connections

SCIS SCHOOLS CATALOGUE INFORMATION SERVICE

Lending an ear for literacy

The mission of Story Dogs is 'To make reading fun for children, so they become confident lifelong readers. No child should be left behind in literacy.' Earlier this year *Connections* approached it's founders to share how their organisation is helping to address the issue of literacy in Australian schools.

When Brock was seven years old and in year 2, he was chosen for the Story Dogs reading program because he was a non-reader. His teachers were very concerned as Brock had been diagnosed as autistic, and they doubted if he would be able to progress at the same rate as his peers. Yet, after a year in the Story Dogs program he had amazed his teachers and the principal by leaping up 18 levels in reading. Along with Brock's hard work, the Dog Team—Kelpie cross Pia and her owner Kate—had worked magic. This is just one example of countless children that the Story Dogs program has helped.

in this issue

Story Dogs is a reading support program targeted at year 2 students who struggle with their reading or confidence. The program accredits dogs and their owners to form a Dog Team which then enters schools at a set time each week. Target students, chosen by teachers, come out of their classroom and sit one-on-one with the Dog Team to read. A reading session is usually 20 minutes long, and includes some time for fun with the dog as well as time for the student to read stories to the dog. Normally a Dog Team will see the same four or five students each week. A relationship is initially sparked, and grows throughout the year giving students a chance to gain confidence and increase skill in reading. The owner of the dog, or handler, is trained to make the reading sessions fun, interesting, non-threatening, non-judgemental, and to ensure a healthy interaction with the dog. Their role is not to be a teacher but usually to help the student read the dog a story. Sometimes the handler will read a book instead, which is an experience that some student's may have previously missed out on.

The Story Dogs not-for-profit organisation was formed in Murwillumbah, NSW in 2009 by Leah Sheldon and Janine Sigley, both parents of primary and high school children. It is based on the successful American literacy program, Reading Education Assistance Dogs (R.E.A.D.), which was launched in 1999. R.E.A.D. was the first comprehensive literacy program of its kind, built around the idea of children and young adolescents reading to dogs. Underpinning the objectives of the Story Dogs program is the knowledge that "students with reading difficulties find themselves in a cycle of almost unrelenting failure that ensures an ever–widening gap between them and fluent readers" (Konza, 2006. p. 152). During 2009, a trial was run at Murwillumbah East Public School (MEPS), with three Dog Teams. This trial was very successful, with positive feedback coming back from students, teachers, the principal, and parents. From that trial the program has continued to expand across Australia.

Evelyn and 'Nero' the Poodle

One parent offered to share the results achieved by having their child participate in the Story Dog program:

> My daughter has a desperate fear of dogs and this has had a large impact on her life. When Story Dogs started coming to her school she began spending time with a beautiful, but very large, black poodle named Nero. With the help of Evelyn, who is Nero's handler, they are slowly helping my daughter to overcome her fear of dogs and improve her reading. Every week without fail my daughter goes off to school excited that it's Story Dogs day, and that she will get to spend some special time with Evelyn and Nero.

The Story Dogs program is designed to fit in with teaching routines. Handlers do not bring the dog into a classroom unless invited. Instead, individual students come out of their classroom at a time that fits into their teacher's schedule. Feedback from teachers involved in the Story Dogs program is overwhelmingly that there is a significant change in the attitude of Story Dogs participants towards reading.

Ben and 'Lizzie' the Golden Retriever help children at Tumbulgum Public School in New South Wales

Struggling readers grow to seek out books and look forward to their reading sessions. They come to school excited because it is 'Story Dogs day'.

Some teachers on the Gold Coast in Queensland have volunteered to share the experiences they have had with the Story Dog program:

I have been fortunate enough to work with the Story Dogs program for two years now. In that time I have found it to be an engaging and rewarding experience for all students involved. Students look forward to their one-on-one time with the dogs each week and their growing enthusiasm and confidence about reading carries over into other areas of their studies. I would strongly recommend the program to anyone looking for a way to improve young learners' aptitude and attitude towards reading.
– David

Evelyn and her story dog Nero have been coming to our school to work with our special needs students for a year now. In this time the therapeutic aspect of having a dog read with the students has motivated students to engage in reading again. We definitely find the program to be beneficial to some of our disengaged and challenged learners. It has also improved self confidence in one student tremendously. We cannot thank the Story Dog team enough for their support and efforts to make these huge achievements with our students.
– Nicole

The program is free for students; however, it does cost $500 to put a Dog Team into a school for one year. As Story Dogs is a not-for-profit, registered charity which receives no government funding, it is reliant on Dog Sponsorship and donations to cover this cost. The money is used to ensure the handler is not out of pocket, and includes items such as: a reading rug, books, insurance, training, dog accreditation, annual vet check for the dog, and a shirt for the handler. Dog Sponsors are rewarded by knowing that they are part of the solution

Maree and 'Ella' the Tibetan Spaniel help at Uki Public School in New South Wales

to improving literacy in Australia. They also receive media exposure by having their logo featured on the dogs' vests, and on the Story Dogs website. Schools are usually able to hold one fundraising day a year to raise the funds required to have a dog help students at their school.

To become a Story Dogs volunteer, the dog and handler must pass a 10 point accreditation test administered by a qualified dog trainer. They then attend a half-day training course which covers how to run a Story Dogs reading session, the expectations of a Story Dogs volunteer, and how to manage their dog at a school. After this they attend an in-school training session with an experienced Dog Team. Story Dogs then organises to place them in a school which suits them, one that they may already have an association with, or is in their local area. All dog handlers are required to have a current Working with Children Check appropriate to the State they are in.

The long term goal of Story Dogs is to have a Dog Team in every primary school in Australia. All participating schools are listed on the website: www.storydogs.org.au. If Story Dogs is not currently in your area please contact us at: info@storydogs.org.au to discuss setting something up. Advertising in your school newsletter may also help to find some suitable volunteers in your area.

Leah Sheldon and Janine Sigley are the founders of Story Dogs. Leah's experience working in a correctional centre reinforced her belief that to succeed in our culture, a person must have literacy skills. Janine is motivated by seeing the joy reading brings to our children, and being part of the wonderful limitless world of ideas found in books. She also wanted to share the love her dog gives to everyone he meets.

Jan Poona
Teacher Librarian,
Rooty Hill Public School,
Rooty Hill, NSW

Addressing reconciliation in a school setting

I have been a teacher librarian in a government primary school for many years. In this time, not only have I taught students but I have made decisions regarding cataloguing and shelving books in the school library as well. I also have a close friend, Christine, who is an Aboriginal Elder and social worker, and about sixteen years ago these two aspects of my life overlapped. This changed my understanding of the Dewey Decimal System, and my capacity to help reconciliation with the First Australians.

Decisions as a Librarian

When syllabus documents were changing, I had to find resources related to Comparative Religion. Before purchasing anything for the library I contacted different religions in order to select resources that the religions themselves approved, rather than just getting anything from a book seller.

Since Dreaming stories were specifically identified as needing to be addressed,

Reconciliation and Australian Social Work, edited by Dr Christine Fejo-King & Jan Poona

I decided to consult Christine. The conversation we had was pivotal. She is truly a woman living successfully in two worlds: she has university qualifications and wide experience as a social worker, and at the same time, she is a law woman in her Aboriginal nation. With knowledge gained from Christine, I moved all the library's Dreaming stories from 398.2 (Folklore and Fairy Tales) to 298 (Religion).

Over the last several years, as Christine has gone on to complete her Doctorate and then to write books, she has invited me to be involved. Initially she used me as a sounding board in order to ensure that she was explaining theories and concepts in such a way that a person with no knowledge of a topic could understand the point she was making. Later on I helped to edit books before publication.

My learning curve was very steep. In terms of Aboriginal culture, I progressed from having some small knowledge, mainly about where to shelve Dreaming stories, to gaining a much deeper understanding of the kinship system, and Aboriginal culture and lifestyle. I also learned in some depth of the history of murder, enslavement, and enforced poverty endured by Aboriginal peoples—including the Stolen Generations—and of how this disadvantage continues. In terms of social work theories, I learned about Worldviews, Standpoint Theory, Whiteness, and Willful Blindness, all of which are still imposing disadvantage on Aboriginal peoples today.

With my newly-gained knowledge of Whiteness, I was able to identify racism in a book being used in primary schools and speak knowledgeably when I raised my concerns with the publisher. I could also see why anyone in the dominant society might miss the indicators of racism, simply due to their Standpoint.

Last year, when Christine was preparing a not-for-profit book for publication, she invited me to write a chapter in it. I initially thought, 'What can a teacher librarian from a primary school write that would be of use in a social work book about reconciliation?' As I thought about it, I realised that I had already addressed reconciliation in quite a few ways, and would do so again by writing the chapter.

The section below about SCIS is an excerpt from my chapter. SCIS has been years ahead of other organisations in addressing the needs of Indigenous peoples. For example, where are your Dreaming books shelved? Do you use SCIS and thus use Dewey number 298? Now go down the street to your public library. You will most likely find the Dreaming stories shelved at 398.2.

When I noticed that the National Library of Australia was still using 398.2 as late as November 2014, I contacted them and built a case for re-cataloguing Dreaming stories as religious stories rather than fairy tales. They said I had a strong argument and they were prompt to act. From now on (since they can't do retrospective changes), all Dreaming stories will be given the Dewey number 299.9215. And that's a win for reconciliation!

Teacher librarians, SCIS, and reconciliation

Dreaming stories are purchased in their thousands by school libraries and used with school children as part of the curriculum. However, few teacher librarians would do their own cataloguing. Instead, they would look to an authority in the field to do it for them. For many schools, SCIS is the source of the cataloguing record, with teacher librarians uploading each record into their systems and making it available to their students and staff. Teacher

librarians, as a matter of course, then teach students the basics of the Dewey Decimal System and what the numbers mean.

For many years, therefore, SCIS has been in a position of great influence over teachers and school children in relation to how Aboriginal and Torres Strait Islander peoples are viewed. Just by use of subject heading words such as 'legends' (Abridged DDC, 2004) or 'folklore' and by use of a Dewey number in 398 rather than 298, cataloguers would be leading children all over Australia to learn that *The bat and the crocodile* belongs near *Goldilocks and the three bears*, and is seen as 'folklore' rather than as a religious story. In contrast, use of a number such as 298, and use of subject headings such as 'religion' (Abridged DDC, 2004), would lead people to think differently about that story and could help them to realise the importance of these stories in the lives of the people to whom they belong.

So what has SCIS done in relation to reconciliation? Has this organisation been a help or a hindrance?

For many years, SCIS has been open to suggestions from clients and has had a policy of meeting clients' needs and addressing their concerns. SCIS has been proactive in addressing the needs of Aboriginal and Torres Strait Islander peoples in regard to how information belonging to, or about, Aboriginal and Torres Strait Islander peoples is represented in their cataloguing records, often acting years ahead of other organisations.

As long ago as the early 1990s, cataloguers in South Australia were made aware that the standard abbreviation for the word 'Aboriginal' was deemed insulting. Cataloguing rules normally require a cataloguer to put the first three letters of an author's name, such as 'SAN' for 'Sanders'. If there is no author, the first three letters of the first word of the title (disregarding 'A', 'An' and 'The') were used. In the case of the word 'Aboriginal', however, the first three letters had been used as a derogatory term throughout Australia, with people calling it out and using it as an insulting form of address. Aboriginal people requested that a different abbreviation be used.

Where are your Dreaming books shelved? Do you use SCIS and thus use Dewey number 298? Now go down the street to your public library. You will most likely find the Dreaming stories shelved at 398.2.

In addressing this concern, the South Australian cataloguing agency proposed that the official way of shortening the word 'Aboriginal' should use the first, second and last letters to give the abbreviation 'ABL'. In March 1993, this change was implemented and included in the SCIS standards.

A second way in which SCIS addressed needs occurred in September 1998, when cataloguers in the NSW cataloguing agency revised all subject headings that referred to Aboriginal peoples. As a continuation of addressing inequities embedded in the system in regard to Indigenous peoples, the team then revised all subject headings relating to Torres Strait Islander peoples, while revisions to Maori subject headings were made by New Zealand cataloguers.

The third way in which SCIS has helped their clients to value and appreciate Aboriginal and Torres Strait Islander peoples, and the role of Dreaming stories in their lives, was in regard to the Dewey number assigned to these stories. SCIS cataloguers use the permanently unassigned number 298 to give emphasis and a shorter notation to materials on the religious beliefs and creation stories of the Australian Aboriginal peoples.

SCIS has helped reconciliation for the last twenty years. All praise to the cataloguers who took seriously the concerns raised and who served their clients by putting in place changes as they saw the need. This has undoubtedly helped Aboriginal and Torres Strait Islander peoples in many schools throughout Australia.

The book in which this chapter is published is suitable only for senior high school students and adults. It is written mostly in narrative style, which makes it readable to a range of people, not just those familiar with social theory. You can order a book by emailing christine@fejoking.com.au . Funds raised from book sales will be used to support retired Aboriginal and Torres Strait Islander social workers.

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Reconciliation and Australian Social Work, edited by Dr Christine Fejo-King & Jan Poona. Courtesy of Magpie Goose Publishing

Bob Docherty
Literacy Consultant

Promoting literature to students

I have always believed that one of the best qualities of human beings is their ability to take an emotion, an experience, a fantasy, or a fact and write it in a way that only real experience can surpass. Taking good literature to students in schools is not only essential but also the best way to get children interested in books and reading. They need to know what they can read and that reading is worthwhile. This is especially true for boys, but not exclusively as girls are dropping off reading too.

For the past six years I have set myself up as a promoter of literature and reading to children and young adults in New Zealand schools. My background at the National Library of New Zealand, selecting fiction and picture books for the 'Schools Collection', built my knowledge of literature, and I grew to realise that children and young adults needed to be told about all those wonderful stories.

> The challenge is not just to get children to read but to keep them reading;to move them to a better class of literature, and to know that it is good for them.

School libraries do a brilliant job but they are under increasing pressure to reduce staff and costs as electronic sources take precedence. Librarians and teachers don't have as much time these days to get to know literature in the way necessary to effectively promote it to their students. But I do, and this is how I do it. Hopefully my methods will help you to do it too.

It all starts with having an electronic eye on the world: my blog, 'Bobs Books', at bobsbooksnz.wordpress.com. Here I review all kinds of books from picture books and early readers to young adult novels. Some books are sent to me by publishers and by self-publishing writers, and others I select myself from children and young adult book reviews. Most items come from either Australia or New Zealand, where writers are really world class and relevant to the 'down under' culture.

My blog entries are a brief summary of plot or of what I think will be a great attraction to young readers and are designed to make them want to read the books. I never give the ending away but say enough to evoke interest.

When I go into a school I take my own selection of books geared to the class levels that I am going to be talking to. I then peruse the shelves of the library to see if there are some gems that perhaps no-one knows about—there always are—and these form the basis of my talks.

My technique is basically story telling. As I read a book to the students, I am thinking about the best way to promote it. Sometimes I will take a particular scene in the book and act it out. This is a good technique to start with. It has to be genuine and you have to do it well. It gives you street cred, and means that the students will take the rest of your talk seriously. Lately I have been using *Night Vision* by Ella West (Allen & Unwin, 2014), in which a teenager with a skin condition lives her life at night and witnesses a murder in a forest while wearing night vision glasses. When I read from this book, nobody moves.

Once you have hooked them in, vary the genre of the books so that a wide range is covered. I always have a non-fiction title with me on sport, war, hunting and
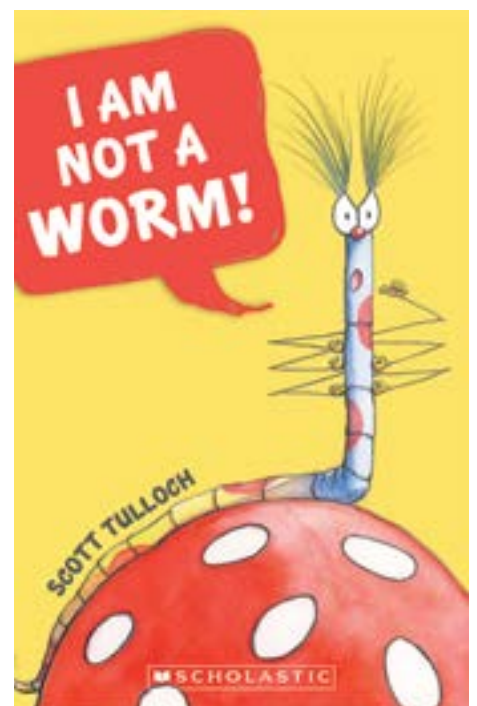
Night Vision by Ella West

I am not a worm! by Scott Tulloch

Bob Book's Tag Cloud, created from the tags attached to book reviews.

fishing, dancing, or making yourself look like a zombie, for those children who like 'real stuff'.

As I speak I am checking out the students' interest in the books to see what works and what doesn't. I also have a go-to, high impact story ready for any restlessness, particularly from boys. Lately I have been using *The Lost* by Alex Shearer (Pearson Education, 2006), about a boy who goes missing after following a fire engine.

Another way of promoting a story is to focus on the characters: Who are they? What do they like? Do they have any secrets? How do they dress? Who are their friends? What is their relationship with their parents like? I'll cover anything about them that is unique, and anything that is common to all of us. Empathy is a big thing.

Theme is another way in. For seniors I have been using John Green's novels, particularly *Looking for Alaska* (Penguin, 2006), and *All the Bright Places* by Jennifer Niven (Penguin, 2015). This last title is about mental illness and suicide, so it is wise to consult teaching staff to see if there are any dangers or resistance to talking about such topics, before introducing books like this.

With juniors I use humour and illustrations. Little kids love to laugh and

it doesn't hurt to make yourself do silly things. I have been using *I am Not a Worm* by Scott Tulloch (Scholastic NZ, 2014) lately, which has a great 'You Did, I Didn't' sequence in it. If the story is good but the written text too complicated, I will tell the story in my own words and let the pictures do the rest.

I do talk about relationships in books. With seniors I will discuss sexuality although not explicitly; more about wishes and desires. You can hear a pin drop when this happens. With younger readers I talk about attraction and changing body shapes.

Reading a short passage from a novel is often enough, then I'll say "if you want to know more you will have to read it yourself".

Most of my sessions last about 45 minutes to an hour, and I leave time for questions although I don't force it. I like to know what children are reading, and they often seek assurance that the books they are reading are known by me. I never criticise a book; I always encourage. The challenge is not just to get children to read but to keep them reading; to move them to a better class of literature, and to know that it is good for them.

I always end a session by saying that if there is one thing they can do for themselves that will give them an advantage in life, then reading is that one thing. It teaches them how language works, it gives them ideas, and it increases communication skills. Schools I have spoken at report a huge increase in reading after I leave.

These techniques work, and I am invited back year after year.

In a world where most of the jobs that our children will do have not yet been invented, reading is a passport to greater learning and personal development. It is even better than rum and raisin chocolate.

Image credits

I am not a worm! by Scott Tulloch. © 2014 Scholastic NZ

Night Vision by Ella West. © 2014 Allen & Unwin

Bob's Books Tag Cloud. Available at: https://bobsbooksnz.wordpress.com/

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Chelsea's background is in tertiary libraries, web design and graphic art. She is a strong advocate for the emerging role of librarians as cutting edge innovators, 'experience architects', and knowledge enablers. She holds a BBus (Info & Knowledge Management), Advanced Diploma in Multimedia, and is currently completing a Master of Linguistics (TESOL). Chelsea blogs at www.ithappenedinthelibrary.com

Engaging students with new and emerging technologies

'Why would a school library run a Tech and Gaming Club?' The obvious quick response is 'why not?' However, in reality a more comprehensive answer is required, because the question needs to be considered in terms of place (the library institution) and profession (librarianship). There are some people who just don't think the school library is the place for tech clubs or maker spaces. As strange as it is to still be having this conversation, we have not yet convinced every raised eyebrow to relax when it comes to the evolving identity of school libraries. If the school library is not seen as a natural place for new technologies to appear, and if technology-oriented initiatives such as a Tech and Gaming Club are assumed to fall outside the librarian's zone of professional competency, then an urgent update on the evolution of school libraries is required. The usual rhetoric, 'we are about more than books and study rooms', will not suffice in this instance.

I believe that Tech and Gaming Clubs align perfectly with the ethos of the school library institution. They achieve a number of top-level objectives, such as:

- enhancing access and equity
- inspiring personal growth
- opening new thought horizons
- supporting and complimenting the curriculum
- representing the school's values
- conjuring wonder and creativity through investigative learning
- providing collaborative activities that serve as anchors for the development and reinforcement of positive human relationships.

It is my hope that this article will not only offer some useful examples of Tech and Gaming Club activities, but will also provide professional ammunition for those among us who are being confronted with the above question. If I fail to achieve this,

or if you are just not the arguing type, then 'why not?' is a still a valid response.

Starting a Tech and Gaming Club

One and a half years after its inception, my Tech and Gaming Club consists of a loyal group of eight to fifteen enthusiastic students, ranging from year 7 to year 10. I run the club like a drop-in session; there is no obligation to attend each week, since commitment can be a barrier for some students, and I don't want anyone excluded on this basis. The bulk of the group are male and in year 8 or 9. Several members are identified as being on the autism spectrum, and it is incredibly rewarding to see these students engage with their peers as they work side-by-side on tasks.
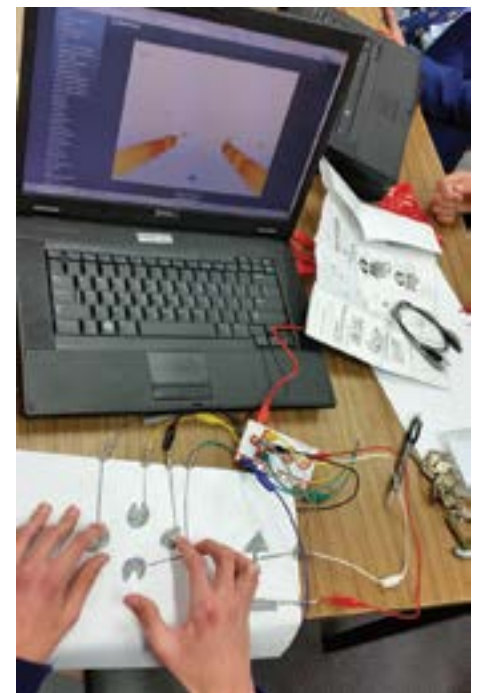
I focus on beginner to intermediate level activities, as this is what suits our club at the moment; but things might change down the track. Advanced activities would require more structure, and for me to take part in some professional learning. I keep our activities short, so they are usually achievable in a single lunchtime. Activities requiring more time can be broken into sections and run across more than one week. If a student engages with an activity, and wishes to keep working on it for the entire term, they are welcome to. We do not all have to do the same thing each session. Students tend to dip in and out of each other's projects and check up on each other's progress. This results in a lot of 'cross-pollination' learning. I always have name tag stickers ready to attach to works in progress. The students are understandably very protective of their creations.

Suggested activities for a Tech and Gaming Club
Gaming
A lot of new and emerging technology is being built around the concept of playful interaction. It would be difficult to run

a technology oriented club and avoid gaming altogether. Learning about virtual reality or augmented reality (AR) is learning that the game development industry is a huge contender in this area. Additionally, playing and talking about video games gives students a chance to swap skills, recommend upgrades or alternatives, and share both their frustrations and elations. Ratings are adhered to, and graphic violence or sexism is not allowed.

Activity: Makey Makey game controllers
Description: This single-lunchtime activity is based on the use of Makey Makey kits, which are tiny electronics invention kits used to turn inanimate objects into touch pads or substitute keyboard keys. This is a beginners level activity, suitable for both primary and high school aged students. This, and other great activities for Makey Makey kits can be found on the Makey Makey website www.makeymakey.com/, and elsewhere online, such as www.instructables.com.

Required Materials

- Makey Makey Kits (I recommend no more than 1 - 2 students per kit)
- laptops or desktop computers
- blank paper
- lead pencils
- a simple computer game—Pacman is perfect.

Instructions

1. Use the lead pencil to draw a set of game controllers on a piece of blank paper.

2. Attach the Makey Makey Kit to a laptop or desktop computer via a USB cable (included in the kit).

3. Use alligator clips (also included in kit) to link each controller with the designated spot on the Makey Makey.

4. Open a simple game in your computer browser, and use the paper controllers to play.

Virtual Reality (VR)

Activity: Cardboard virtual reality headsets

Required Materials

- Cardboard VR kits (about $20 each). I bought kits from Unofficial Cardboard (www. unofficialcardboard.com) which included everything we needed. Straps were an optional extra.
- Smart phone/s (iOS or Android) capable of running virtual reality apps—most phones do.
- Apps. Search with the keyword "AR" in the iStore or Playstore. Rollercoaster apps are particularly impressive. Some of the apps featuring zombies, ghosts, etc. are not suitable for primary students.

Instructions

Ask students to assemble the headsets (it took my group about 10 minutes) then use the rest of the available time to play with them.

Electronic sound synthesisers

Activity: Electronic sound art, using Drawdio

Description: Drawdio (web.media.mit. edu/~silver/drawdio/) is a simple electronic sound synthesiser (a machine which generates sound). Drawing or touching items with a Drawdio will produce sound. Drawdio is extremely accessible for primary and high school students.

If you are looking for something more challenging, try building a Drawdio-like gadget from scratch, by purchasing the individual generic electronics pieces. A tutorial for this is offered by MAKE Magazine: http://makezine.com/projects/drawdio-musical-pencil/.

Required Materials

- blank paper
- Drawdios

Instructions

Students use the Drawdio to draw onto blank paper. The tone emitted by the Drawdio adjusts according to the resistance between two points (for example, between two blobs drawn on a line).

Augmented reality (AR)

Augmented reality involves a virtual layer that is overlaid on top of the real world. This is opposed to virtual reality, where the experience is entirely 'virtual'.

Activity: AR display, hosted by the Tech and Gaming Club

Our Tech and Gaming Club recently hosted an AR display in the library. It ran for a week and was open to all students at lunchtime. Science teachers were encouraged to bring their classes to the library for a look. This very popular event raised the profile of the Tech and Gaming Club, and assisted students to recognise that the school library is indeed a natural place for new and emerging technology to be explored.

Required Materials

- ipads or android devices
- Tables for display
- Print-outs of the target images (when a device is pointed at the target image, the animation layer activates)
- Apps: we selected the following free ones:

Guinness Book of World Records (2013, 2014, 2015)

Particular pages become target images which activate animations when viewed through a device.

Anatomy 4D – by DAQRI - http://daqri.com/project/anatomy-4d/

Add and remove layers and systems of the human body or heart. This is a wonderful app. We have laminated a class set of the target images, and our IT team have pushed the app to all year 10 science students' ipads.

Elements – by DAQRI -
http://elements4d.daqri.com/

See what each chemical element looks like (appears as though it is in a glass cube). Watch as they combine to make a compound. Downloadable lesson plans are available.

Blueprint – by DAQRI -
http://daqri.com/project/daqri-blueprint-4d/

Customise the architecture and design of a California dream home.

Enchantium Fisticuffs boxing game and Enchantium Musical Strings – by DAQRI

Target images are downloadable from within the app itself.

Crayola Colour Alive – by DAQRI -
http://crayola.daqri.com/coloralive

Colour in the image and watch it come to life! Find the target images via Google Images.

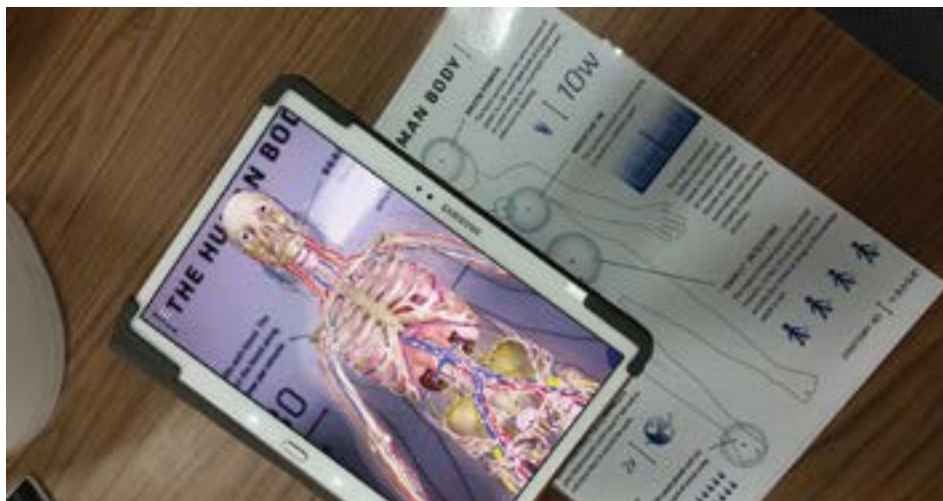Animal4D+ – by Octagon Studio -
http://4d.octagon-studio.com/

View and feed the animals.

Instructions
1. Download the app and lay the target image on the table.

2. Point the device at the target image, ensuring you are using the correct app for that image.

3. Watch and interact with the image as it comes to life.

Some final comments
A well-run Tech and Gaming Club requires at least 2–3 hours per week for planning and testing activities, purchasing materials, setting up and packing away, and professional development (blogs, tweets, forums, online video and magazines).

In particular it is important to be up-to-date with the technologies and games that students are currently interested in, as this demonstrates that you care about their interests.
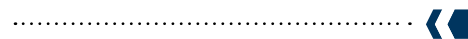
Please don't let the time commitment dissuade you from starting a Tech and Gaming Club. No other activity or service I have offered has raised the profile of the school library more than this club. A Tech and Gaming Club is an amazing ongoing journey. You will get back what you put in, ten-fold, through the responses you receive from students.

Two closing points:
1. You do not have to be a computer programmer or know a lot about technology to start up a Tech and Gaming Club. The students, the blogosphere, and the instructions in the box will bring you quickly up to scratch.

2. Have fun!

Image credits

All images photography by Chelsea Wright. CC BY.

Julie Styles
Cataloguing Librarian, SCIS
Education Services Australia

From the desk of a cataloguer

SCIS works very hard for the fantastic hit rate we consistently achieve. We strive to anticipate the needs of our subscribers, and to facilitate this we have fostered relationships with many Australian publishers, both large and small, who send resources to us for cataloguing before they are available for sale. We run regular reports to see which ISBNs being entered into the 'Order details' page of SCISWeb are coming up as unmatched. For this reason it is advisable that subscribers have their 'My Profile' set to email a reminder up to four weeks later when a record has been made for an unmatched ISBN.

If you cannot find a record on SCIS, you can send resources into one of our agencies around Australia or New Zealand to be catalogued. We aim for a 14 day turnaround for these cataloguing requests. If you live a long way from the nearest metropolitan agency, we provide an online cataloguing request form.

When you can't find a resource on SCIS, it may be tempting to download records from other sources and integrate these into your catalogue alongside records downloaded from SCIS. This is the point where issues can arise.

SCIS records look slightly different from other records; they are unique because they are tailor-made for the school library environment. As cataloguers we still abide by RDA cataloguing rules and standards, but we leave out information which our research has shown is of less relevance to the school library setting. For example, we do not provide information about whether the work contains an index or bibliographical references, but we will add information about the Lexile or word count of a text if it is printed on the book.

In addition, SCIS records do not use the Dewey numbers 823 for *English fiction,* 843 for *French fiction*, or 895.63 for *Japanese fiction,* but prefer to simply use the call number 'F' to indicate that an item is a work of fiction. We also add the call number 'F' to DVDs that are fictional stories, rather than the Dewey number 791.4372 (*Motion pictures - single films*) which is commonly used in non-SCIS records. We treat works with rhyming text as poetry and give them a Dewey number to reflect this, as well as the subject heading *Stories in rhyme.*

The most significant way a SCIS record differs from other records is that, unlike most other libraries in Australia, we do not use Library of Congress subject headings. A subject headings list is essentially a controlled vocabulary thesaurus. The Library of Congress Subject Headings is a widely-used, comprehensive, controlled vocabulary thesaurus. But it is very American in its terminology, and not specifically aligned to the language used in education. At SCIS we use two Australian and New Zealand Curriculum-based controlled vocabulary thesauruses: SCIS Subject Headings and the Schools Online Thesaurus (ScOT). Our subscribers have the option when setting their profile to download SCIS and ScOT subject headings at the same time, or just one. Subscribers are able to freely browse both SCIS and ScOT subject headings.

Accessing records from another source and integrating them into your school library catalogue alongside SCIS records may be a quick fix to an immediate problem. However, in the long run libraries that do so will see the problems of mixing two controlled vocabulary thesauruses, and in time they are going to want to clean it up. This will be a labour intensive and frustrating task.

Take the SCIS Subject Heading *Excursions* as an example. In Library of Congress the subject heading used is *School field trips.* If only SCIS Subject Headings are used, a simple search for *Excursions* will access all the resources the school library has on the topic. However, if the two vocabularies are intermingled, users will have two subject headings to search under when looking for resources about the same topic. A search for *Excursions* will miss all those resources under the subject heading *School field trips.* There will be no way for users to discover them without manually adding a note to the subject authorities directing students to search under School field trips as well.

Below is a short list of SCIS Subject Headings and their Library of Congress equivalent.

SCIS subject heading	Library of Congress subject heading
Motor cars	Automobiles
Bushfires	Wildfires
Bushwalking	Hiking
Excursions	School field trips
Railways	Railroads
Underground railways	Subways
Petrol	Gasoline
Primary schools	Elementary schools
Mobile phones	Cell phones
Pioneers and pioneer life	Frontiers and pioneer life
Colour	Color

If you have considered going down this path, ask yourself these questions: Do you have the time to predict all the ways your users are going to search for resources, and create all the necessary extra links and cross references? Will your users bother using multiple search terms or the cross referencing you have worked so hard on? As you supplement your database with more records from varied sources, you may have the beginnings of a small problem that will become a very large problem.

Dr Ben Chadwick

Manager, SCIS

Education Services Australia

SCIS is more

Professional learning

In May SCIS spent a delightful week with some of our Queensland subscribers. Many thanks to: Albany Creek High School, the O'Shea Centre, and Assisi Catholic College for hosting our professional learning workshops. If you missed out and would like to attend another Queensland session, get in touch and we may arrange something for later in the year. Keep an eye on our Professional Learning page (www2.curriculum.edu.au/scis/professional_learning.html) for this and more professional development opportunities.

We've got plans for further workshops in Melbourne, Adelaide, and Perth later in the year. In September we'll also be attending the School Library Association of New Zealand Aotearoa Te Puna Whare Mātauranga a Kura (SLANZA) conference in Christchurch, and the Australian School Library Association (ASLA) conference in Brisbane. Hopefully we'll catch some of you there.

We ran a very successful series of webinars in April and May, working from the basics of SCIS to the details of downloading records, searching and selecting from the SCIS catalogue, and making the most of our online presence. A big thank-you to all our attendees; we've had terrific feedback, and we're planning another round of webinars for Term 3 or 4. We would encourage future attendees to run the connection tests recommended on our Professional Learning page prior to logging in to the webinars, to ensure your IT infrastructure does not interfere with your enjoyment.

Especially for you

SCIS's Special Orders page (scis.curriculum.edu.au/scisweb/specialorder.php) was created to support 21st century libraries by providing a single location to find collections of digital subscription products and freely available online resources. Why don't you drop by if you haven't been there? You might be able to double your collection with our curated list of websites and apps.

Lately we've added two collections to

High Interest Topics: Dinosaurs

this page. Our New Zealand subscribers may be interested to know they can now download all records for the National Library's 'High Interest Topics'. There is also a new collection of TV4Education resources for easy location, selection, and download of records for their great digital video recordings.

Highly suggestible

If you have a book or ebook, or know of a great online resource that isn't in the SCIS catalogue, we want to know about it. There is no surer way to get a physical resource catalogued than by sending it in to us… our cataloguers need to work with 'items in hand'. See our cataloguing services page (www2.curriculum.edu.au/scis/cataloguing_services.html) for more details. Furthermore, if you've got a suggestion for a resource, you can bring it to our attention on our new look Cataloguing Suggestion page (scis.curriculum.edu.au/scisweb/cat_req_form.php). As before, you can fill out the details of books and ebooks for cataloguing into the SCIS database, but now you can also assist us to create quality records by including photos of crucial pages from the books you need

records for. Working with the camera on you mobile device is ideal for this page. You can now also use this page to suggest online resources for cataloguing.

Life is a series of hellos and goodbyes

Since our last issue of Connections we have said goodbye to our Professional Learning Co-ordinator, Michael Jongen. Michael is passionate about work 'at the coalface' and has returned to managing a school library. We have also said goodbye to the wonderful Ruilin Shi, who has managed our Customer Service team masterfully and always with a smile. Ruilin is commencing a world trip and we are all very jealous. To compensate, we have welcomed a new Systems Coordinator, Rimma Kats. Rimma has already become an integral part of our team, overseeing technical systems and cataloguing processes. Thank you, Rimma.

Image credits

High Interest Topics: Dinosaurs. Dinosaurs at Sunrise. Photography by Bill Gracey. Available at: https://flic.kr/p/e4jD3E. CC BY-NC-ND.

Laura Armstrong
Communications & Projects Coordinator, SCIS
Education Services Australia

Supporting Australian book creators

What Educational Lending Right (ELR) means to me…

Hazel Edwards

As a long-term author with a considerable backlist, PLR and ELR payments confirm that my work is being read by multiple readers for each individual library copy.

Culturally this means my stories are shared, and the ideas discussed but also means that financially there is recognition of the hours, months and years of work behind each book.

Sometimes the book has gone out of print or the publisher has closed, but the book is still being read in libraries and schools. And since there is a new generation of readers every six years,

ELR and PLR are recompense for that resource which supports the Australian cultural identity.

With other creators, I am aware of the importance of lending rights which buy the time to create new and significant non-fiction and fiction which also provide content for local films and television which portray our culture.

DC Green

Before ELR, I used to gather nightly with other ravenous children's authors (and our cats) to rummage through wheelie bins and wrestle over mouldy bread and apple cores. Thanks to ELR, I now spend my time far more productively: touring schools around Australia, patting my cats, and actually WRITING. Hip hip hooray, ELR!

Andrew Plant

When I'm struggling with a story or illustration, and that little (not so little?) voice in your head starts nagging "Hurry up, hurry up, you've got to make some money! You like to eat, don't you?",

the arrival of an ELR payment gives me the opportunity to slow down a little, and focus on quality, not quantity. Without ELR, I'm not sure I would be able to devote myself full-time to my creative work. Not only is it a valued financial boost, it also shows that our work is valued by librarians and the children they represent.

George Ivanoff

Making a living out of writing can be a somewhat precarious endeavour. The popularity of your books can go up and down. The royalties can be inadequate. And you're never quite sure there will be a publisher interested in your next project. There are few things in an author's life that are as dependable as that ELR payment at the end of each financial year. It can often make all the difference.

Tania McCartney

Writing for children is definitely a labour of love, and I, for one, am not in it 'for the money'. I do it for the joy it brings both to me, and to the children I meet. Nevertheless, it's wonderful to receive much-needed funds so I can continue creating books, and ELR is a vital component in the revenue I earn. Every little bit helps, and I'm so grateful for the ELR payments I receive each year!

Susanne Gervay

When I travelled in that band of noisy authors on the Australian Society of Author buses from Sydney to Canberra, we waved placards, sang and showed author-power. Government funding for ELR came out of that ASA campaign. It has given our young people the gift of Australian identity in their literature. It has been the life-line in keeping the vibrant voice of Australian writers in schools and libraries.

Mitch Vane

I have been working as a children's book illustrator for over 25 years.

Where would I be without ELR? Probably supplementing my meagre and erratic income drawing useless things that make me miserable. Instead, I am able to hone my creative skills, and devote my talents to making worthwhile contributions to children's literacy. ELR are my saviours and I am forever grateful for their financial and moral support. Long live ELR.

Corinne Fenton

As a creator of words I feel privileged to do what I believe in and what I am passionate about. ELR gives me yearly assistance to do that and acknowledges that what I do is important.

We all need financial support to live and in an uncertain industry it is wonderful to have ELR to assist in my quest to create more stories for children to escape into and learn from.

Patricia Bernard

I look forward to June every year because June is ELR month. It is also a writer's lowest bank balance month. ELR arrives like superman to save me. Along with ELR comes more bookings to visit schools, which is my third love, first being writing. I enjoy visiting schools giving my creative writing courses, telling stories, showing how covers are made, talking about how comics are story boards for animated films, and how important being able to communicate by writing (in your head and then onto a computer) is, especially when going on to university.

This year I went to Auckland, Albury Wagga Wagga, Adelaide, Brisbane and Sydney schools and I always come home revitalised with new ideas, so thank you ELR.

Nigel Paull

Teacher librarian
South Grafton Public School
npaull@telstra.com

Website and app reviews

51 of the most beautiful sentences in literature

www.buzzfeed.com/jenniferschaffer/i-am-i-am-i-am#.raenZyXYA

From Ernest Hemingway to Leo Tolstoy, BuzzFeed has selected 51 of the most beautiful sentences in literature, according to their community. This offers an inspirational teaching tool for secondary English teachers and students, and would make a stimulating printed or multimedia display in the library.

SCIS no. 1716819

ChemCrafter

itunes.apple.com/au/app/chemcrafter/id839552862?mt=8

This multi-award winning app allows students to engage in virtual experiments. Like the chemistry sets of old, students can undertake experiments involving gases, liquids, and solids. However, unlike the chemistry sets of old, this app offers students a safe and clean alternative by using their iPads rather than a selection of real chemicals.

SCIS no. 1716831

Cogito

www.cogito.cty.jhu.edu

Emanating from John Hopkins Centre for Talented Youth, the focus of *Cogito* (Latin for "I think") is to encourage young adults to pursue their interests in science, technology, engineering, and mathematics. It also enables them to connect with other enthusiastic young thinkers around the world through members-only discussion forums.

SCIS no. 1375713

Cultural Infusion

www.culturalinfusion.org.au

Cultural Infusion is a social enterprise that aims to promote 'cultural harmony and well-being for a more cohesive and richer society'. They provide a variety of programs and services for schools and communities in all states and territories to encourage intercultural dialogue.

SCIS no. 1716837

Deaf Society of NSW

www.deafsocietynsw.org.au

Information present on this comprehensive website includes Auslan resources, online safety, interpreting services, advocacy, news, employment, and family support. The content is intended for parents, community members, and senior secondary students. It is also applicable for teachers, career advisors, and school counsellors.

SCIS no. 1716852

A global guide to the First World War

gu.com/p/4v4j2/sbl

This informative and authoritative offering from the Guardian newspaper provides a wealth of material relating to WWI. With an engaging layout and a variety of pertinent sections, this interactive documentary will encourage secondary students to view the conflict from a global perspective.

SCIS no. 1716872

headspace

www.headspace.org.au

The website of the National Youth Mental Health Foundation, headspace, provides information and contacts for young people who are experiencing mental health issues. Topics discussed include depression, anxiety, bullying, relationship problems, and self-harm. Content incorporates school support, parental information, research, news, location of headspace centres, blogs, and real life experiences.

SCIS no. 1566686

Kids alive: Do the five

www.kidsalive.com.au

Initiated by former Olympic swim coach, Laurie Lawrence, *Kids alive: Do the five* aims to educate the public on the five steps to help reduce the risk of pre-school drowning. Resources include videos, articles, an early childhood program, and online interactive lessons.

SCIS no. 1716882

NASA Genelab

genelab.nasa.gov

This intriguing and widely acclaimed website highlights the study of genomics and life sciences in space. NASA states '*GeneLab* seeks to answer the most basic questions about life on Earth, and help keep astronauts safe as they undergo long-duration spaceflight'. It offers discoveries, events, data, and the option to subscribe to the *Genelab* community.

SCIS no. 1716958

Project Literacy

www.projectliteracy.com

According to *Project Literacy*, one in ten people around the world are illiterate. *Project Literacy* aims to redress this imbalance by 2030, hoping to have no child born at risk of poor literacy. Their website provides details of resources, data, literacy organisations, corporate sponsors, trends in literacy, and suggestions about how individuals can become involved.

SCIS 1716968

SpellFix

itunes.apple.com/au/app/spellfix/id976006379?mt=8

Designed for both iPad and iPhone, this free app encourages students to tackle 240 tricky spelling words in an appealing game format set at different levels. Both the meaning of the word and the spelling are taught. Also available as an Android app.

SCIS 1716978

The story of the web

www.storyoftheweb.org.uk\

A timeline with an extensive array of diagrams, photographs, texts, and stories to succinctly explain the phenomenal rise of the internet. From its humble beginnings, through the development of search engines, e-commerce, social networking, and smartphones, students will be able to gauge the dramatic impact the internet has had on society.

SCIS 1716983

Daniel Hughes
Teaching and Learning Advisor
Education Services Australia

Scootle Community

Imagine a social network that is all about helping you to do your job better. It doesn't feature advertising; it doesn't show unsolicited posts from singles networks; it doesn't even have videos with cats riding vacuum cleaners. It is a network for hardworking teachers who are looking for solutions to everyday challenges and want to share their good ideas. It is Scootle Community and you can find it here: https://community. scootle.edu.au.

What does Scootle Community offer Teacher-Librarians?

Scootle Community allows you to connect with like-minded colleagues in schools around Australia. You can join discussions about topical issues and find out about new resources, technology, professional development opportunities, forthcoming conferences; all the important things we like to discuss.

How much does it cost?

Nothing, it is free!

How do I get started?

Go to the Scootle Community website: https://community.scootle.edu.au. You will be prompted to log in, which you can do using your education network or Scootle login. Once you are in, it is a good idea to select the 'Courses' tab and complete the Scootle Community – 'Getting Started' course. Or you can just dive right in; the site is intuitive and

you can begin exploring your options. However, it is important to get your profile sorted pretty quickly.

There are over 400 networks so you are likely to find several that you are interested in. You can browse them on the 'Networks' tab or try entering possibilities in the 'Search' bar. Some popular, active networks include the Mobile Learning Device Network, the #EdFest15 Network, the Teacher Librarians Network, and the Digital Learning and Communication Network.

What can I do in Scootle Community?

- Join or create networks with like-minded professional colleagues. Networks can be open to everyone or restricted to nominated members.
- Post questions that other teacher librarians might be able to answer.
- Join online discussions about relevant topics.
- Create a professional online presence. Scootle Community is accessible to Australia's education community via Scootle's edu email authentication process, so your profile will only be viewed by your education peers.
- Search for resources and professional development opportunities.
- Upload or share content.
- Post your own blog, or read others'.
- Communicate with colleagues around Australia.

Searching for resources

The search facility in Scootle Community allows you to filter a search using a

selection of criteria, including: Australian Curriculum; Scootle; Australian Professional Standards for Teachers; Open Educational Resources Commons; networks; wikis; blogs; events; discussions; and courses.

For example, a search on 'librarians' returns over 70 results. If you filter by 'blogs' your search will be refined to five entries in which teacher librarians share their experiences and resources. Alternatively, you can filter by 'Scootle' and find five digital resources relevant to your work.

If you are looking for resources for your teacher colleagues, the Scootle Community search scans thousands of records in order to provide you with a broad selection of possibilities.

Who is using Scootle Community?

Over eighteen thousand Australian teachers use Scootle Community. People log in from all parts of the country, representing Government, Catholic, and Independent school sectors. Scootle Community also hosts representatives from curriculum and teacher associations, the Australian Institute for Teaching and School Leadership (AITSL), ABC Splash, Asia Education Foundation … everyone who is active in school education.

Give it a go

So, if you want to use social media to boost your effectiveness in the library, classroom, school, and education community Scootle Community is definitely worth checking out. Visit https://community.scootle.edu.au to find out more.

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 webinars

In August SCIS is running three webinars that will include information relevant for both Australian and New Zealand users. Each session is scheduled at 1pm AEST and runs for about 45 minutes.

An Introduction to SCIS (FREE)
Wednesday 5 August 1pm (AEST)
A free overview of SCIS products and services, and how they help organise resources in schools.

SCIS Basics: Downloading SCIS records from SCISWeb and Z39.50
Wednesday 12 August 1pm AEST
How to create catalogue records for digital and physical resources to allow quick and easy browsing by students and staff.

Search and Selection
Wednesday 19 August 1pm (AEST)
Providing techniques for searching on the SCIS catalogue, and using SCIS as a resource identification tool.

Upcoming workshops - Melbourne

Getting the Most out of SCIS
This workshop is open to all school library staff, and offers an in-depth understanding of how SCIS can assist to provide a more effective library service for your school community.

Thursday 6 August 1-4pm; Education Services Australia; Level 5, 440 Collins Street; Melbourne, VIC 3000

For further details on our professional learning sessions, or to register, please visit the professional learning page on our website: **www2.curriculum.edu.au/ scis/professional_learning.html**

SCIS SCHOOLS CATALOGUE INFORMATION SERVICE

www2.curriculum.edu.au

Education Services Australia