

# connections

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## Cybersmart Digital Citizenship

Cybersmart is a national cybersafety and cybersecurity education program managed by the Australian Communications and Media Authority (ACMA), as part of the Australian Government's commitment to cybersafety. The program is specifically designed to meet the needs of its target audiences of children, young people, parents, teachers and library staff.

Cybersmart digital citizenship is about confident and positive engagement with digital technology. A Cybersmart digital citizen is anyone with the skills and knowledge to effectively use digital technologies to participate in society, communicate with others, and create and consume digital content. Everyone online is therefore a digital citizen. Understanding the opportunities presented by the online world and the concept of digital citizenship is crucial to students' learning about technology. However, knowing how to minimise associated risks and developing an awareness of the impact of individual footprints online are also vital.

Engaged digital citizens recognise that upsetting behaviours such as bullying and cyberbullying can contribute to negative experiences and longer term consequences. Acting with consideration, resilience, and self-awareness in digital landscapes includes respecting other participants and recognising the value of personal privacy.

It is essential to empower younger internet users with the knowledge of how their reputations can be affected by their interactions online. It is important to teach them what language and actions are considered appropriate and to provide practical strategies to avoid participating in negative online behaviours.

### The Challenge of the Digital Classroom

Digital technology challenges traditional methods of delivering education. Educators have to find new and interesting ways to draw students into different learning styles. Some would argue this has become an easier task in the digital classrooms of today given the increased access to amazing technology. Yet, as any educator knows, it takes effort and conscious planning to teach by questioning, rather than by telling.

### Cybersmart's Virtual Classrooms

To assist educators with innovative ways to engage students Cybersmart is working with education departments and the independent and Catholic education sectors across Australia to offer a range of virtual classrooms throughout 2015. Using the latest developments in online shared learning Cybersmart's Virtual Classrooms allow an Outreach trainer to reach more schools, even those in remote areas.



Schools can sign up for as many sessions as they wish over the year. Presentations are usually about 30-40 minutes in length and allow student participation under teacher guidance. They include recommended post-event activities. Some of the virtual classroom topics are: cyberbullying; being a good bystander; making good choices online; communicating online; and online security.

Read more on page 2 

## in this issue

page

- |    |  |
|----|--|
| 3  | The end of an era                        |
| 4  | Reading like a girl                      |
| 6  | An African library journey               |
| 8  | Positive promotion of the school library |
| 10 | Get the best out of ABC Splash           |
| 12 | SCIS is more                             |
| 13 | Supporting Australian book creators      |
| 14 | Website and app reviews                  |
| 15 | For your classroom                       |

## » Cybersmart Digital Citizenship (cont.)

As part of the activities for Safer Internet Day (10 February 2015), Cybersmart trainers spoke to over 22,000 students from more than 300 schools in NSW, Victoria, South Australia, Queensland, and the ACT. For more information on Virtual classroom events, see [www.cybersmart.gov.au/Outreach/virtual-classroom.aspx](http://www.cybersmart.gov.au/Outreach/virtual-classroom.aspx).

### Special Days and Weeks

Special awareness days and weeks – like Safer Internet Day in February – are an opportune way to raise awareness of digital citizenship issues. Special Cybersmart initiatives and activities are often held on these days and provide an excellent opportunity for classes and schools to promote at the local level. Other significant days this year include the National Day of Action against Bullying and Violence held on the 20th March, Privacy Awareness Week in May, Cybersecurity Week in June, National Child Protection Week in September, and Day for Daniel on 30th October.

### Cybersmart Detectives

Another activity available to schools in 2015 is the teacher-led Cybersmart Detectives. This half hour, interactive multimedia class activity is aimed at Year 5 and 6 primary students. It asks them to step into the shoes of a Cybersmart

Detective. By using a 'real world' example, the story explores what may happen if someone reveals too much information online and it ends up in the wrong hands. Students are asked to follow clues throughout the exercise and use their powers of deduction to make predictions, draw conclusions, and answer questions along the way.

Cybersmart Detectives is easy to facilitate through Vimeo and provides an excellent opportunity to address some of the 'Personal, Social and Community Health' content in the Health and Physical Education curriculum. This activity reinforces messages about personal safety and protective measures around strangers online.

### Cybersmart Citizens Guide

The ACMA has developed a [Cybersmart Citizens Guide](#) which outlines how to become a better digital citizen by: knowing your online world; choosing consciously; and engaging positively.

**Knowing your online world** is about understanding how you can use technology and devices. It is about learning new skills and knowing how to protect your digital footprint. When you know your online world you have the skills and knowledge to participate in it with confidence. You learn new

things, understand the language of digital technologies, and know how to take action if your privacy is breached.

**Choosing consciously** means being aware that you are in control of the decisions you make online. It means thinking before sharing your personal information and understanding that your choices can last forever. When you choose consciously you make well informed decisions about how you share information and take charge of the way you interact online. You use your digital literacy and know-how to protect yourself.

**Engage positively** means being aware of your own behaviour, respecting others, and knowing how to take action to protect yourself. When you engage positively you are exercising your rights and responsibilities as a Cybersmart citizen while respecting the rights of others. You bring respect, integrity, and ethical behaviour to your online interactions and discourage anti-social behaviours like trolling, bullying, and harassment.

For more information about the ACMA's Cybersmart Citizens Guide and Digital Citizenship lesson plans for both primary and secondary students see the Cybersmart website: [www.cybersmart.gov.au/Schools.aspx](http://www.cybersmart.gov.au/Schools.aspx).

Image credits

Making good choices online.  
© Commonwealth of Australia

Cybersmart Detectives: in the Principal's Office. © Commonwealth of Australia



As a Senior Education Advisor for the Cybersmart Outreach program, Kellie Britnell's primary role is to develop evidence based online safety presentations and multimedia resources. Kellie regularly tests and presents Outreach presentations to schools, universities and indigenous communities throughout Australia. Prior to joining the ACMA Kellie had an extensive teaching career followed by a 2 year role as an Outreach trainer. Kellie has a strong passion in the development of practical and workable resources for Australian classrooms.



Cybersmart Detectives: in the Principal's Office

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# The end of an era

Education Services Australia (ESA) is a not-for-profit company owned by Australia's education ministers that produces products and services to support schools, teachers, and local communities in the implementation of teaching and learning programs. We also market and distribute educational resources under the *Curriculum Press* imprint.

As of 1 July 2015, ESA will close *Curriculum Press* and discontinue publishing, distribution, and retail activities.

## A brief history

Originally trading under the name of Curriculum Corporation, ESA set up a not-for-profit mail order bookshop during the 1990s in order to distribute stock from national projects. However, by the year 2000, demand was such that Curriculum Corporation had expanded to include a publishing arm of the business and *Curriculum Press* was born.

We have published over 1,000 resources across a range of learning areas. By 2004, our list had increased to include

distribution partners for a range of national and international publishers such as: Stenhouse, International Reading Association, Australian Children's Television Foundation, Hawker Brownlow Education, and Pembroke Publishers, to name a few. We were also able to provide to our customers a steady stream of products published on behalf of education jurisdictions and associations.

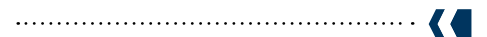
From 2000, we started focusing our attention more on digital products, as the number of web-based resources increased. We began adding ebooks and digital subscriptions to our collection and published over 50 ebooks from our *Curriculum Press* range. We have been delighted to add another 150 titles to our list in the past year from the Stenhouse and Pembroke ranges. Online subscription services, such as *The Real Game Digital Edition* and *Curriculum Bytes* also contributed to our digital resource collection.

From 2001, we offered a range of professional learning opportunities across the country. These began with

workshops supporting our popular authors and soon expanded to include our subscription services. Our workshops provided educators with the chance to not only meet some of our authors, but also to learn from them and to discover practical tools and techniques that they could take back to their classrooms.

With the development of the national Australian Curriculum, ensuring that resources would be able to assist educators in implementing the curriculum in their classrooms became a high priority. *Curriculum Press* made available over 20 titles that include links to the Australian Curriculum, across the learning areas of English, geography, history, mathematics and the arts: dance.

*Curriculum Press* has carved out a unique place in the education publishing market through supplying niche and quality professional teaching resources. We are looking forward to sharing the last of our resources with you and will continue to fulfill orders while stocks last, up until **30 June 2015**.



To mark the end of an era, and to thank you for your continued support, we are currently offering a special discount for Connections readers. Simply use campaign code **CP45** when shopping on our website, or on your order form to get **45% off all\* print stock!**

\*Please note, **CP45** must be recorded on your order form, or keyed into the 'campaign code' field in your shopping basket to receive the 45% discount. Not applicable to ebook or subscription products. Only while stocks last.





Bec Kavanagh  
Coordinator  
Stella Prize Schools Program



# Reading like a girl

You've probably seen it, the 'Always' advertisement (<https://youtu.be/XjJQBjWYDTs>) that sparked the #likeagirl hashtag across social media, and inspired a wave of debate following its viewing at the Superbowl in 2015. For anyone that hasn't, let me just recap.

Young women are stood in front of a camera, and asked to do a series of activities 'like a girl'. Run like a girl. Fight like a girl. Hit like a girl. They respond predictably, performing the stereotype of 'girly' behaviour—slapping, hand-waving, typically weak and effeminate.

Young girls are then placed in front of the same camera and asked to do the same activities, again, 'like a girl'. When asked to run like a girl, they run. When asked to hit like a girl, they hit. When asked if doing something 'like a girl' is a good thing or a bad thing, they all have the feeling that it might be bad, but none are sure why.

The older girls watch this. They're given the chance to repeat their actions. They run. They fight. They hit. They ask why doing something 'like a girl' can't also mean winning the race.



2014 Stella Prize winner *The Forgotten Rebels of Eureka* by Clare Wright

This clever marketing campaign has tapped into something that has been underpinning our culture for years – unconscious gender bias. Put simply, this is the favouring of one gender over another, typically male over female.

In the literary world this translates as a greater number of men winning major literary prizes, a greater number of books by men being reviewed in our major publications (and more frequently by male critics), and the majority of texts studied at secondary level being written by male authors. The result of this is that girls aren't seeing the full range of their experiences in literature. They see a smaller range of opportunities available to them. Both girls and boys are presented with much narrower options of who they can be based on their gender.

Dreams of the Stella Prize emerged in early 2011, out of a panel held on International Women's Day. The panel was partly a discussion about the underrepresentation of women on the literary pages of the major Australian newspapers—both as reviewers and as authors of the books reviewed—and partly about the underrepresentation of women as winners of literary prizes. The point of the Stella Prize is to recognise and celebrate the high quality literature written by Australian women. The gender bias existing in the literary world doesn't come from a lack of high quality literary work by women. It comes from an unconscious message steeped in our culture: that work by men is more serious, more literary, and therefore more deserving of awards, recognition, and in depth study.

The irony is that, at a school level, gender bias doesn't seem to be supporting either young men or young women. When we talk about boys, we often put forward messages such as 'boys are reluctant readers' or 'boys don't like emotional books, they like books about trucks/robots/war etc.' We're expecting boys to somehow grow into men who will

write books that will lead us forward culturally, but who aren't challenged to read (or write) beyond this stereotype of themselves during their adolescence. We presume that they will not read books by female authors, or about girls, or with pink covers, or about love, because these are 'small' subjects.

When we talk about and to girls, we tell them that although they like reading, they have to be more open to compromise and coming second. We tell them by fictional example that they will often have to settle as the sidekick, the token character, or not appearing at all. We reassure them that they are reading about 'universal issues', although these issues are regularly depicted by male characters, and written by male authors.

Too often we present girls with few or no literary role models, or ones who are subservient, lower in status or worse, and who fit well into female stereotypes.

In 2014 the Stella Prize Schools Program (SPSP) was launched in Melbourne. Its aim is to draw attention to the issues stemming from gender bias in the literature studied at a high school level. The program offers teaching notes on books shortlisted for the Stella Prize (which tend to be suitable for students in years 11 and 12), as well as a range of activities and text suggestions for students in years 7 to 10. In creating teaching notes for shortlisted books, we hope to not only draw attention to books that may not have been considered for classroom study, but also to provide resources to make their inclusion easier for already time-poor teachers. When creating these resources, one of the things we were aware of was the limitations of recommending books for inclusion that are best suited to students in years 11 and 12. So to encourage this same critical thinking at younger years, the Education Kit includes a series of more general questions that can be applied to any text, asking what its bias is, how it's marketed, who it's marketed to, and where its strengths and





The shortlisted books for the 2015 Stella Prize

weaknesses lie. We have also included an extensive list of in-print novels, suitable for students in years 7 to 10, categorised by theme, that have been written by Australian women.

Already change is happening. *Burial Rites*, shortlisted for the 2014 Stella Prize has been included on the 2015 VCE text list. Schools that have hosted Stella Prize Professional Development sessions with their English staff (more information on these is available at: [www.thestellaprize.com.au/schools-program/professional-development/](http://www.thestellaprize.com.au/schools-program/professional-development/)) have made steps to include texts by Australian women on their school curriculum, and have started discussing these issues with their students. In addition, the Stella Schools Program has worked closely with our author ambassadors who offer Stella specific talks and workshops in addition to their standard school sessions. Author ambassadors include a number of authors who appear on the Stella shortlist, as well as some excellent authors of young adult fiction (including Kirsty Murray, Fiona Wood and Myke Bartlett), who are passionate about addressing the gender bias in their school visits. Many of these authors have given candid and considered responses to a number of questions put to them by the Stella Schools Interview series, including responses to the influence the gender bias had on them as young readers.

At the Stella schools session at the 2014 Melbourne Writers Festival, students started discussions about feeling 'betrayed' and 'manipulated' by books marketed towards a particular gender. This session inspired a good deal of critical discussion about gendered marketing, the tricks of book marketing, and the ways in which we are manipulated by external forces – marketing, language, colour etc.

Despite this positive progress, Australian women are still underrepresented on school reading lists. And anecdotally it would seem that many students are unaware of the large number of prolific Australian female authors writing for young adults.

SPSP hopes to combat these issues by offering free PD sessions in schools in 2015 to discuss gender bias in literature, its impact on students, and ways that it can be addressed in the classroom. The 2015 SPSP Education Kit (available online later this year) will again include notes on the shortlisted titles, but will also extend to include any longlisted titles with links to the Australian Curriculum. We are excited to see books on the Stella Prize lists for 2015 such as *Heat and Light* by Ellen van Neerven—a collection of short stories that shines a light on a variety of characters and adds a unique new indigenous voice to the Australian literary

scene; as well as YA title *Laurinda*, by school favourite Alice Pung—a novel that looks at the hierarchy of private schools, and the clash that can occur when students from different social or cultural backgrounds try to fit in.

We are also looking forward to rolling the schools program out into NSW as well as extending it in Victoria, and have been speaking to education bodies and authors who will be excellent ambassadors for the NSW program. We hope that the program will be nationwide by 2016.

I that we can all agree on the importance of reading, and that within that we can see the importance of reading both well, and widely, by a range of authors in order to see a true representation of the voices that make up our society. We should encourage reading not just for literacy skills, but to increase empathy, critical thinking, and to dare all young people, boys and girls alike, to imagine a future where they can be who they want to be irrespective of their gender.

If you would like more Information about the Stella Prize Schools Program please visit the website at: [www.thestellaprize.com.au/schools-program/about-the-schools-program/](http://www.thestellaprize.com.au/schools-program/about-the-schools-program/) or email: [schools@thestellaprize.com.au](mailto:schools@thestellaprize.com.au)

Image credits

2014 Stella Prize winner *The Forgotten Rebels of Eureka* by Clare Wright. Courtesy of Text Publishing.

The shortlisted books for the 2015 Stella Prize. Photography by Darren James.

*Bec is the coordinator for the Stella Prize Schools Program. She has been actively involved in Melbourne's literary community since moving here a decade ago. Bec is a writer, reader and critic. She is passionate about youth reading and young adult literature, and has reviewed YA fiction for Radio National's 'Books and Arts Daily', Viewpoint Journal, Australian Book Review, Bookseller and Publisher and for her own blog. She has written teachers notes and specialised education articles for a variety of publications and speaks regularly at schools and public libraries about these topics. In 2014 Bec created the education kit for the Stella Prize Schools Program, moderated several sessions for the Melbourne Writers Festival, and was on the YA panel of judges for the Victorian Premier's Literary Awards.*



Cheryl Lopez  
Teacher Librarian  
Yidarra Catholic Primary School

*Cheryl is a Teacher Librarian at Yidarra Catholic Primary School in Bateman, Western Australia. She recently spent a month at The School of St Yared in Addis Ababa, Ethiopia, working with staff and students and setting up the school library. The school vision is 'Fighting Poverty through Education'. Students at the school come from the poorest of homes and their education is sponsored, mainly by Australians.*

# An African library journey

Early in 2014 I was approached by a teaching colleague to establish a library at The School of St Yared, an NGO school in Addis Ababa, Ethiopia. I already had a connection to the school, as my husband and I have been sponsoring a student there for the past three years.

I was intrigued with the idea of setting up a school library in a developing country, with very few resources and a great need. The School of St Yared is a special place. It was started six years ago by a young Ethiopian man, Yared Wolde. Yared dreams of providing free, quality, education to the very poor children in Ethiopia. When students are selected for the school, the first criterion is that they are from very poor families. The school receives no government funding and survives solely on sponsorships and donations.

I spent the next six months consulting with fellow teacher librarians, Yared, and the current Australian Advisor at the school. I decided that an automated library system would not work in this situation. This decision was made due to the absence of a consistent power supply, a lack of funds, and that there was only a small chance of any trained

library staff being available to manage a library. The idea for the library was to have a simple, functioning, and fairly foolproof circulation system. I planned to construct a basic Accession Register and use good old fashioned book pockets, borrower cards, and date due slips to manage the loans.

I sought donations of processing materials from colleagues in other schools as well as businesses in the industry. I ran fundraising activities in my school with book sales and raffles. The generous donations from friends and family encouraged me to continue with my endeavour. Armed with library stationery, and as many new books as I could fit into my luggage, I set off for Addis Ababa on Boxing Day, 2014.

When I arrived at the school Yared greeted me joyfully. He outlined his dream for the library. He hoped for a complete overhaul of the room and books organised for student and teacher borrowing. With a smile he also asked me to organise the Reading Books while I was at it. No problem, I thought, easily done in less than three weeks!

My initial task was to sort the resources. The collection consisted of three

separate collections: Amharic reading books, English reading books, and library books. Since my knowledge of Amharic starts and ends with 'umma seganallo' (thank you), I decided I could only sort those books into neat piles on the shelves and repair some of the torn covers. The English reading books were all donated parts of reading schemes from Western Australian schools. Old familiar titles were there, Eureka, Reading 360, and Macmillan Readers among others. Of the 1000 or so titles most were in good condition and the teachers had sorted about a third of them into 5 reading levels to cater for the students in years 1-5. I had hoped to sort the remaining titles and add another two or three higher levels to allow for growth as the school added more classes. Unfortunately time only allowed me to physically sort them into reading schemes and set them out for ease of access. The third section was approximately 1000 library books. These were all donations; either new books from sponsors and visitors or secondhand from Western Australian school libraries.

While some of the books were fairly new, having been carried to Ethiopia in personal luggage by school visitors over the past few years, most of the used books were in very average condition, a little dated, and tired. This is understandable, given that most had been discarded from other schools. I was constantly challenged by the consideration 'is something better than nothing?' as these students have no other access to books. There is nothing to read in their very poor homes and Public Libraries are almost non-existent. I chose to add almost every book to the new collection apart from those that were beyond repair.

Once the physical sorting was completed, I began an Accessions Register. With a newly purchased printer, I printed labels, attached them to book pockets and borrower cards,



Cheryl shows the teachers the new library





Yared and Cheryl - the before shots



The library is finished!

and added date due slips. I chose not to add call numbers to the books, although I did include them in the Accession records. The fiction would be placed on the shelves, hopefully neatly, by the soon-to-be-appointed Library Officer. However, I added coloured spine labels to the non-fiction. I used the coloured Syba Signs spine labels which match their shelf dividers. I decided that would help the students get the idea of Dewey classification and the colour system would be easy for them to follow to begin with. In the future perhaps another volunteer could make the system a little more sophisticated by adding call numbers to the books. I wrote very detailed Procedure Instructions for the Principal and the new Library Officer.

Yared and I ordered wooden library shelving and some very brightly coloured Ethiopian recycled cardboard browser boxes and shelves. The school handyman repainted the room, changing the bright pink to a more subtle cream. One morning on the way to school we stopped off at the markets and bought a large mat for the floor.

Every day the students came into the library to check on my progress and to help where they could. They loved gluing. Like readers everywhere they were easily sidetracked when they found a book that interested them and many 'helpers' quickly settled down to read. They were so excited about every new step on the journey that when my energy levels

flagged, their enthusiasm, friendliness, and gratitude was an inspiration.

When moving day finally arrived we relocated all the old, sloping, mismatched shelves to other parts of the school (everything is recycled in Ethiopia). Then the books were moved into another room and the floor was washed before the new shelves were moved in. The books were then returned, posters and lettering added to the walls, and the carpet put down. Finally we were ready for business. I ran a 'get to know the new library' session for the teachers, which was followed by a traditional Coffee Ceremony – an essential activity to celebrate anything in Ethiopia.

The refurbishment of the library at the School of St Yared was a great success. It was made possible by generous donations of money and materials (thanks to WA Library Supplies, Syba Signs and a number of Western Australian school libraries) as well as the time and energy of volunteers from Perth and New York. As with all school library development, the job is never complete. This was just the start. There is the opportunity for much more voluntary work at the School of St Yared. The library desperately needs more quality books. One of the biggest challenges is getting books and materials to Ethiopia, but we will continue working on that.

Now I am home and free to enjoy my well-appointed school library, complete with qualified staff, a great collection of ordered, processed books, and spacious reading areas. Here I think of the library at the School of St Yared in Addis Ababa. It is small, it has very few books but it is somewhere that the joy of reading, the love of story, and the excitement of education among the students is obvious – and contagious.

#### Image credits

Cheryl shows the teachers the new library. Courtesy of Cheryl Lopez and Amanda Huxtable.

Yared and Cheryl - the before shots. Courtesy of Cheryl Lopez and Amanda Huxtable.

The library is finished! Courtesy of Cheryl Lopez and Amanda Huxtable.

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Jae Rolt  
Teacher Librarian and  
IT Coordinator  
Cessnock West Public School  
Image by Christian Vogel

*Jae is passionate about her role and loves being able to introduce children to great books and get them excited about reading. In 2013 Jae received the honour of being named Australia's Favourite Librarian in a competition run by ALIA (Australian Library and Information Association). The award was voted by current and former students, parents, colleagues, and the larger community.*

# Positive promotion of the school library

After I was named Australia's Favourite Librarian people began asking what it is that makes me so popular with my students, families, colleagues, and community.

Whilst the ideas here work for me, they may not work for everyone. Sometimes you need to try other ways to find what works for you and your school. The key is not to give up; keep trying until your library is as good as it can be.

## Communicate with students

The first step is to learn students' names. While I have 15 classes, I can name every single child in the school. I call the roll each lesson, not to check attendance, but to match names to faces.

This is part of my overall belief in making each child feel special. I was once told that there are over 7 billion people on this planet and that if a child has chosen to talk to you, you should feel special. When students come into the library during lunch, they are allowed to draw and every day I am presented with various drawings or snowflake cut outs. Every single one of them goes on display for the term. They have given me a gift to brighten my day, so I treat it as such. I make the time to chat with the children who come into the library and listen to the suggestions they make. If a child recommends a book to me and I decide to purchase it, that child is the first to borrow it as a reward for suggesting something new. Students love talking about the books they are reading. If there is a series they are excited about, I take the time to read it so I can chat with them about it.

I find that maintaining a strong Library Monitor Program is highly valuable in creating a lively library atmosphere. I choose the library monitors myself, and library monitors are held in high regard at Cessnock West Primary School; it is a

badged job, like School Captain. Students often start asking what they need to do to apply for the role as early as year 2. I let these younger students help out around the library and those who maintain a strong interest usually end up as a library monitor in year 6.

I'm a big believer that rewarding students can strengthen the bond they feel for their library. For regular borrowing I give out merit awards and a little prize. I keep a list each lesson of who has borrowed. I present certificates for the best borrowing classes in each stage. I also add this information to the newsletter so parents know the best borrowing classes—there is nothing like a bit of friendly rivalry. If a class receives 20 certificates throughout the year, I award the whole class with a prize. I make sure to give out books as prizes where possible. You can use any reason to give away books.

Make sure to follow up with students on overdue books and remember that our students are just kids. Do not assume that because you've told them they will remember. I always print overdue notices on bright orange paper so they stand out in the school bag and are more likely to be seen by parents.

## Communicate with parents

To facilitate this, I always make sure to attend the Kindergarten orientation meetings. They are a great way to meet the new families at the school and to let them know how the library runs. It also gives parents the chance to offer to help out in the library. It is important to encourage and appreciate parent helpers. I teach them what needs to be done in the library, find their strengths, and work with that. There is no use getting a parent to sort non-fiction if they hate numbers. I have set times for training that works around my RFF/admin

time, however once trained, parents are allowed to come in and assist at whatever time suits them. As a school we reward parent helpers with a morning tea at the end of the year. I always make sure my parent helpers are invited and I take the time to chat with them and thank them for their contributions.

I also have a page in the school newsletter advising of upcoming events, thanking parents for returning overdue books, and acknowledging all my parent helpers. The school has a Facebook page which allows me to communicate with parents outside of school hours and provide answers quickly. I also use the Skoolbag app and make sure to keep it updated. This allows for quick and easy communication of events. It comes in especially useful for informing parents of last minute changes, cancellations, or excursion updates. This means that positive relationships are built between the school and the families of those who attend. The app also allows us to schedule alerts and any events that we post can be added to smartphone calendars with one click.



The Cat in the Hat





I always take book donations from parents where possible. I treat all donations in the same way I would a new book. I consider them against my collection development policy and I make a point of telling parents that I will happily accept their books. I make it clear that if I find they are not suitable for the library or I already have the book, I will donate it to a classroom or charity. Most parents are happy just to know their books have found a new home. Any books I don't keep, I treat in the same way I do a culled book – I offer them to staff, then to students for a gold coin donation, if the offer is not taken up, I donate them to a charity. I use any money raised to buy new books to add to the library collection.

To further help with community interaction, I have a regular spot on the local radio station. One day each year I visit the local station with 3 library monitors. The radio presenter interviews us for about an hour and during this time I have the opportunity to advertise our Book Fair and remind the community they don't have to be a school parent to come in to find a bargain. We had over \$8500 in sales last year – pretty good for a school of 370 students.

### Communicate with staff

Communication within the school is just as important. I make sure to share any information that I receive from other teacher librarians with my fellow staff members. For example, if I see great information coming through the NSWTLnet about a topic they are studying, I'll pop it in an email and send it out to the relevant stage. All it takes is a few seconds to forward an email which they can then keep or delete as they see fit. I also make sure that staff at my school can search for books they want independently. However, I make sure to be around to help them find the books so I can use my expertise to add in other resources that might be beneficial.

When time permits, I make sure to share new resources with my peers at our staff meetings. Otherwise they may not know what new books have come in and they generally don't have enough time to browse the new-book shelves each week. Showing them what is new is a great way to start getting them interested in the collection.



Darth Vader and The Emperor

### Survey clientele

I regularly use SWOT analysis to find out the strengths, weaknesses, opportunities, and threats according to my library users. I use this information to assist in the future planning of the library. Feedback is a gift and if you are asking for it, then you should be prepared for any answer that may come your way; don't take them personally.

I look at what suggestions have been made to enhance the library and start with the things that can be achieved quickly and easily, then move onto the more time consuming aspects. I make a list, prioritise it, and work through it. I make sure to do another survey after a year or two and see if the respondents have noticed the changes and/or can suggest anything new.

### Know your collection

I strongly believe that if you are new to your library, taking the time to do the borrowing, returning, and re-shelving is the fastest way to learn. You will get to know which books are the high movers and which haven't moved. If books haven't been borrowed in a few years there has to be a reason. Are they in a spot where no one can find them? Are they irrelevant to the needs/interests of students/staff/curriculum? If they are no longer worth taking up space in the library, cull them.

If you are having trouble deciding what to cull, a great place to start is with the books you have multiple copies of that you no longer need (for example, I had eight copies of each Harry Potter book so six of each were culled and sold).

### Have fun

Last, but definitely not least, the greatest way of promoting your school library is to enjoy it, and I find that one of the best ways of doing this is by dressing up. Regardless of the reason, if there is a dress up day at school, I join in. During the week of Book Fair I dress up every single day in different costumes and I make sure I am seen by everyone on those days. I add pictures of my costumes to the school Facebook page. This gets the parents talking about the library. For me it is about getting the kids involved, getting the parents into the school, and having some fun and selling books along the way.

This article is based on a presentation given at the 2014 MANTLE conference. If you would like further information or have an idea or success story you would like to share with me, please feel free to contact me: [jae.rolt@det.nsw.edu.au](mailto:jae.rolt@det.nsw.edu.au)

### Image credits

The Cat in the Hat. Courtesy of Jae Rolt.

Darth Vader and the Emperor. Courtesy of Jae Rolt.



Leanne Robertson  
Senior Manager  
Education Services Australia

# Get the best out of ABC Splash

Funded by the Australian Government, *ABC Splash* ([www.splash.abc.net.au](http://www.splash.abc.net.au)) is a partnership between Education Services Australia and the Australian Broadcasting Corporation that provides over 3000 free resources to Australian schools and homes. With every resource mapped to the Australian Curriculum there is something for almost any occasion. *Splash* provides a range of resources including video clips, games, collections and teacher resources in addition to a number of resources compatible with mobile devices. Among these are two new apps called 'Best of ABC Splash', one for primary students and one for secondary students, which can be downloaded from the App Store. Also published recently is 'Gobbling Goblins'- a fun fact game with incremental levels of difficulty, making it fun even for adults.



ABC Splash website

## World Day for cultural diversity, 21 May

[splash.abc.net.au/media/-/m/1661886/festivals-of-colour-and-light-in-india](http://splash.abc.net.au/media/-/m/1661886/festivals-of-colour-and-light-in-india)  
Celebrate cultural diversity by finding out about celebrations and traditions from around the world. Enjoy the colour of Holi and the lights of Diwali through a video clip about these two Hindu celebrations. Find out how first birthdays are celebrated by Vietnamese families and about Ramadan, a month-long religious festival for Muslims.



Holi Hai!

## World Turtle Day, 23 May

[splash.abc.net.au/media/-/m/1568088/epic-swim-dude-so-gimme-some-fin](http://splash.abc.net.au/media/-/m/1568088/epic-swim-dude-so-gimme-some-fin)  
Who doesn't love a turtle? Have some fun in your class in the run up to Turtle Day no matter what your students' year level. Use the Population modeller: Seagrass game to see the impact of changes in populations of seagrass, tiger sharks, sea turtles, and other species. Sing along and have fun counting to ten with the fun clip from Sesame workshop, Ten tiny turtles. Find out how pig-nosed turtles begin their life when environmental conditionals are suitable.

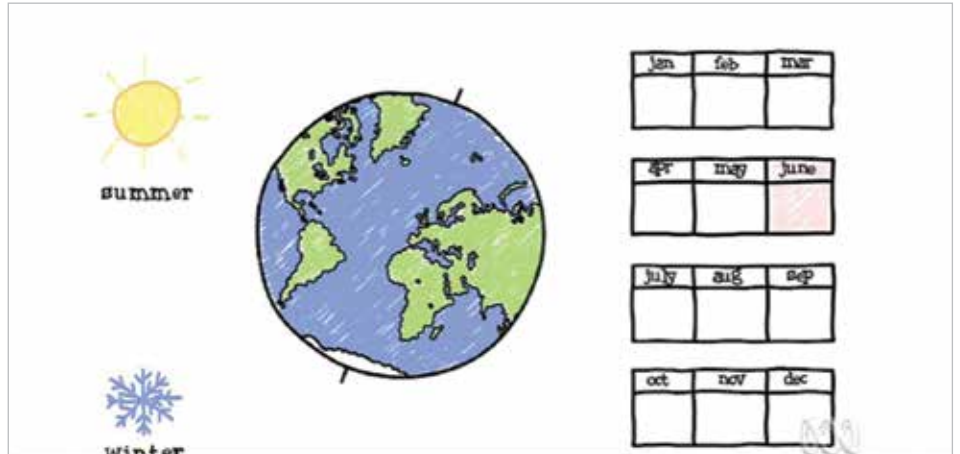


Olive Ridley sea turtle after laying eggs

## First Day of winter, 1 June

[splash.abc.net.au/media/-/m/1566152/what-s-in-a-year](http://splash.abc.net.au/media/-/m/1566152/what-s-in-a-year)

Check out 'What's in a year?' from the Mixed Up Maths series. Aimed at years 1 and 2, and covering the Using units of measurement strand, this video explores the seasons around Australia, in other parts of the world, and according to the calendar.



Mixed Up Maths, 'What's in a year?'

## World Ocean Day, 8 June

[splash.abc.net.au/media/-/m/85536/the-great-barrier-reef-debate](http://splash.abc.net.au/media/-/m/85536/the-great-barrier-reef-debate)

Make the most of World Ocean Day with a range of Splash resources on topics such as the Great Barrier Reef, underwater soundwaves and vanishing Arctic ice. Aimed at years 3-10 and covering many of the Geography and Science strands, the Great Barrier Reef digibook aggregates a number of these resources together to give you an in-depth look at this topic.

## National Sorry Day, 26 June

[splash.abc.net.au/digibook/-/c/618742/national-sorry-day](http://splash.abc.net.au/digibook/-/c/618742/national-sorry-day)

To help you explore this important event, a series of great resources have been pulled together in the National Sorry Day digibook. The resources include photos, videos of important speeches, and interviews.

Image credits

Holi Hai! Photography by Kishore Bhargava. CC BY-NC. Available at: <https://flic.kr/p/66G1f4>

Olive Ridley sea turtle after laying eggs. Photography by Brad Flickinger. CC BY. Available at: <https://flic.kr/p/dvLpjk>

ABC Splash website

Mixed Up Maths, 'What's in a year?'

Debating the future of the Great Barrier Reef

National Sorry Day

© Australian Broadcasting Company and Education Services Australia Ltd.



Debating the future of the Great Barrier Reef



National Sorry Day

## We need your feedback...

We would really appreciate your participation in a short survey about *Connections* and your school library. It should take no longer than 5-10 minutes, and one lucky respondent will be in the running for a \$100 book voucher. To complete the survey, please go to: [www.surveymonkey.com/s/Connections2015Print](http://www.surveymonkey.com/s/Connections2015Print)



Dr Ben Chadwick  
 Manager, SCIS  
 Education Services Australia

# SCIS is more

Most SCISWeb subscribers obtain SCIS records by visiting the SCISWeb Orders page to download MARC data files.

However, increasingly our subscribers are downloading records by searching from within their Library Management System (LMS). This method is usually referred to as 'Z39.50,' 'Z cataloguing,' or 'Rapid Entry,' and is made possible by the Z39.50 standard. Some of our most common customer service calls are about setting up or connecting via Z39.50.

## What is Z39.50?

Z39.50 is an 'application layer network protocol' covered by the ANSI/NISO Z39.50 and ISO 23950 standards and maintained by the Library of Congress. Application layer protocols provide computer programs with a common language when sharing data across networks. Some well-known application layer protocols include Hypertext Transfer Protocol (HTTP) and File Transfer Protocol (FTP). Z39.50 allows a system – usually a LMS – to search and retrieve information from bibliographic databases across the world.

The standard was developed 'pre-web,' in the 1970s, but it is still used extensively in the international library industry.

## Setting Up Z39.50

Most modern LMSs support Z39.50 and using it should be fairly straightforward. The steps involved vary from system to system and may require a call to your vendor's helpdesk. For connecting to SCIS the key steps are:

1. *Contact SCIS to activate Z39.50.* Our server requires you to be registered to access our database via Z39.50. Contact SCIS Customer Service at [scisinfo@esa.edu.au](mailto:scisinfo@esa.edu.au) with a request to activate Z39.50. Activation may require a few hours to take effect.
2. *Configure your LMS to access our database.* Some systems come with SCIS Z39.50 configuration set up 'out of the box.' The method for manually specifying these settings depends on your LMS. Contact your vendor for help. The correct settings are on our

Help page ([www2.curriculum.edu.au/scis\\_z39.50\\_help.html](http://www2.curriculum.edu.au/scis_z39.50_help.html)).

## Z39.50 Issues

Searching via Z39.50 is implemented by your LMS. Below are a number of factors that should be supported by your LMS and may be configurable from within your system. Discuss these with your vendor if you are uncertain.

### ISBN conversion

What happens if you search for a resource using its ISBN-13 but the record contains an ISBN-10? SCISWeb converts between ISBN-10 and 13 so you will still find what you are looking for. For Z39.50 this functionality must be implemented by the LMS, and not all systems do so.

### Record matching and duplicates

When you bring a record in via Z39.50, your system must decide whether you already have that record. If so, it must decide how to deal with the duplication: will it reject the new record, replace your existing one, or supplement your catalogue with both records?

### Record preferences

By using the *My Profile* page SCIS users can specify a range of record preferences. These include full or Abridged Dewey Decimal, ISBN 13 versus ISBN 10, and SCIS and/or ScOT headings. However, using Z39.50 it is not possible for SCIS to implement these preferences before sending raw MARC records off to your LMS. It is up to your LMS whether these preferences can be implemented when SCIS records are imported.

### Cover images

SCISWeb supplements downloaded records with a file of cover images. Z39.50 does not retrieve cover images, but some LMSs can be configured to search our database for the cover images of records retrieved via Z39.50.

## Troubleshooting

Sometimes your LMS may say something like 'Failed To Connect' when you attempt

to use your SCIS Z39.50 connection. Here are some troubleshooting steps for these connection problems.

### Basic checking

If you have never successfully used Z39.50 on your current LMS ensure you have contacted SCIS for Z39.50 activation, and check that your configuration settings are correct.

### Network settings

Perhaps the most common reasons for connection problems are related to security settings (such as firewalls) on your local network, router, or proxy server. Communications may be disallowed via some ports or with certain domains or IP addresses. Speak to your technical support person to ensure access is available for the following IP settings:

- **Source:** SCHOOL\_IP\_ADDRESS\_BLOCK/X
- **Destination:** 203.24.26.124/32
- **Protocol:** TCP
- **Port:** 7090

### It's not you, it's me

When we get a handful of Z39.50 connection queries we ensure our server isn't misbehaving. You can check this too, by testing a connection to another Z39.50 server, such as the Library of Congress (see [www.loc.gov/z3950/lcserver.html#addr](http://www.loc.gov/z3950/lcserver.html#addr)). If that works, but not SCIS, consider getting in touch with us.

### Why come to the SCIS website?

If you download records using Z39.50, why should you visit the SCIS website? Our website helps you stay in touch via our blog ([scis.edublogs.org/](http://scis.edublogs.org/)) and social media channels, keep up with our Professional Learning offerings, and browse *Connections* online. Visit our catalogue ([opac.scis.curriculum.edu.au/](http://opac.scis.curriculum.edu.au/)) to browse for new resources or the Special Orders page ([scis.curriculum.edu.au/scisweb/specialorder.php](http://scis.curriculum.edu.au/scisweb/specialorder.php)) to do a quick search of recently catalogued digital resources.



Laura Armstrong  
Communications & Projects Coordinator, SCIS  
Education Services Australia

# Supporting Australian book creators

Every year in September/October, 600 Australian schools are invited to provide book count data for the Educational Lending Right (ELR) school library survey. The data collected is used to estimate the number of copies of Australian books held in Australian school libraries. These estimates are then used to calculate payments to Australian book creators and publishers in compensation for earnings potentially lost as a result of their books being in lending libraries and to support the enrichment of Australian culture by encouraging the growth and development of Australian writing and publishers.

## Frequently Asked Questions about ELR

### How does the survey work?

The ELR survey software has been developed in collaboration with library software vendors and is designed to run in the school library automation system. Summary bibliographic data is extracted from library systems and matched with the ELR source file. The final survey results provide an estimated 'score' of the number of copies of each title held in school libraries across Australia. These

figures are passed on to the Ministry for the Arts who calculate payments to book creators and publishers.

### How much time will be required to complete the survey?

The time the software takes to extract results varies, depending on your library management system, but in most cases initiating the process and returning the results takes less than ten minutes. For some schools the library system vendor will extract the bibliographic data and all that is required is for staff to provide a back-up file.

### What if I encounter difficulties when running the survey?

Ring or email the ELR school library survey help desk for prompt, friendly support.

### How will the privacy of my school data be protected?

The privacy and intellectual property rights of all schools will be rigorously maintained in the manipulation and storage of data. No individual libraries will be identified in the final survey results. All school data held at Education Services Australia for the purposes of the survey is destroyed once the survey process has been completed.

### Why was my school chosen to participate in this survey?

The ELR school library survey is a representative sample survey in which schools all over Australia may be considered for participation. Each school is randomly chosen in consultation with library system vendors to represent a type of school in the state and/or region. Selection is undertaken with the approval of relevant education authorities.

### Who will pay for ELR?

There will be no cost to schools. ELR payments to book creators and publishers will be met by the Australian Government. The ELR school library survey is administered by the Ministry for the Arts.

### How will completing the survey benefit my school community?

By completing the survey you are supporting the growth of Australian writing and publishing. Australian schools rely on up to date bibliographic resources produced in Australia. Many Australian authors, illustrators, publishers, compilers, and translators rely on ELR payments to continue creating new resources.

## SCIS Professional Learning Webinars

### SCIS Basic

Tuesday 5 May  
3.00pm–4.00pm (AEST)  
Downloading SCIS records from SCISWeb and Z39.50

### SCIS Online

Tuesday 12 May  
3.00–4.00pm (AEST)  
Making the most of the SCIS website and social media channels.

### Searching and Selection

Tuesday 26 May  
3.00pm–4.00pm (AEST)  
Providing techniques for searching on the SCIS catalogue, and using SCIS as a resource identification tool.

Look out for us in Queensland in May

Cost and registration details at:  
[www2.curriculum.edu.au/professional\\_learning.html](http://www2.curriculum.edu.au/professional_learning.html)  
For any questions please contact [scisinfo@esa.edu.au](mailto:scisinfo@esa.edu.au)

**SCIS** SCHOOLS CATALOGUE  
INFORMATION SERVICE

 Education Services Australia



# Website and app reviews

## 3D printing – Kathy Schrock’s guide to everything

[www.schrockguide.net/3d-printing.html](http://www.schrockguide.net/3d-printing.html)

The impact of 3D printers on industry, and therefore education, is going to be immense. Schrock succinctly explains the basics of 3D printers and their application in the classroom. She also includes a variety of lesson plans applicable to most 3D printers.

SCIS no. 1704217

## Governing Australia

[itunes.apple.com/au/app/governing-australia/id683927919?mt=8](https://itunes.apple.com/au/app/governing-australia/id683927919?mt=8)

This free iPad app makes use of images, diagrams, animation, and videos to explain federal government in Australia. It encompasses the Constitution through to voting procedures. Students can undertake recap questions at the end of each unit. Links to additional websites are also available.

SCIS no. 1704704

## Inspirational school libraries from around the world – gallery

[www.theguardian.com/teacher-network/gallery/2015/jan/08/school-libraries-world-books-gallery](http://www.theguardian.com/teacher-network/gallery/2015/jan/08/school-libraries-world-books-gallery)

Is your library looking a little dated? Feel like a library makeover? This selection of images of school libraries, from Toorak to Los Angeles, will sharpen your appetite for change. Worth browsing, whether you are planning a small change or a complete renovation.

SCIS no. 1704710

## LiveBinders

[www.livebinders.com/welcome/home](http://www.livebinders.com/welcome/home)

LiveBinders is an online organisational tool that allows teachers to eliminate those old 3 ring binders and store educational resources, student assessments, and portfolios in electronic



Nigel Paul

Teacher librarian  
South Grafton Public School  
[npaull@telstra.com](mailto:npaull@telstra.com)

folders. LiveBinders also make collaboration and presentations more convenient and engaging.

SCIS no. 1523964

## NASA app for smartphones and tablets

[www.nasa.gov/centers/ames/iphone/index.html#.VPgYr1phJUQ](http://www.nasa.gov/centers/ames/iphone/index.html#.VPgYr1phJUQ)

Available free of charge for IOS and Android devices, this app offers users news, on-demand television, mission information, 13,000 images, access to social media, satellite trackers, streaming radio, and much more. Specific sections are available for educators and students.

SCIS no. 1704759

## NGAkids art zone

[www.nga.gov/content/ngaweb/education/kids.html](http://www.nga.gov/content/ngaweb/education/kids.html)

The focus of this National Gallery of Art website is on 'interactive art that you can make online.' Students can design, create, construct, and experiment with the variety of engaging online activities presented. Guides for students, families, and teachers are also available.

SCIS no. 1704219

## Reading Australia

[www.readingaustralia.com.au](http://www.readingaustralia.com.au)

This website aims 'to make significant Australian literary works more readily available for teaching in schools and universities.' Education resources, linked to the Australian curriculum, have been written by prominent primary and secondary teaching associations to complement these works.

SCIS no. 1646497

## Recite

[www.recitethis.com](http://www.recitethis.com)

Turn your favourite quotes from literature, poetry, plays, movies, or mentors into visually engaging posters to be printed for hallways, classrooms, or libraries. Recite can also be used as a digital enhancement for presentations such as PowerPoint or school blogs.

SCIS no. 1704778

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.

## Special education – best apps for kids

[www.bestappsforkids.com/category/apps-for-education/special-education/](http://www.bestappsforkids.com/category/apps-for-education/special-education/)

Special education teachers will find a great selection of apps that are suitable to use with their students. Most curriculum areas are covered and each site is rated and tagged. Apps are also searchable by grade, device, curriculum area, free apps, and category.

SCIS no. 1704791

## The surfing scientist

[www.abc.net.au/science/surfsingscientist/](http://www.abc.net.au/science/surfsingscientist/)

Featuring Ruben Meerman, the renowned Surfing Scientist, in a series of engaging videoed experiments. This ABC website also teaches students scientific 'tricks', encourages them to investigate 'conundrums', and further explore demonstrations. Links to other ABC science websites are included.

SCIS no. 1239147

## Water Cycle HD

[itunes.apple.com/au/app/water-cycle-hd/id574353460?mt=8](https://itunes.apple.com/au/app/water-cycle-hd/id574353460?mt=8)

This award-winning app concisely explains the water cycle and its impact on the Earth. Information is presented audio-visually using diagrams, text, photos, and videos. Students can also undertake a series of self-correcting quizzes and games.

SCIS no. 1704867

## Wonderopolis. Where the wonders of learning never cease

[www.wonderopolis.org](http://www.wonderopolis.org)

As the title implies, this website offers a plethora of links to wonderful information for curious students of all ages to explore. Entries feature word challenges, galleries, additional information, and knowledge tests. The Wonder of the Day would be an intriguing information snippet to display on an Interactive Whiteboard each day in the library.

SCIS no.1704872



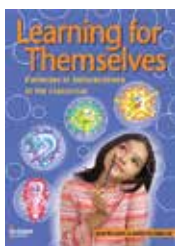
## For your classroom

Education Services Australia (ESA) is a not-for-profit organisation that markets and distributes educational resources under the *Curriculum Press* imprint. Our products and services support schools, teachers, and local communities in the implementation of teaching and learning programs.

Following the announcement of the closure of *Curriculum Press* (see page 3), we wanted to mark the end of an era by showcasing the most popular titles in our range.

### Learning for Themselves

Pathways to independence in the classroom



Years: 1–10  
Authors: Jeni Wilson & Kath Murdoch  
Publisher: Education Services Australia  
ISBN: 978 1 86366 665 7  
SCIS no: 1334087

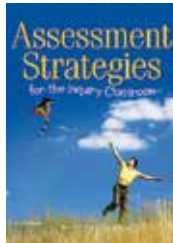
This packed resource covers a range of

effective strategies and structures to assist you in encouraging students to work independently and manage themselves as learners. It provides dozens of examples and templates. The included CD contains teacher support materials to further promote student self-management while catering to various student learning preferences.



Michelle Harvey  
Content, Marketing & Projects Coordinator  
Education Services Australia  
Twitter: @curriculumpress  
Facebook: [www.facebook.com/CurriculumPress](http://www.facebook.com/CurriculumPress)

### Assessment Strategies for the Inquiry Classroom



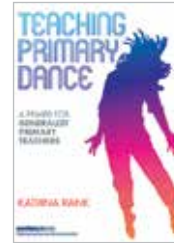
Years: 5–9  
Author: Darryn Kruse  
Publisher: Education Services Australia  
ISBN: 978 1 74200 545 4  
SCIS no: 1547202

This book provides significant support for

some of the key assessment practices that should be part of every teacher's repertoire. It features exciting ideas to stimulate practice and addresses the need for variety in the classroom. It also includes multimodal approaches, catering for learning difference, and addressing higher-order thinking.

### Teaching Primary Dance

A primer for generalist primary teachers



Years: K–6  
Author: Katrina Rank  
Publisher: Education Services Australia  
ISBN: 978 1 74200 557 7  
SCIS no: 1607398

Written for generalist primary teachers

looking to teach dance as part of the arts curriculum; this book is full of practical activities to get students moving. Taking everyday movement as a starting point, it also covers the theory of basic dance concepts and demonstrates how you can incorporate them into your dance lessons.

### Guiding Thinking for Effective Spelling



Years: K–8  
Authors: Christine Topfer & Deirdre Arendt  
Publisher: Education Services Australia  
ISBN: 978 1 74200 481 5  
SCIS no: 1414400

The authors present spelling as an engaging inquiry process that needs to be supported by a consistent approach across the whole school. They offer clear guidance about creating a supportive learning community, explain practical ways to assess the spelling needs of individual students, and show how to adjust teaching practice to guide student thinking about spelling.

### Key into China



Years: 5–9  
Author: Sally Heinrich  
Publisher: Education Services Australia  
ISBN: 978 1 86366 697 8  
SCIS no: 1314072

This book is full of ideas to help you bring

China to life in your classroom. It offers interesting and exciting ways for students to build higher-order thinking skills while developing a deeper understanding of the country. A broad selection of topics and activities are included which cater for a range of learning styles.

Visit [curriculumpress.edu.au](http://curriculumpress.edu.au) for a full list of titles

## 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 [www2.curriculum.edu.au/scis](http://www2.curriculum.edu.au/scis)

### Submissions and Advertising

Please forward inquiries to [connections@esa.edu.au](mailto:connections@esa.edu.au) and include your contact details.

### Disclaimer

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# LANGUAGE LEARNING SPACE

[www.lls.edu.au](http://www.lls.edu.au)

## The Language Learning Space. Dive in...

The Language Learning Space is funded by the Australian Government for use by Australian language teachers and students. The site contains:

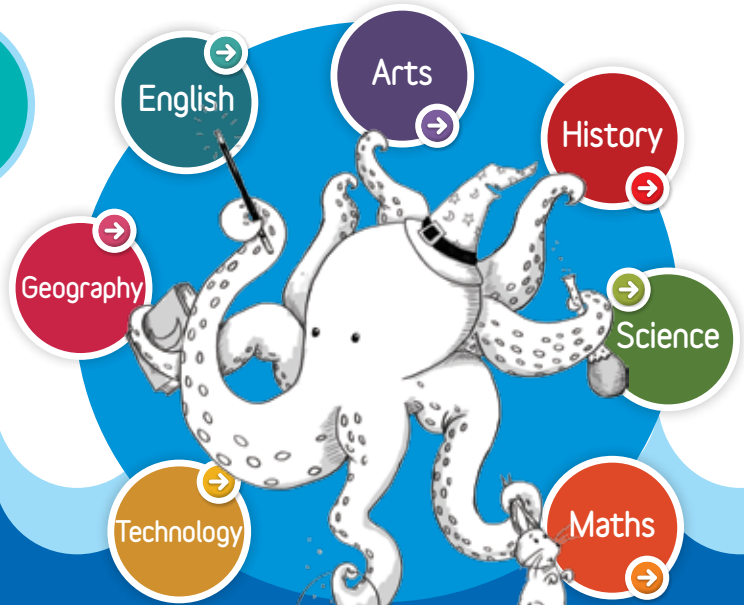
- engrossing graphic novel adventures that bookend learning activities and take students into the heart of the cultures of China, Japan and Indonesia.
- learning pathways designed for beginners, intermediate and advanced learners
- 1000+ quality online resources, including bespoke Inanimate Alice adventures, New Land, New Language, The Dragon Collective and many more
- a free in-country tutor service for each language (Chinese, Indonesian and Japanese)
- capacity to upload resources, create learning challenges and quizzes, and manage classes
- game-based Apps and eBooks about each country
- professional learning for teachers on a range of timely topics.

# splash ABC

Rich and engaging digital resources

- Aligned to Australian Curriculum
- Australian content
- Foundation to year 10

It's  
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VIDEOS



GAMES



COLLECTIONS



TEACHING RESOURCES



LIVE EVENTS