points out that 'in contrast to a crowded curriculum, learning in the makerspace has no formal assessment and is simply full of joy'. The outcomes for makerspaces are driven not by standards, curriculum, and in-case

learning, but by curiosity, authentic problem solving, and in-time learning. One student wanted to create a cat's cradle as part of her maker project, and instead of waiting for it to pop up on a unit plan, she jumped online, found a video tutorial, and taught herself.



A cardboard arcade game made in the school library's makerspace.

Inspired by the wonderful story of Caine's Arcade (www.youtube.com/watch?v=falFNkdq96U) — which is, in many ways, the ultimate maker project — Jackie and Megan helped to bring the geography and history curriculum into their makerspace, challenging students to build their own cardboard arcade games. The students built these games using the information they had learned about in class, with the intent of teaching players about different countries.

While the incredibly positive outcomes are self-evident, one may assume that creating a makerspace is an arduous and resource-heavy undertaking, but



Jackie and Megan started small and allowed it to expand from there. They began with simple, low-tech projects that engendered the maker spirit, such as using copper tape to make circuits and light-up greetings cards, or having the prep students make beds for their teddy bears. One prep student in particular was exploding with pride when she presented the light cord she had built into her teddy bear's bed design.

Jackie and Megan are now running more projects with specific resources like Lego Mindstorm robots, 3D doodler pens and 3D printing, which they do by using a printer from the high school to design and print 3D Minecraft avatars.

3D printing technology is becoming more accessible, with some robust printers selling at \$500 and under in commercial outlets. Moreover, Jackie has noticed a whole new consumer trend in the 18 months since creating their makerspace, with the big supermarkets starting to sell affordable maker kits as toys.

Despite having some specialist equipment, Jackie and Megan are rekindling the sustainability values of the 'frugal generation' by encouraging their students to scavenge, reuse, repurpose, and upcycle the materials they have.

As with anything educators organise for learners — especially in the hands-on environment of makerspaces — health and safety is essential. Developing a respectful environment, and highlighting potential dangers such as small batteries being handled by young children, is a key part of the learning.

During the Grandparent's Liturgy, students' grandparents were invited to come into the makerspace to celebrate their grandchildren's learning. Jackie and Megan set up a number of activities for the grandparents, including vibrobots, scribble machines, circuit cards, and squishy conductive dough. The grandparents were fully engaged in learning with their granddaughters; one grandparent even asked for a soldering iron when he spotted a loose wire connection, demonstrating his keen enthusiasm to get involved. What a wonderful way to engage the wider community with the school, the library, the makerspace, and their own children's creativity, problem solving, and learning.



Student and grandfather working with conductive dough at the Grandparent's Liturgy.

The conductive squishy dough was also used in a project where students built light-up models to represent characters from Glenda Millard's beautiful book *The Duck and the Darklings*. Jackie and Megan shared this experience via Twitter, and AnnMarie Thomas — a professor at the University of St Thomas whose TED Talk prompted the interest in the conductive dough — tweeted back, saying what a wonderful idea it was, and shared it with her followers. This is a great example of our young makers creating global connections.



Students collaborating during the junior school's Hour of Code.

What is next for this dynamic teacher librarian duo? 'We would love to have more concentrated time', Jackie says. 'Perhaps bring a Genius Hour of dedicated maker time into the timetable. We are going to put on a before-school club to give the girls more [maker] time. We are also very excited that we are able to expand our makerspace to include our own 3D printer.'

Makerspaces provide students with the opportunity to learn a range of skills and meet a number of curriculum objectives, including digital technologies

and computational thinking, coding, mathematics, humanities, the arts, prototyping, and engineering — just to name a few. All of the core skills, knowledge, understanding, and mindsets that we consider key to our children's success can also be found and learnt in a makerspace; students can learn resilience, as well as gain skills in problem solving, teamwork, and communication.

Jackie and Megan explain that there is a truly holistic element to the learning that happens in a makerspace: 'Purpose. There is genuine joy, determination and persistence in the makerspace. If a child has to solve a problem using maths to make a machine turn at right angles, they will [take risks, and] they will persist to achieve their goal. As Mitch Resnick [the Director of the Lifelong Kindergarten Group at the MIT Media Lab] says, kids don't ask to learn about variables in coding, but if they build a game where they need to keep score, they learn about variables.'

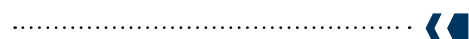
Jackie and Megan have an old Chinese proverb visible across their library makerspace — 'I hear and I forget, I see and I remember, I do and I understand' — highlighting the active nature of learning in makerspaces.

If you would like to read more about Jackie and Megan's work, you can head over to Jackie's blog (jchild.edublogs.org) and Megan's blog (childrensbooksdaily.com), or you can connect with them on Twitter: @jackie_child and @daleyreads.

Interested in creating your own makerspace? Keep an eye out for the Digital Technologies Hub, to be published later this year, which will provide information about makerspaces and more. Funded by the Australian Government Department of Education and Training, the hub is designed to support the Australian Curriculum: Digital Technologies for Australian teachers, students and parents.

Image credits:

Jackie Child. Used with permission.





Tania McCartney
Author, illustrator, editor

Tania McCartney simply loves books and words and pictures. If she could, she would live inside a book. As an award-winning author, illustrator and editor, she kind of already does. Tania is an ambassador for the ACT's Chief Minister's Reading Challenge 2016, and the founder of the Kids' Book Review, and the 52-Week Illustration Challenge. Tania's 22nd book is due for release in November 2016 and is also her first self-illustrated book.

Exploring time and place through children's literature

Books can enrich children's lives beyond measure.

Exposure to other people and cultures, whether directly or indirectly, does extraordinary things to children. It opens their heads and crams wonderful things inside. It relaxes their hearts, softens their emotional boundaries, and enriches their minds with alternative ways of thinking and being.

In a world that so often teeters on intolerance and segregation, it's vital for children to be exposed to different ways of thinking and being. It is also vital that this exposure happens at a young age and stretches across many and varied multicultural experiences; before time, world-weariness, and bias have a chance to take root.

Immersion in other cultures stretches the malleable brains of children in ways we can never truly imagine. Experiencing new places and people, situations and sights, foods and smells, are all wonderful ways to take children outside their comfort zone and both enrich and delight them. I believe this because I have seen it first-hand, having both lived overseas and travelled extensively with my own children.

I've watched my children's heads figuratively open wide and suck in the nuance, tolerance and minutiae of life in other places. I've watched their palettes shift like a continental drift from Australia to China. I've watched their fears drip from their sopping hair into the Indian Ocean. I've watched their understanding of human rights, privilege, and time-worn tradition echo in the halls of Notre Dame Cathedral and slip along the shores of Tonle Sap Lake in Cambodia.

I've watched my children become entirely different people. These experiences not only expand our children's tolerance and understanding

of other cultures and traditions, but they also shift the way they view their own worlds. These experiences shape who they are, and who they become.

Alas, we can't always travel willy-nilly around the country or around the world at whim, but something almost as powerful as jumping on a plane and entering other lands, other cultures, other places, and other times, is when we journey through the pages of a book.

From picture books to biography, encyclopaedias, non-fiction, and historical tomes, exposing children to other countries and cultures does indeed encourage other ways of being and thinking. Travelling into the past is also valuable, as it helps us understand where we have come from, who we are now, where we are going, and how we can improve.

Again, we don't need a time machine for this — we just need a book.

I didn't expect to write so many books with a multicultural and historical focus. I guess it's no surprise since they are both topics dear to me, but it wasn't a conscious decision. It all began when our little family was posted to Beijing in 2005.

When we arrived, two unexpected things happened: the first was that I fell head over heels in love with China, and the second was that I became immensely patriotic for Australia. When you live away from home, some kind of home-loving bug burrows under your skin. This is what inspired me to write the first of my books in the multicultural vein.

I wrote *An Aussie Year: Twelve Months in the Life of Australian Kids* not only to take children on a journey through the Australian year, but also through the vast multicultural elements that comprise our country. After its publication in 2013, it went on to become a bestseller,

won several awards, and was recently shortlisted in the Western Australia Young Readers' Book Awards. Illustrator Tina Snerling and I have since gone on to produce another six books in the *A Kids' Year* series, including *An English Year* and *A Scottish Year*, which are doing well here in Australia.

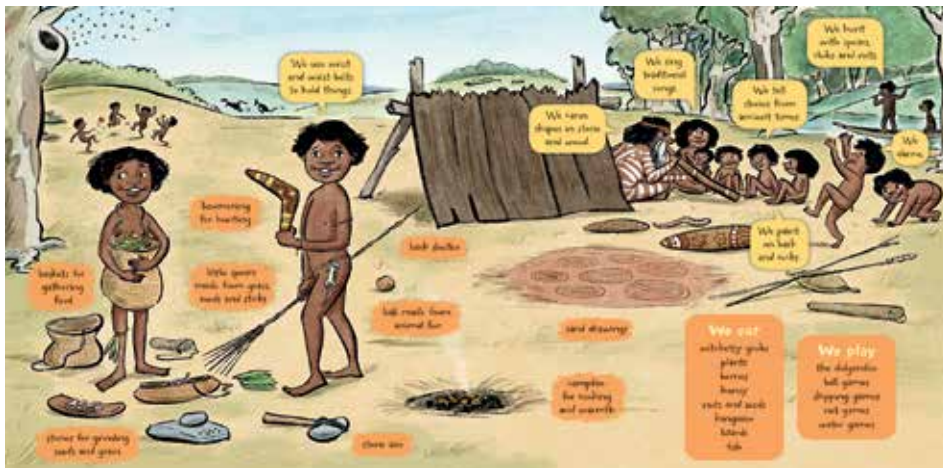
I guess it should be no surprise, though, as Australian children are not only culturally diverse, they are some of the best-travelled in the world. They're the ultimate little adventurers, and love to explore new worlds and cultures. They're inherently fascinated by the unusual, the unknown, the ways of other people and times. They are fresh and ripe and open, which is why we need to open their eyes to the world — the younger the better. This is why I write for children, and why I write about the topics that I do: not only to entrance and entertain, but also to educate.

I spent almost 18 months researching and writing *Australian Story: An Illustrated Timeline* for the National Library of Australia. I knew that children would relish being picked up and tossed back through time, and to experience their country and a way of life so different from the now. From our First People through to settlement and in great periods of early migration — from the Chinese of the Gold Rush to the post-



Australian Story: An Illustrated Timeline, by Tania McCartney.





Illustrations from Tania McCartney's book, *Australian Kids through the Years*.

war influx of Eastern Europeans, Western Europeans, people from Asia and then the Middle East – this 'time travelling' book is rich in the cultural exploration and self-realisation that children adore. Learning about our own cultural roots, ancestry and traditions is a great way for children to make connections, and to feel pride and comfort.

Australian Kids through the Years, another recent National Library book illustrated by Andrew Joyner, was born of a similar need to help children both define their own identity and appreciate and understand the identities of those around them. We are so fortunate in Australia to have an enriching stew of cultural influences that shape our own ethnic identities. According to our last Census figures, more than 25% of Australians are born overseas (ABS, 2012). Twenty per cent of Australians have at least one parent who was born overseas, and more than 400 languages are spoken on our shores (ABS, 2012; ABS, 2011). These figures alone are worth celebrating.

With *Australian Kids through the Years*, I wanted to explore children from our First Peoples through to modern day. I wanted to show our children how we have grown and developed over time – how what we wore, ate, read, and played with has changed exponentially – yet so many of our core values and needs remain the same. I also wanted to highlight that many of these changes and much of our growth as a nation has been directly influenced by other races and cultures.

Children learn about their world through the context of other people and other beliefs, traditions and cultural practices. We are social beings, so when children value and respect these elements in others, they are much more likely to develop a deeper sense of belonging and community. Feeling connected to others makes us feel valued and respected, and it is also vital for our emotional and mental wellbeing.

Early childhood is the period when children first become aware of their differences, which is something that they naturally find fascinating. At this formative time in their lives, to encourage an open mind and acceptance of these differences through exposure to other times and cultures in books, is a priceless gift.

In a nutshell, children who are consistently exposed to multicultural books have broader minds and a deeper understanding of both the self and others. They have a greater willingness to explore and experience life to its fullest, and to pursue friendship, relationship, and career opportunities that are not bound by prejudice, stereotypes, or limited thinking.

And, of course, global awareness is necessary in this ever-shrinking world. The more cultural diversity children interact with, the larger their world – and opportunities – become.

Culturally rich books provide more flavour for children, who naturally have fresh, young tastebuds and such a voracious appetite for books and story. Like the blending of colours and flavours from the cultures all around us, it is a perfect combination.

Ideas for exploring diverse books with students

Research and source books that relate to one particular culture and use them to make a visual display, along with any relevant non-book objects. Ask students to bring in items they may have that relate to this culture, such as clothing, toys or foods.

Children from a particular culture could share books or stories that they or their parents have grown up with. Children could also find relevant stories and read them to the class, or draw pictures about them.

Display a variety of atlases and have a world map or globe close by so that students can explore a variety of countries. Print out world maps that students can colour in as they explore each place.

Scour encyclopaedias or fact books and explore the main symbols of a variety of countries – such as flags, languages, national mottos, foods, flora and fauna.

Explore books and songs in other languages or teach students how to say hello in various tongues.

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Image credits:

Australian Story: An Illustrated Timeline by Tania McCartney. © 2012 National Library of Australia.

Pages from *Australian Kids through the Years* by Tania McCartney. © 2015 National Library of Australia.



Hannah Wandel
CEO
Country to Canberra

Hannah Wandel is a social entrepreneur, gender equality advocate, and the founder and CEO of the national not-for-profit organisation Country to Canberra. Passionate about creating meaningful change, Hannah leads the Country to Canberra team to deliver mentorship and leadership opportunities to young women across rural Australia. Hannah was named one of Australia's 100 Women of Influence by the Australian Financial Review/Westpac in 2015.

Country to Canberra: empowering rural girls

Five months ago, seven young women were sitting around a boardroom table inside Parliament House. They were laughing, chatting about life in rural Australia, and discussing the prestigious essay competition they had recently won. As these teenagers excitedly engulfed the room in conversation, it was easy to forget where we were: in the office of Australia's Deputy Opposition Leader, Tanya Plibersek MP. Ms Plibersek had invited us to discuss key issues with these bright young minds. In this moment, I had to pinch myself – I was so thrilled that the organisation I had created, Country to Canberra, was successfully uniting generations of influential women.



What is Country to Canberra?

Country to Canberra is a nationwide not-for-profit organisation that aims to empower young rural women to reach their leadership potential. We inspire self-confidence, build leadership skills, and, importantly, connect young rural women to mentors and role models in order to help overcome gender and geographical barriers to success.

The reasons that Country to Canberra exists are simple, yet equally excruciating for me to explain. You see, I loved growing up on a farm in rural South Australia and admired my local community's robust spirit. However, at age 15, I moved away to boarding school, and it was there that I noticed

extant career and education opportunity imbalances between the city and country. Metropolitan students had greater access to subject preferences, mentors, and work experience, while many young women were living in towns dependent on male-dominated industries. Further, my rural peers faced greater financial and emotional stresses if they wanted to attend university in a metropolitan area away from their friends, family and home.

I was also incredibly passionate about combating the gender barriers faced by rural women. Australia has a 17.3% gender pay gap (Workplace Gender Equality Agency, 2016), only 30% of our federal politicians are female (McCann & Wilson, 2014), and issues like domestic violence, unconscious bias and sexism are plaguing females every day. Passionate about these issues, and committed to ensuring that all young women across rural Australia are empowered to lead and achieve, I founded Country to Canberra.

Led by a dedicated team of volunteers, Country to Canberra delivers a number of different programs across Australia to help young women achieve their goals. Our main initiative is an essay competition and Power Trip, which has reached thousands of schools and has been featured in scores of media publications.

To qualify as rural, entrants' schools must be more than 50 kilometres away from a city with a population of over 50,000 residents.

Essay competition Power Trip

Every July, Country to Canberra launches a national essay competition for rural high school girls in Years 10 and 11, asking them to write on a particular topic linked to gender equality, empowerment, and leadership. Not only does this encourage young women to research, write, and strengthen their literacy skills,

it also stimulates equality discourse in rural communities.

Excitingly, the winners of this competition receive an all-expenses paid trip to the ACT where they connect with university mentors, build skills, and gain exposure to Australia's political epicentre. To provide tangible inspiration, the winners also connect with high-profile female leaders at multiple events, in a bid to motivate more young women to take on leadership roles in their local communities. Foreign Minister Julie Bishop, the Nationals' Deputy Leader Senator Fiona Nash, Assistant Agriculture Minister Senator Anne Ruston, Senator Katy Gallagher, Senator Jacqui Lambie, federal members such as Gai Brodtmann and Cathy McGowan, as well as Tanya Plibersek, have all been involved in our Power Trips. Agriculture Minister Barnaby Joyce and Shadow Agriculture Minister Joel Fitzgibbon have also spent time inspiring and supporting our participants.

When I ask the winners about the highlights of their Power Trip, almost all of them mention our phenomenal Powerful Women's Breakfast. This is the first event held for the winners, and it is always intimate, special and engaging. Here, we bring together a mixture of politicians, not-for-profit leaders, entrepreneurs and senior public servants, such as Defence's whip-smart Deputy Secretary Rebecca Skinner, and the delightful HerCanberra Editor-In-Chief Amanda Whitely. This breakfast gives the winners a casual yet exclusive opportunity to ask the female leaders about their leadership journey, and for any pieces of advice.

The winners also get to practise their public speaking skills during an ABC Radio interview, and they receive a behind-the-scenes tour of Parliament House and the Australian War Memorial.



They also score amazing one-on-one meetings with high profile women, including Julie Bishop and Tanya Plibersek, and are the guests of honour at an 'Evening with Senators' event in the parliamentary courtyards.

I will never forget saying goodbye to each of our Power Trip participants as they prepare to board their flights back to their home towns. I have seen sixteen-year-old students shed tears of joy and have received countless emails from young women who were grateful that we believed in their ability to thrive.

Fortunately, we ensure that we stay in touch with our participants to help them achieve their goals. During the Power Trip, the winners are connected to university mentors through the Raising Hope Education Foundation, and are eligible for six Skype mentorship sessions. This guarantees that their leadership skills are fostered after the Power Trip comes to a close. The top 15 winners and runners-up also have their essays published on the Country to Canberra website, which helps showcase their writing talents on a national stage. Lastly, after winning the competition, the young women form part of the Country to Canberra alumni, giving them continued access to our network of mentors and fellow trailblazers.

Since attending the Power Trips, our participants have gone on to achieve great things, like speaking at national mental health conferences, studying medicine, becoming a jillaroo, assuming school captaincy, and much, much more.

Blogger Team

Something that I am also incredibly proud of is Country to Canberra's Blogger Team initiative. Separate to the essay competition and Power Trip, this program strengthens literacy skills and provides an opportunity for young women to speak their minds in a safe and supported online community. The Blogger Team is aimed at young women between 13–18 years of age who are eager to write punchy, thought-provoking articles about their community, education, political affairs, and anything in between. The girls write a 300–600 word blog post each month, all of which are shared on our website and on social media platforms. Importantly, students' work is moderated



Three of the 2014 winners with Foreign Minister Julie Bishop (middle) and Country to Canberra founder Hannah Wandel (right).

and edited by our Blogger Team Director, who guides, mentors and supports the participants.

This program gives a voice to young women who might otherwise be isolated due to distance. It helps to shed light on the issues and concerns faced by rural teens, enhances discourse between rural and metropolitan communities, and showcases the important role that rural areas play in our nation. It also connects the teenage team members, helping them widen their professional and social networks beyond state lines.

How schools can get involved

It has been heartening to hear about teachers and librarians lending their support to Country to Canberra by spruiking the essay competition in their classrooms, libraries, and community clubs. A survey of last year's competition entrants indicated that the majority of applicants entered because their teacher had encouraged them to give it a go. If you think that young female students in your school would benefit from writing about equality, learning about empowerment, or having their essays published, then I encourage you to pass this opportunity on to them. Not only could they win the Power Trip of a lifetime, but they would also receive a significant resume booster and enhanced self-confidence to articulate their opinions and ambitions.

If it fits within your school's curriculum, you can incorporate the essay writing as a classroom activity. Although the competition is only open to girls, boys would deeply benefit from writing about equality and leadership issues, as gender equality advances society as a whole. Teachers and library staff can

also distribute our competition flyer (set to be released in May 2016), and check out our website and social media for any additional information (www.countrytocanberra.com.au).

What is next for Country to Canberra?

Moving forward, Country to Canberra has big plans. We want to grow our fundraising base, our volunteer pool, and the number of participants in our programs. We aim to expand on our current initiatives, and also introduce new programs, such as a leadership workshop series in rural schools called Project Empower.

To help us positively influence more young women, we gratefully ask that schools get behind our initiatives. If we all band together, we believe that Country to Canberra can empower scores of young women and create long-lasting societal outcomes, such as more rural female board members and politicians, and a heightened understanding of equality discourse and related issues. Importantly, by empowering our future female leaders, we will generate a more balanced, productive, and strengthened rural Australia for the long term.

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Barbara Braxton
Teacher librarian
Cooma, NSW

Barbara Braxton is an experienced, qualified and passionate teacher librarian who has worked in both NSW and the ACT. She is the author of the published series *All You Need to Teach Information Literacy*, and was a recipient of the Dromkeen Librarian's Award in 2003. She has two blogs, *500 Hats* (500hats.edublogs.org), focused on the practice of teacher librarianship, and *The Bottom Shelf* (thebottomshelf.edublogs.org), which reviews books aimed at children in preschool to Year 2.

The professional learning hat

The core of our mandate as teacher librarians is to enable our students to become lifelong learners.

By teaching students, staff and other members of the school community about the information literacy process (500hats.edublogs.org/information-literacy-process), we provide them with a scaffold that they can use in any area. This allows them to find what they need to know, whether it is solving a complex mathematical problem or learning how to start a motor mower. As teacher librarians, we often pride ourselves on being lifelong learners — but are we?

How many of us walk across the stage at graduation, accept the certificate that states we are now qualified teacher librarians, and think, 'that's it, I've completed my studies', or believe that the only way to grow professionally is by attending teacher librarian-specific courses and conferences? How many of us look at the requirements needed to progress our careers and think that they are too heavily focused on the classroom-based teacher and therefore deem them irrelevant? From the messages I read on the various teacher librarian networks I belong to, it would seem that all too often this is the case.

Over the last few years, education in Australia has changed significantly, in part due to the establishment of the Australian Institute for Teaching and School Leadership (AITSL). All teachers are now required to be formally accredited, and to log a minimum of 20 hours of professional learning each year (100 hours over five years in NSW). This is because AITSL believes that a great education system starts with its teachers: 'The best systems make sure that teachers and school leaders can become great as they progress through their profession . . . [because] people naturally want to grow, develop, and be successful' (AITSL 2012).

For this to be achieved, there needs to be a commitment to professional learning,

with diverse learning opportunities that meet the needs, abilities and preferences of teachers. In other words, we must do for ourselves what we do for our students. As library professionals, we wear many 'hats'; the professional learning hat is one we must put on in order to grow.

Most education jurisdictions now require annual logging and formal evaluation of professional learning. This is based on a formal plan that clearly states personal and corporate goals that identify the how, when, where, and why of achievement.

This may be a new concept to those who focus on traditional teacher librarian professional learning, which is centred on nebulous goals such as increasing students' love of reading, which is difficult to measure; or improving circulation statistics, which reveal nothing beyond the number of times a resource is checked out.

Goals need to be S.M.A.R.T — specific, measurable, achievable, relevant, and timely — and the best way to formulate them is to consult formal documentation such as AITSL's Australian Professional Standards for Teachers, and the Australian School Library Association's (ASLA) Standards of Professional Excellence for Teacher Librarians. These documents will help you to identify the areas where you need to improve your knowledge, practice and commitment. For Australian teacher librarians, ALIA has mapped the AITSL standards to the teacher librarian profession in *Teacher Librarian Practice for the Australian Professional Standards for Teachers*.

You can then examine your library's vision statement, mission statement, and strategic plan to identify what you anticipate the library to be like in three years, and from there identify what professional learning is needed to achieve this goal. If relevant professional learning is not readily available, you can approach your professional network to see if there is a demand for it, and

whether anyone can assist with informal training. Don't limit yourself to face-to-face delivery at conferences and meetings, but look for webinars and free online courses, as well as relevant books and articles.

Even if you have been in your current position for many years, there is always something new to learn. It may be worthwhile to stop, draw breath, and reflect on your role: develop manifestos to encapsulate this, draw together your experiences and achievements, and provide a benchmark to reach. Such an exercise will ensure your plans are true to your beliefs, will help you set higher goals, and ensure you invest in the outcomes. Your plan will require you to do more than merely tick a box to satisfy school leadership; it will be a well-thought-out plan to further develop your role in the school.

To achieve a plan, it needs to be attainable but not overwhelming: three carefully chosen goals relating to the domains of professional knowledge, practice and commitment should be sufficient.

Ask yourself how achieving this goal will contribute to:

- Your personal professional growth
- The design and delivery of the curriculum for teachers and students
- The achievement of the library's vision, mission statements, and strategic plan
- The school's plan for progress
- The perception of the role of the teacher librarian within this learning community.

Explicitly identify the elements of each goal so success is even more likely. A professional learning plan may include the goal, its purpose, the standards addressed, and its relationship to school priorities. It can also include particular strategies, actions, resources, evidence



| GOAL | | PURPOSE | STANDARDS ADDRESSED | RELATIONSHIP TO SCHOOL PRIORITIES |
|---|---|--------------------------|----------------------------------|--|
| Strategy | Actions | Timeframe | Resources | Evidence of achievement |
| Identify each strategy to be undertaken to achieve the goal | What you need to do to satisfy the strategy | Short, medium, long term | Human, financial, physical, time | Performance indicators Include milestones for long-term goals |

An example of a professional learning plan. Individual goals can be set for professional knowledge, professional practice, and professional commitment.

of achievements, and short, medium and longterm timeframes.

By clearly articulating your goal, the reason you are focusing on it, and the professional standard it is addressing, you will demonstrate your understanding of and commitment to your need for professional growth. Not only does this underline the teacher librarian's role in the teaching and learning process, but it also increases your chances of acquiring the resources — human, financial, physical, and time — needed to achieve your goals. If you are required to use a common pro forma, you can add why particular goals were chosen, and address these in your formal conversation with your line manager.

In her presentation 'Revisioning the school library program', Anne Weaver (2015) states, 'Teacher librarians must provide cutting edge library programs, using evidence-based practice, that focus on goals directly connected to school leadership priorities'. She argues that if we do not deliver programs that satisfy the school leadership and provide a beneficial return on investment, then the teacher librarian position may be put at risk.

In its publication 'Global trends in professional learning and performance & development', AITSL (2014) examined the features of innovative professional learning, performance and development. This analysis showed that there is a trend for individuals to undertake professional learning that is collaborative, self-directed and informal; however, despite these platforms being valuable to individuals, it is not an all-inclusive way for an organisation to leverage results and grow as a whole. AITSL (2014) found that the most effective combinations for both the individual and the organisation were opportunities that were:

- Individual: participants take part alone
- Self-directed: participants choose the focus, pace and outcomes, as well as monitor and evaluate their own progress and achievements
- Personalised: learning focuses on the needs of the participant
- Situated: learning is within and geared to the goals of the organisation
- Offered: opportunities are made available to the participants
- Incentivised: learning is highly valued by the organisation and participants are given incentives to take part.

If one of the purposes of professional learning is to build knowledge capital within the school, then teacher librarians and other specialist teachers need to be part of the big picture. It can be difficult to see how matches can be made between the specialist roles and the school's broader objectives. For example, how does the teacher librarian — whose role is traditionally perceived to be associated with English and the humanities — fit within the school's goal to provide a greater focus on STEM subjects (science, technology, engineering, and mathematics)?

Such an apparent 'mismatch' just needs some new thinking — for us to put on a new hat and do some inquiry-based homework. You may ask yourself:

- What leadership and support can I provide for teachers and students?
- What knowledge, experiences and resources do I have to provide this leadership and support?
- What training do I need to further support teachers and staff?
- How can I shape that learning into a personal goal using the professional standards provided by AITSL, ASLA, and ALIA?
- How can I demonstrate my learning and its contribution to the school's growth?

Develop a detailed plan to share with your school's executive that not only demonstrates how your professional learning is aligned with theirs, but also shows that the teacher librarian's role is integral to their success.

Put your plan into practice. Document it, seek evidence that it is having an impact, and share this as part of your formal professional learning discussions with your executive.

For many, professional learning remains a passive process of attendance, listening, and note-taking. However, by taking the opportunity to make a personal action plan that you are committed to, it can have meaning and momentum that really contributes to the big picture.

If we are to encourage and enable lifelong learning, then we must be lifelong learners ourselves. One way of doing this is by putting on our professional learning hat and ensuring it is a snug fit.

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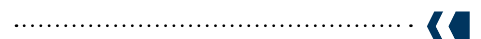
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Please visit <http://500hats.edublogs.org/2015/06/08/the-professional-learning-hat/> to view the original article.





Website and app reviews

Amazing world atlas

itunes.apple.com/au/app/amazing-world-atlas-by-lonely/id916745147?mt=8

Intended for primary students, this interactive mapping app from Lonely Planet features quizzes and games relating to continents, countries, capitals, and flags. The app can be used on its own, or as a companion to Lonely Planet's Amazing World Atlas book series. The app is also available for Android devices via the Google Play store.

SCIS no. 1753810

Crayola: for educators

www.crayola.com.au/for-educators.aspx

This website offers an abundance of resources for teachers wishing to incorporate creativity and the arts into everyday learning. Content includes articles, lesson plans, and other inspirational activities.

SCIS no. 1753629

Instructables

www.instructables.com

From 3D artworks to building a wooden clock, this fascinating website offers a multitude of imaginative projects with the necessary instructions to complete them. Subject matter includes food recipes, crafts and costume designs, as well as biology, technology, engineering and woodwork projects.

SCIS no. 1300609

NASA app

itunes.apple.com/au/app/nasa-app/id334325516?mt=8

Created by NASA, this app contains details of current and forthcoming missions, on demand TV and radio, images, videos, tweets, and news. It also features links to other NASA apps and websites. This app is free and is also available from the Google Play store.

SCIS no. 1704759



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The internet sites selected in *Website and app reviews* are often of a professional nature and should be initially viewed by teachers and library staff to determine suitability for students. The links, content and address of these sites are subject to change.

Preparing for BYOT

wazmac.com/ischools/preparing-for-byot

As schools proceed further into the field of 'bring your own technology' (BYOT), there are a number of considerations that should be addressed. Warren McCullough has gathered pertinent information that teachers and administrators need to be familiar with, including how to establish a culture of trust, meaningful online units of work, parental involvement, and policies.

SCIS no. 1753613

Roads to refuge

www.roads-to-refuge.com.au

This comprehensive website offers teachers, students and the community 'access to relevant, factual and current information about refugees'. Content includes relevant definitions of refugees and similar concepts, the journeys that they take, and how resettlement occurs. It also provides news, initiatives, and steps on how to get involved.

SCIS no. 1696317

Robots for iPad

itunes.apple.com/au/app/robots-for-ipad/id566581906?mt=8

Robots for iPad is a great place to start for teachers, students and parents hoping to delve into the world of robots. You will encounter over 150 robots from around the world, featuring videos, photos and details on their specifications. The app offers tips on getting started with robotics, as well as daily articles and news.

SCIS no. 1737209

Safe schools hub

safeschoolshub.edu.au

An initiative of the Australian Government, Safe Schools Hub provides information for parents, school staff and students to work together to build 'safe and supportive schools'. This website explores the National Safe Schools Framework, and offers professional learning modules for educators, as well as information for students and parents to learn how they can help to make their school safe.

SCIS no. 1753673

Scope: science television for kids

www.csiro.au/en/Education/Scope

Created by CSIRO and produced by Network Ten, this television show is aimed at primary students interested in science. Hosted by an engaging CSIRO scientist, each episode covers a facet of science that is found in everyday life. The website also includes learning activities to support each episode.

SCIS no. 1753657

Showbie

www.showbie.com

Schools or teachers considering a move to paperless classrooms should investigate what Showbie has to offer. This app can be used on all devices, and allows for the quick and easy distribution of documents, collection of assignments, and provision of feedback. The basic plan is free, with paid versions offering additional features.

SCIS no. 1753737

UEB online: braille training for sighted learners

uebonline.org

Unified English Braille (UEB) was developed to 'harmonise braille across codes and between English-speaking countries'. This online training program was created by the Royal Institute for Deaf and Blind Children's Renwick Centre to teach sighted people UEB in order to support vision impaired learners.

SCIS no. 1753768

WWF together

itunes.apple.com/au/app/wwf-together/id581920331?mt=8

This multi-award winning app created by the World Wildlife Fund allows students to learn about many of the world's fascinating animal species in an interactive and intriguing way. Using their iPads, students can explore a variety of absorbing scenarios, and can also enjoy making origami animals using a selection of different patterns. WWF Together is also available on Android and Kindle Fire.

SCIS no. 1753752



Julie Styles
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Nicole Richardson
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Education Services Australia



What's so special about Special Order Files?

SCIS subscribers looking to add digital content to their library collection have the option to download bulk records from the Special Order Files page. The Special Order Files page enables you to obtain quick access to batches of records for new digital resources, including websites, apps, e-books, and content from a number of different providers.

After you log in to SCISWeb, the Special Order Files page can be found on the bottom navigation bar, second from the left.



New electronic resources

In the 'New electronic resources' section, SCIS subscribers can download records for all of the websites, apps or e-books SCIS has catalogued during a specific time period — many of which are available for free.

Students are likely to turn to search engines such as Google to look for resources for their assignments and projects, where they can be inundated with thousands of unreliable or questionable results. Even if your physical collection is modest, these SCIS records can guide students and teaching staff directly to quality educational websites and apps via your library catalogue. Electronic resources are catalogued with authority-controlled author names and

subject headings — meaning that, unlike Google, they can be found using precise subject and author searches.

Websites and apps

SCIS is always looking for quality educational websites and apps to catalogue. Each month we create catalogue records for up to 30 websites. Downloading these records regularly is a simple way to add value and variety to your library collection.

Bear in mind that to download and install apps on your devices, you may have to register with Google or the iTunes store. Some apps may not be free, or may offer in-app purchases.

E-books

The Special Order Files page can be useful for schools that have an e-book subscription, allowing them to easily browse recently catalogued e-books.

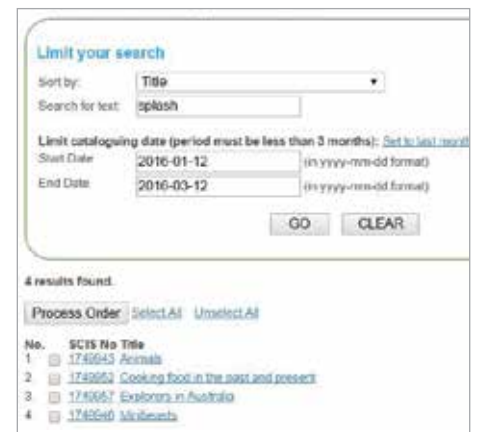
Though many of the e-books that SCIS catalogues can only be accessed if you have a subscription, we also catalogue free e-books, including many classic titles from Project Gutenberg (www.gutenberg.org). To find these, go to the SCIS catalogue and search for 'Project Gutenberg' as a keyword.

Searching for electronic resources

Make your selection from the search results by either choosing 'Select all' or manually choosing specific items. When you are satisfied, select 'Process order' to download the batch of records you have requested through the regular SCISWeb Orders page.

A search for electronic resources defaults to those catalogued in the previous month, but you can also specify a date range of three months or less and select the 'GO' button to re-run the search.

You can also limit results by searching for keywords that appear in the title, author, publisher, or URL fields. For example, if you are interested in the ABC Splash website, you can enter 'splash' in the 'Search for text' box.



A drop-down list allows you to select a range of sorting options to further refine your search, including date published, date catalogued, or Dewey Decimal number.

Special collections

In addition to websites, apps and e-books, the Special Order Files page also provides quick access to special collections, including a range of free, jurisdiction-based, and subscription-based services.

Scan

Scan is a quarterly refereed journal produced by the NSW Department of Education & Communities. *Scan*, like the *Connections* 'Website and app reviews' regular feature article (see page 12), reviews several free educational websites and apps in each issue. These records are available to all SCIS subscribers, and content from each issue can be downloaded in bulk via our Special Order Files page.



» What's so special about Special Order Files?

ClickView digital video library

SCIS creates records for digital videos produced by ClickView, an educational streaming service that supports specific curriculum objectives. Records are grouped into primary or secondary school resources. The first time you download ClickView records, choose the 'Full' file to get the complete collection of Clickview records catalogued by SCIS. From then on, you can download the update batches as they become available. Download ClickView batches by simply selecting the adjacent 'Process order' button.

Please note that ClickView is a subscription-based service, so it is not accessible to all SCIS subscribers.

National Digital Learning Resources Network (NDLRN)

NDLRN provides access to interactive digital learning resources that are available to all Australian and New Zealand SCIS subscribers. If you are in a state that has its own local portal, you can access these resources via the NDLRN resolver page. Alternatively,

Australian subscribers can download a file of NDLRN resource records with URLs that will open in Scootle (www.scootle.edu.au). These resources are also available to our New Zealand subscribers with URLs that will open in Digistore. You can download records in batches relevant to both primary and secondary schools using the relevant adjacent 'Process order' button.



National Library of New Zealand high interest topics

New Zealand high interest topics are websites created by the National Library of New Zealand. They provide

information and links to over 130 topics considered of high interest to New Zealand schools. These records are available to all SCIS subscribers and can be searched and selected in the same way as described above for new electronic resources. They offer a great and simple way to add value to your reference collection and, best of all, they are free.

New Zealand Epic databases

The EPIC databases are available to all New Zealand schools (www.epic.org.nz/n4lschools). The SCIS records for the available databases and their URLs can be searched and selected in the same way as new electronic resources.

Conclusion

The Special Order Files page provides your library collection with curated and relevant resources, many of which are free to access. By checking these regularly, you can keep up to date with digital resources that have been added to the SCIS catalogue, and ensure that your library is seen as the school's digital hub.



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Education Services Australia

Finding Scootle resources that support the Australian Curriculum

The next time a distraught colleague comes to you asking, 'How on earth am I meant to teach this part of the Australian Curriculum?', consider pointing them in the direction of Scootle resources. Most Scootle resources support at least one Australian Curriculum content description, cross-curriculum priority, or general capability. They can be found using

the Australian Curriculum website or the 'Browse by Australian Curriculum' tab in Scootle.

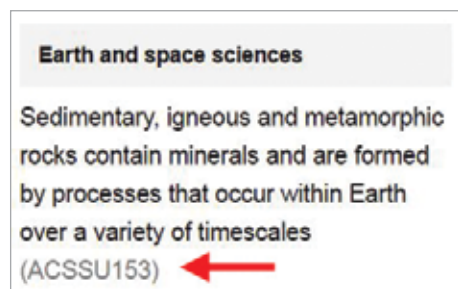
Using the Australian Curriculum website to find resources

Every content description in the Australian Curriculum (www.australiancurriculum.edu.au)

has its own code. For example, in Year 8 Science, the content description that addresses 'Earth and space sciences' is ACSSU153.

This code appears after the content description. If you select this code, a pop-up will appear, providing additional information about the content description, including further

» Finding Scootle resources that support the Australian Curriculum



elaborations, ScOT catalogue terms, and links pointing to Scootle resources and Scootle Community.

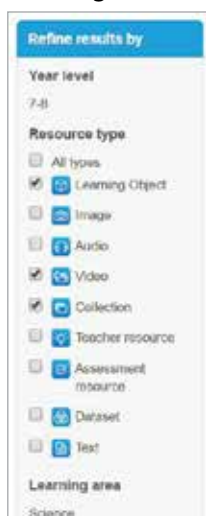
If you select the Scootle logo that sits below 'Discover resources', you will be taken to the Scootle website, where you will be presented with resources that are likely to support the relevant content description. In this example, Scootle has retrieved 135 resources (this number is subject to change as new resources are added to Scootle). The number of retrievals will be different for each content description.

Sorting results

Thanks to the unfathomable intricacies of online search algorithms, some of the resources might be less relevant to your requirements than others. The good news is that Scootle's default setting for 'Sort' is 'Relevance'. When you have searched using a content description code, the results most relevant to your search will appear under 'Direct matches'. Below this you will find 'Other related resources', which may also be of interest to your search.

Another way to sort results is by 'Popularity'. If you select this option from the 'Sort' menu, the resources will display based on their frequency of use and how they have been rated.

Filtering results



You can also filter resources using the 'Refine results by' options on the left-hand side of the screen. For example, if you select 'Learning object', 'Video', and 'Collection', this reduces the number of results to 94.

Alternatively, you can also filter by selecting a specific topic. For example, by choosing 'Earth movements', the number of retrievals will be reduced to 60.

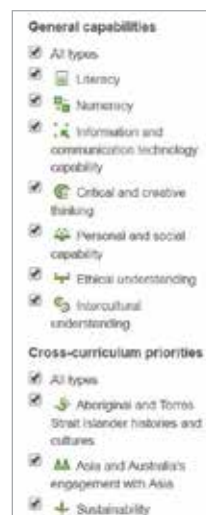


Using Scootle to find Australian Curriculum resources



Instead of going to the Australian Curriculum website, you can also find resources by selecting the 'Browse by Australian Curriculum' tab in Scootle (www.scootle.edu.au).

Following the same example as above, select 'Science' from the drop down menu.



Two extra filters that we haven't seen before appear on this page: 'General capabilities' and 'Cross-curriculum priorities' (CCPs). These filters can be used to further narrow your search results, and only appear when accessing resources via Scootle's 'Browse by Australian Curriculum' tab. This gives you the

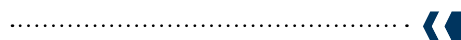
opportunity to look for content that focuses on a particular priority, such as 'Sustainability'.



To continue our search, select 'Year 8'. Choose 'Earth and space sciences', and select 'View matching resources'.

You are presented with the same list of 135 resources you encountered when searching via the Australian Curriculum website.

Being able to search by Australian Curriculum objectives is a valuable feature of Scootle. Using filters makes it easy to find resources that are relevant to teachers and students. It is simple and can be very rewarding.



Connections

Connections is a quarterly journal produced by the Schools Catalogue Information Service (SCIS), a business unit of Education Services Australia. SCIS is committed to helping school library professionals keep abreast of the latest in information services and technology, as well as wider literacy and educational strategies. Current and past content is available online at www.curriculum.edu.au/scis

Submissions and advertising

Please forward inquiries to connections@esa.edu.au and include your contact details.

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SCIS Professional Learning

SCIS provides a range of professional learning workshops and webinars to help you get the most out of SCIS products and services.

Upcoming workshops

In Term 2, SCIS is running workshops in Melbourne, Brisbane and Perth.

These workshops are open to all school library staff. The workshop offers an in-depth understanding of how SCIS can support the provision of a more effective library service for school libraries. Participants will enhance their understanding of SCIS as a database of consistent catalogue records for educational resources that have been created to international standards.

Melbourne

Tuesday 3 May
12.30–3.30pm

Education Services Australia
Level 5, 440 Collins Street
Melbourne, VIC 3000

Brisbane

Wednesday 1 June
12.30–3.30pm

O'Shea Centre
19 Lovedale Street
Wilston, QLD 4051

Perth

Friday 3 June
9.30am–12.30pm

Alinjarra Primary School
33 Northumberland Avenue
Alexander Heights, WA 6064

The next round of webinars will be coming up in Term 3. Keep an eye on our website and on the next issue of *Connections* for more details.



For further details on our professional learning sessions, or to register, please visit the professional learning page on our website: www.curriculum.edu.au/scis/professional_learning.html