Creative Commons and why it should be more commonly understood

You've heard yourself countless times tell students, 'Assume everything on the internet is copyrighted!'

Sorry. That's not exactly good advice anymore. Authors, videographers, musicians, photographers, well, almost anyone who creates materials and makes them publically available, has an alternative to standard copyright licensing: Creative Commons. As library media specialists, we need to understand this relatively recent invention and its implication for our staff and students.

Why Creative Commons?

The Creative Commons website explains its mission as: *Creative Commons provides free tools that let authors, scientists, artists, and educators easily mark their creative work with the freedoms they want it to carry. You can use CC to change your copyright terms from 'All Rights Reserved' to 'Some Rights Reserved.'*

Visit the CC website http://creativecommons.org/

In other words, Creative Commons (CC) is a tool that helps the creator display a licensing mark. The creator can assign a variety of rights for others to use his work – rights that are usually more permissive than copyright, but more restrictive than placing material in the public domain. CC makes sharing, re-using, remixing and building on the creative works of others understandable and legal. While it has always been possible for a creator to grant rights for others to use his/her materials less restrictively than standard copyright's 'All Rights Reserved', CC standardises the process.

Inspired by the Free Software Foundation's GNU General Public Licence, the non-profit Creative Commons organisation was founded in 2001 by Stanford Law professor Lawrence Lessig. As a part of the 'copyleft' movement, Lessig and others believe traditional copyright restrictions inhibit cultural and economic growth. A growing number of content producers want to allow others to use and remix their materials – and

in this issue

Read the latest issue

Creative Commons and why it should be more commonly understood (cont.)

Licence terms from Creative Commons website http://creativecommons.org.au/licences

in turn be able to use and remix the content of others. CC licences make this legal.

While Creative Commons was started in the United States, about 50 other countries (as of late 2008) have ported CC licences to work with their copyright laws. More countries continue to be added. The 'International' tab on the CC homepage lists the cooperating jurisdictions.

Understanding Creative Commons Licences

While initially it looks complex, a basic understanding of the types of licences and how they can be combined is relatively simple. There are only four 'conditions' of a CC licence.

These four conditions can be combined to form six different licences that specifically describe the conditions creators wish to apply to their works. These are, from least to most restrictive, as described on the CC website http://creativecommons.org/about/licenses.

Attribution Share Alike
This licence lets others remix, tweak, and build upon your work even for commercial reasons, as long as they credit you and license their new creations under the identical terms. This licence is often compared to open source software licences. All new works based on yours will carry the same licence, so any derivatives will also allow commercial use.

Attribution No Derivatives
This licence allows for redistribution, commercial and non-commercial, as long as it is passed along unchanged and in whole, with credit to you.

Attribution Non-commercial
This licence lets others remix, tweak, and build upon your work non-commercially, and although their new works must also

acknowledge you and be non-commercial, they don't have to license their derivative works on the same terms.

Attribution Non-commercial Share Alike
This licence lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms. Others can download and redistribute your work just like the by-nc-nd licence, but they can also translate, make remixes, and produce new stories based on your work. All new work based on yours will carry the same licence, so any derivatives will also be non-commercial in nature.

Attribution Non-commercial No Derivatives
This licence is the most restrictive of our six main licences, allowing redistribution. This licence is often called the 'free advertising' licence because it allows others to download your works and share them with others as long as they mention you and link back to you, but they can't change them in any way or use them commercially.

Two terms that may not be completely familiar are 'remix' and 'share-alike'. Remix, which began as a recombination of audio tracks to create a new song, has become more generic and now implies using parts of many works (photographs, sounds, videos and text) to create a new product. Share-alike means that others may use one's work on the condition that any work derived from the original carries the same licensing permissions as the original. In other words, if you borrow you must also commit to share.

How to use CC for one's own work

Determining which licence one wishes to use has been made simple by Creative Commons. By answering just two questions at http://creativecommons.org/license:

Allow commercial uses of your work?
Allow modifications of your work?

The appropriate licence will be generated for one's work, either as embeddable HTML code for a web page or as text that looks like this:

This work is licensed under the Creative Commons Attribution-Non-commercial-Share Alike 3.0 United States License. To view a copy of this license, visit http://creativecommons.org/licenses/by-nc-sa/3.0/us/ or send a letter to Creative Commons, 171 Second Street, Suite 300, San Francisco, California, 94105, USA.

That's it!

Implications for K–12 education

Consider these scenarios:

- A student needs photographs and music for a history project but can't find what he needs in the public domain or in royalty-free collections.
- A teacher has developed outstanding materials that teach irregular Spanish verbs. She has posted them on a website and now regularly gets emails requesting permission to use the materials.
- The media specialist is frustrated trying to help his students understand the rights that intellectual property creators have over their own materials. The kids just aren't able to see the issue from the creator's point of view.

In each of the scenarios above, Creative Commons licensing may offer a solution. There are three primary uses.

1. Students and teachers need to be able to find and interpret CC licensed materials for use in their own works. Common advice given to both students working on projects and to teachers creating education materials is to abide by the fair use guidelines of copyrighted materials, search for materials in the public domain, and to use royalty-free work in order to remain both legal and ethical information users. But now understanding and finding CC licensed work is another source of legal materials that students and teachers can use in their own creations.

There are three main ways to find Creative Commons licensed materials. CC has a specialised search tool at; http://search.creativecommons.org. There is a list of directories by format at; http://wiki.creativecommons.org/Content_Curators. Google Advanced Search also allows

Creative Commons and why it should be more commonly understood (cont.)

searching by 'usage rights'. All can be effective.

2. Teachers should assign a Creative Commons licence to materials that they are willing to share with other educators. As K–12 teachers produce and make available course materials on the web, they will need to understand how to give rights to others to use their work. (Check with your local school district to see who owns the copyright to materials that are teacher produced.) MIT's OpenCourseWare and Rice University Connexions, two formal post-secondary learning materials repositories, are good models of using Creative Commons licensing.

3. Students should be required to place a Creative Commons licence on their own work to increase their understanding of intellectual property issues. Only when students begin to think about copyright and other intellectual property guidelines from the point of view of the producer as well as the consumer can they form mature attitudes and act in responsible ways when questions about these issues arise. As an increasing number of students become 'content creators' themselves, this should be an easier concept to help them grasp:

The Pew Internet & American Life Project has found that 64% of online teens ages 12–17 have participated in one or more among a wide range of content-creating activities on the internet, up from 57% of online teens in a similar survey at the end of 2004. (Teen Content Creators, 2007)

Students need to know what their rights as creators and IP owners are. This may help combat the misperception that only big, faceless companies are impacted by intellectual property theft, and that it is acceptable to steal from big companies but not from the small fry. Too often students and adults forget that many large companies are made up of small stockholders and employees. Publishing companies also represent the interests of individual artists, writers and musicians – whose ranks students themselves may one day join.

Developing empathy towards content creators, who hope to profit by their work, helps everyone place copyright into context and perspective.

In recent years, the legal aspects of intellectual property sharing have been outpaced by the mechanical means of copying, distribution and access. Understanding and using Creative Commons both as content consumers and content producers will help narrow the technology/acceptable use gap.

Spread the word.

Resources:
- Creative Commons website http://creativecommons.org/
- Creative Commons wiki http://wiki.creativecommons.org/
- 7 Things You Should Know about Creative Commons EDUCAUSE http://connect.educause.edu/Library/ELI/7ThingsYouShouldKnowAbout/39400

Videos
- A shared culture www.youtube.com/watch?v=1DKm96Ftfko
- Wanna work together? www.youtube.com/watch?v=P3rksT1q4eg

**Doug Johnson
Director of Media and Technology in the Mankato Schools
www.doug-johnson.com**

This article was originally published on Doug's website on May 25 2009, and can be found at www.doug-johnson.com/dougwri/creativecommons.html.
Published in *Library Media Connection*, vol 27 no 6 pp 56–57 May–Jun 2009. Reprinted here with permission.

The Dawn of a new resource

In March 2012, the National Library of Australia (NLA) announced it had added historical magazine *The Dawn* to the Trove online collection of Australian digitised newspapers.
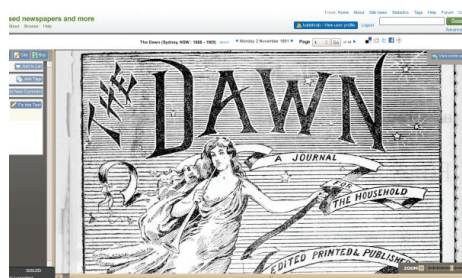
The Dawn on Trove, National Library of Australia

Trove is a powerful search engine run and developed by the NLA. Visitors to the site are able to search a vast range of resources including maps, music, images, oral histories, books, journals, magazines, archival collections, biographies and digitised newspapers through one simple, user-friendly website.

The name comes from 'trouver' a French verb meaning to find or discover. The NLA has created this tool to make it easier to access content in the treasure trove of not only the national collection, but collections in our state libraries too.

The Dawn: Journal for the Australian Household, was published in Sydney by Louisa Lawson from May 1888 until 1905. It is a rich resource for use by teachers across the curriculum.

The only complete collection of *The Dawn* that still exists is the one that belonged to Louisa Lawson herself; every single issue, in bound volumes sits on the shelves of the State Library of New South Wales.

The *Dawn* of a new resource (cont.)

Bound hard copies of *The Dawn* from the State Library of New South Wales
Photo by Craig Mackenzie courtesy of the National Library of Australia

It is an incredibly precious and fragile artefact of history and almost impossible for most people to access. It can't generally be handled by people casually visiting the library. While it has been available on microfilm in major libraries since 1986, there's no denying that having it freely available online means more people will be able to read *The Dawn* and use it for research.

Now that *The Dawn* is in Trove, anyone can access it and even better, they can do a full text search. This opens up avenues for historical research that previously just weren't possible.

Given that the new Australian history curriculum specifically identifies federation and suffrage as key themes, *The Dawn* is uniquely placed to provide fresh insights on this important phase of nation building. The many column centimetres devoted to these topics should give students the opportunity to do their own research in a primary source of the time. They can even help correct errors in the articles created by the automatic text recognition of the scanned page images. Creative educators may also find inspiration in regular columns in *The Dawn.* Perhaps the poet's page can provide hitherto undiscovered gems for English studies. Does the children's corner contain interesting ideas for engaging early learners?

I was alarmed to discover that *The Dawn* was not readily available online when I was searching for stories of women using and creating technology before the digital age. I had imagined Louisa Lawson's important journal would be a good place to look. Disappointed to discover it was not yet online, I contacted the National Library to ask them to include *The Dawn* in their project to digitise Australian newspapers and put them online.

This was the reply:
'Currently this title is not on our schedule for digitisation through until 30 June 2011... From July 2011 we are seeking to digitise additional titles funded by other libraries and institutions.'

And this was my response:
'I shall investigate a campaign to raise funds, I'm sure women's groups and institutions might be interested... How much money are we talking about?'

The answer surprised me; around $6,000 plus GST. From that point on, I spoke about Louisa Lawson's journal to friends and colleagues, and raised the idea of running a fundraising campaign to 'Digitise *The Dawn'.* They were supportive and enthusiastic. I asked the National Foundation for Australian Women (NFAW), the organisation behind the Australian Women's Archive Project, if they would support a campaign to 'Digitise *The Dawn',* and thankfully they said yes.

I began the campaign online by writing a blog post and creating a ChipIn page. ChipIn is a website that allows anyone to create a simple web page to collect money from people for a cause or project using the PayPal system to process their contributions. As momentum picked up, I started work on a website for the campaign, bought the domain name and created a Twitter account to get the word out. Eventually, I shut down the ChipIn page, and instead put a PayPal donate button directly on the http://digitisethedawn.org website. A green bar showed website visitors the progress being made towards our dollar target.

The 'Digitise *The Dawn'* campaign website
http://digitisethedawn.org

My next step was to reach out in every direction I could think of to help spread the word. And spread it did, in all sorts of

unexpected directions; through networks of women academics, genealogists, librarians, Wikimedians and politicians. As a result the donations started pouring in. It turned out many people agreed it was high time to digitise *The Dawn,* and not only did they agree, but they were prepared to commit their own funds to see it happen. The flood of cash set off alarm bells at PayPal. We were flagged for extra scrutiny under provisions of the anti money-laundering and counter terrorism financing act and our PayPal account was shut down until we could prove we were a charitable organisation. As I was using my business account, there was no way I could ever prove I was a charitable organisation. Fortunately the NFAW kindly agreed to continue taking donations for the campaign and the NLA agreed to vouch for us by writing a letter to PayPal assuring them we were authorised to collect donations on its behalf.

The lesson I learned from this experience, and hope to share with you, is that the fight to preserve the archives that matter to us is an important one. If you have collections you'd like to see digitised in your communities, think about who your allies might be; contact your local, state and national library for advice. Use the power of social media to spread the word and connect with potential allies. It takes persistence and passion, but anyone can do it.

LINKS

1. Trove: National Library of Australia – http://trove.nla.gov.au

2. *The Dawn,* now online – http://nla.gov.au/nla.news-title252

3. Campaign to Digitise *The Dawn* – http://digitisethedawn.org

4. National Foundation for Australian Women – http://www.nfaw.org/

5. Australian Women's Register – www.womenaustralia.info/

Donna Benjamin
Donna is Executive Director of Creative Contingencies, a small web consulting business based in Melbourne.
http://cc.com.au/donna/bio

Practical curriculum opportunities and the library catalogue

The school library as place and space

The school library is often viewed by staff, students and the school community as a dedicated physical space that provides access to a physical collection of quality resources, teaching spaces and spaces for quiet academic study. However, it is also a community space for teachers, students and even community members to pursue individual leisure activities; as a safe haven from the terrors of the schoolyard; and for senior administrators to use as a venue for meetings or other gatherings such as staff professional development. Increasingly, the library is also a portal to virtual resources and services, where the teacher librarian (TL) provides curriculum design and teaching support for the integration of ICTs and online resources into curriculum programs across the school. As a space, the library is now fragmented into physical and virtual, real time and asynchronous, providing unlimited boundaries for the community it serves.

School libraries also represent a huge monetary investment for the school in terms of physical space, the hiring of professional and non-professional staff, the technology required to access the library's resources and the ongoing maintenance of the collection, including physical, electronic and virtual materials. Most school libraries also house an integrated library system or automated catalogue to manage resources. In many cases this catalogue is also connected to an automated loan device, the school's student information system (SIS), the school intranet, the internet and a learning management system (LMS) such as Moodle, BlackBoard or LAMS. All in all, the library represents one of the largest investments made by the school and this investment is ongoing if teachers and students are going to have access to quality, up-to-date learning and teaching materials. For many principals struggling with reduced budgets and increasing costs, it is often difficult to justify this ongoing expenditure, particularly when the myth that everything is readily and easily available on the internet is alive and well. As a result, TLs spend a lot of their time trying to justify the value of the library as a space that is essential for the school's teaching and learning program. They collect statistics; market themselves to principals, teachers and students; and waste considerable time trying to convince everyone that what they do is much more than the management of the physical space and its contents.

One way of marketing the library as a real-world, information agency that can be used in teaching and learning programs is via the technology that library personnel use to manage this increasingly fragmented space. In senior high schools running IT courses, particularly at the upper secondary level, the school library contains an integrated library catalogue that represents an ideal teaching resource and one that is part of a real, operational workplace. Most library catalogues are integrated, relational databases that also connect to the school intranet, the internet and a range of other mobile devices (Dougherty, 2009). Perhaps it is time for TLs to look at their main management tool from another perspective and consider using it in collaborative curriculum programs as a working example for IT teachers to use with their classes.

The library catalogue – what is it?

Library catalogues use relational databases that include a variety of interconnected modules which allow information managers and users to pull information together based on queries. In this way the user can see information housed in different sections of the database on a single screen. In schools the integrated library catalogue (ILC) or integrated library management system (ILMS) is still viewed as a tool for the 'intelligent and convenient access to catalogue data, ie effective access points which translate user needs with great precision and multilayered end user interfaces which can be adjusted to different levels of user sophistication' (Hofman 1995, p 5). Integrated library systems have been around in schools since the 1980s and are sometimes equated with 'old technology'. This perception is inaccurate as today's ILC 'is a multifunction Web-based multimedia content information management system' that creates links between bibliographic citations and the content they represent (Deddens, 2002). This linkage to content includes text, multimedia, websites and mobile devices. The ILC contains different access points, multiple modules, utilises metadata to manage large numbers of records and has multiple reporting functions. These catalogues can be set up to contain both open and locked or password protected areas and they can be used to manage information about the location of items catalogued, status, user access, a detailed item description, format and the deletion of items. The database also contains most if not all ordering and acquisition information. This latter functionality is rarely used by schools which often create or buy in other software to store and retrieve this type of data, even though it can be accessed from the ILC. The library catalogue also contains information about the users or clientele and their borrowing history and is usually connected into the school's intranet and other systems such as the student information system (SIS). On top of all this the ILC may also be connected to the wider world through the internet and provide 24/7 learning support and access to recommended online resources or electronic resources subscribed to by the school.

The size of the school and how the functionality of the ILC is being utilised will determine just how representative this technology is of other workplaces. A school making full use of its ILC will have all resources including furniture; class sets; 'old' technology resources such as video recorders and TVs; and 'newer' technology such as laptops, e-book readers, interactive whiteboards, USB sticks and digital cameras as catalogued items. In this scenario the ILC becomes a multifunctional catalogue where details such as cost, insurance, suppliers, date of purchase, location and status for all items are recorded and readily available. When a school uses the ILC in this way, all items are added to the catalogue using a consistent accessioning or acquisition process which includes security measures that identify the item as belonging to a particular school. Everything in the school appears in the catalogue, although most items will not be located in the library. In this scenario, audit reports can be generated easily for senior administration and stock takes for all resources in the school can be

Practical curriculum opportunities and the library catalogue (cont.)

carried out on a regular basis, an essential process for resource-poor schools which need to get maximum value and longevity for everything they purchase.

The library catalogue as a teaching-learning tool

The school library is an example of how systems work in the workplace and presents an ideal starting place for students doing IT courses in upper secondary. No matter how extensively the ILC is being utilised in a school, it represents a fully operational information management system comprising a number of electronic and/or traditional subsystems.

Some ILC suppliers, eg Softlink, supply CDs with sample copies of their software for prospective buyers to trial before purchase. If the supplier is willing to include these in the purchase price of the ILC, then IT teachers have a ready-made database to use in the classroom. They also have library personnel available to work with students in a variety of collaborative teaching programs and a range of items representing multiple formats as data to populate their database. Learning how a relational database works and how it is set up using a real-life example represents an intense, hands-on experience. Working with a real database is an example of modelling best practice and will help students make the conceptual connections required before they attempt to create their own databases. Creating a working database in this way also provides teaching opportunities for IT students to learn about

searching electronic media, and hence the internet, from a different perspective. It will give them a new appreciation of how search methodology is closely related to the structure of the database and the importance of user accessibility.

The importance of user access can also be linked to teaching programs in Web design, since the modern ILC uses a Web-based interface and is often linked to the internet. Layout, use of colour, disability access, branding and the way content is displayed are all areas for consideration when designing Web-based programs. Navigation, the amount of interconnectivity and access points for the user are also demonstrable using the ILC. Students can use their school library as an introduction and working example of systems architecture and how networks function to provide a seamless environment for the user. They can use the ILC to describe and graphically represent how the library as a system is made up of a number of subsystems, electronic and traditional. Using the library as an exemplar also provides opportunities for students to study network structures using the school as an example and the ILC as an entry point. All these learning opportunities can be provided in a safe environment, ie one that is within the closed boundaries of the school and using a CD instead of the real ILC.

Other benefits

The teaching-learning opportunities for students to create a living database and explore the complexities of information
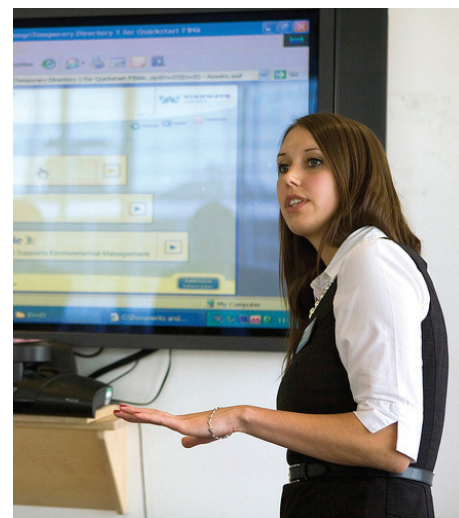
Using a LMS as a teaching tool www.flickr.com/photos/45393120@N07/6021146511 Creative Commons licence: Attribution, non-commercial http://creativecommons.org/licenses/by/2.0/deed.en

management by using the ILC allow them to apply theory to practice before they design and set up their own databases. A major benefit for school library personnel is the change in perception by students and staff of what a modern library represents: a complex information management system that should be the hub of the school. Using the ILC in this manner will raise the status of the library from being a repository for books to an integral, multifunctional tool. When viewed in this light the ILC can become an essential component of the school's corporate system (Maquignaz & Miller, 2004) that is used to run the school rather than a separate system that is used solely for the management of a repository of books. The monetary investment in this expensive technology suddenly becomes eminently worthwhile.

Another, more subtle benefit of using the ILC in this way relates to the sustainability of the library and information profession which is currently faced with an aging workforce (Combes, Hanisch, Carroll, & Hughes, 2011). There is no clear career pathway or understanding in schools that leads young people into the Information Science (IS) profession. Students and staff have a limited knowledge of the expanding opportunities available in a profession that is being driven by developments in technology and the issues that surround the management of massive amounts of information. The need for business
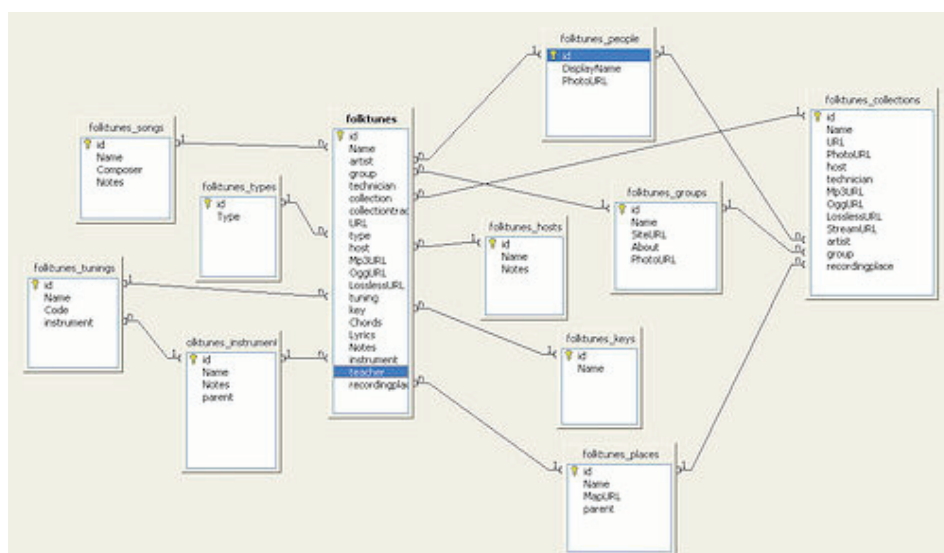
Database design work www.flickr.com/photos/37996589754@N01/8956688 Creative Commons licence: Attribution, non-commercial http://creativecommons.org/licenses/by-sa/2.0/deed.en

Practical curriculum opportunities and the library catalogue (cont.)

and global corporations, researchers and government to develop information systems that allow for the free flow of information within organisations, provide an easily accessible audit trail and archive for corporate memory, is now becoming apparent, particularly when vast amounts of digital information are being generated daily. While the word librarian may never appear in a job title or application, it is the IS skill set that is required to manage information and provide access to clients. Hence, there are systems librarians, e-services information managers, document controllers and digital record managers to name a few. This recognition of the importance of information management outside the traditional concept of a library has led to a profession that offers a wide variety of jobs and as technology continues to push the boundaries, so new jobs in information management are generated. Using the ILC as a teaching-learning tool introduces potential students to the field of Information Science and gives them a better conceptual understanding of what a library or information agency involves in the twenty-first century.

Using the ILC as a working example of a relational database in secondary IT programs also has other benefits for the next generation of IT developers. Students will gain a working knowledge of systems architecture from the user's point of view. IT systems development that does not consider the user during the programming phase often produces increasingly complex systems where access to information is difficult for employees with limited computer skills. Computer and IT courses at university level focus on graduating students who have studied IT theory and acquired technical knowledge and skills, rather than developing systems that consider the user first. Early exposure to the ILC as a user oriented system may give future IT developers a different perspective and broader understanding of how systems are applied in the workplace before they enter university.

Conclusion

The ILC is an expensive resource for any school. It is an essential teaching-learning tool for all students as it represents a safe environment where students can learn search skills which are transferable when using the internet as an information resource. However, it can also be used as a practical tool in IT curriculum programs as an example of an operational relational database in a workplace setting. The fundamentals of Web design, systems architecture and how networks function are other curriculum applications demonstrated by the ILC. The ILC can also be used as a central information management tool across the school to manage all resources. Using the ILC in this way raises the status of the library and library personnel, and places the library and the technology used to manage what is an increasingly complex and fragmented space squarely in the middle of the core business of the school. The library and the ILC become integral to both the corporate organisation and resource management of the school, as well as teaching and learning curriculum programs.

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Barbara Combes

Lecturer, School of Information Studies, Charles Sturt University; President WA Operations, WASLA; Vice President Advocacy and Promotion, IASL

Connections

Submissions to *Connections*

SCIS welcomes submissions of articles to be considered for publication in *Connections*. Articles may range in length from 500 to 2,000 words. Work outside these specifications will be considered.

Please forward submissions and correspondence to scisinfo@esa.edu.au and include your contact details.

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Contact SCIS for specifications and advertising rates.

Connections online

Current and past issues of *Connections* are available online at www.esa.edu.au/scis.

Website Reviews

ABC Learn video library
http://abceducation.net.au/videolibrary/
A subsection of the Australian Broadcasting Commission's *ABC Learn* website, this link features a diversity of video footage suitable for the Australian curriculum, sourced in partnership with Education Services Australia.

SCIS no: 1522932

Apple in Education
www.apple.com/education/apps/
For schools using iPads, iPods or even iPhones, this official Apple website has details and links to an amazing array of applications for both teachers and students. Full details of costs (many are free) are included.

SCIS no: 1563393

Collected magazine
www.slanza.org.nz/collected.html
Collected is the magazine of the School Library Association of New Zealand Aotearoa. The magazine comprises feature articles, regular columns and some reviews. The magazine is available free online and previous issues are archived and available in pdf format.

SCIS no: 1561972

CSIRO – Ocean tracks
www.oceantracks.csiro.au/
The CSIRO has tagged nine marine species and has tracked them. Using stunning 3D images the fish can be followed in their natural environment. For full functionality users must install the Unity Web player available on the site.

SCIS no: 1563190

Dipity – Find, create and embed interactive timelines
www.dipity.com/
Dipity allows subscribers to create and share interactive multimedia timelines using a variety of media. Examples of the vivacity of these timelines can be seen on the website.

Although a basic plan is available for free, premium plans are via subscription.

SCIS no: 1521929

My garbology
www.naturebridge.org/garbology.php
This award-winning website focuses on waste management. Teachers are catered for with a series of lessons, students are encouraged to undertake 'garbology' activities and parents have their own content too.

SCIS no: 1563204

Geocube – The world of geography at your fingertips
www.geo-cube.eu/
Using the principle of the Rubik cube, this innovative website offers students six faces and 54 topics to spin through. They explore what geography is and its importance through a variety of subjects and content.

SCIS no: 1563269

Muppets – Sesame Street
www.sesamestreet.org/muppets
K–2 students will enjoy exploring the rich content of this entertaining website which features all the characters from Sesame Street involved in games, videos, songs and associated activities.

SCIS no: 1563275

Musee Rodin
www.musee-rodin.fr/
The Musee Rodin, a monographic museum, was created in 1916 after Auguste Rodin donated his works and collection to France. The website details the museum, the collection, exhibitions, a chronology of Rodin's achievements and the location of significant Rodin collections held around the world.

SCIS no: 1563283

Positive behaviour for learning
http://pb4l.tki.org.nz/
The focus of this NZ website is on deterring bullying, encouraging positive behaviour and thinking and allowing learning to flourish in all school settings. Readings, teaching programs and allied tools are readily available.

SCIS no: 1563301

Smartcopying – the official guide to copyright issues for Australian schools and TAFE
www.smartcopying.edu.au/
The publisher of this website is the National Copyright Unit (NCU), a specialist copyright team responsible for copyright policy and administration for Australian schools and TAFE. Easily navigated and comprehensive the copyright information contained on the website is indispensable to all schools.

SCIS no: 1355530

Teampedia
www.teampedia.net/wiki/index.php?title=Main_Page
Educators planning on using team-building activities for staff development days, classrooms or outdoor activities will discover a plethora of engaging activities and icebreakers to appeal to a wide range of age groups and situations.

SCIS no: 1563348

Website reviews (cont.)

We choose the moon

www.wechoosethemoon.org/

Created by the John F. Kennedy Presidential Library & Museum for the fortieth anniversary of the first lunar landing, this striking Flash-based website offers researchers a combination of video, mission audio excerpts and stills photography.

SCIS no: 1420619

1420619

Web 2.0 links

www.copacabana-p.schools.nsw.edu.au/Web2.0/web2_index.html

Copacabana Public School in NSW has compiled an extensive array of Web 2.0 links suitable for teachers to use in classrooms. A link is also available to an extensive Web 2.0 tips and tutorials website.

SCIS no: 1563359

1563359

Nigel Paull
Teacher librarian
South Grafton
Primary School
New South Wales

The Internet sites selected in *Website 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.

SCIS is more...

SCIS Subject Headings

When new cataloguers arrive at SCIS they sometimes ask why, given the amount of time and maintenance required, SCIS doesn't just use Library of Congress, Libraries Australia or another externally maintained subject headings list. It is true that SCIS Subject Headings are a project in themselves, and the process from suggestion to a heading being ratified and added can be lengthy, but they are one of the vital ingredients that keeps SCIS relevant to Australian and New Zealand schools, providing precise description of education and learning related material.

SCIS Subject Headings and additions/updates emanate from both customer and cataloguer suggestions, and are proposed when a gap in our current headings is found. This is often due to advancing technologies but can also be due to the ever-changing use of language in society. A recent example of the former, changed in 2011, was the subdivision Data processing which was changed to Computer applications. An example of societal opinion affecting SCIS headings is a very recent change not yet listed: Siamese twins changed to Conjoined twins.

The process for changing an existing heading or creating a new one begins with the heading suggestion. These are then added to the Information Services Standards Committee (ISSC) subject heading proposal register where cataloguers assess the need for the heading's inclusion. One of the

main considerations is literary warrant. For example, given the time involved, if a proposed heading is more obscure and would only be used in very few records and involve changes to other headings, it is unlikely to be deemed to have sufficient warrant. However, for either of the above examples, there was both a sufficient number of records already on SCIS, and the need for adjustment due to contemporary word usage/acceptance.

If literary warrant is established, a cataloguer prepares a formal subject heading proposal paper which is submitted to the Committee for comment prior to the next quarterly ISSC teleconference. At this meeting each heading is discussed with reference to SCIS Standards and if approved by all parties, a new authority record with all relevant references is created and added to the database in the following weeks. Any new headings or changes are then listed in the next issue of *Connections*, with a full list posted to SCISWeb.

There are not always heading suggestions, and proposals are not prepared for every ISSC. This is dependent on suggestions received and staff time for paper preparation.

Customers are welcome to provide suggestions for new headings where they feel there is a gap preventing precise description and searching of an item. However before proposing a heading, please take time to read through the more detailed

information. An online form is provided for SCIS subscribers on our website: www.esa.edu.au/scis/subject_headings.html

Abridged Dewey 15th edition

Following release of the 15th edition of abridged Dewey, SCIS will implement Dewey Abridged Edition 15 from Monday 16 July 2012. This edition published in early 2012, reflects changes to the body of human knowledge that have occurred since Abridged Edition 14 was published in 2004.

The 1 volume print edition of this cataloguing tool is available from library text suppliers (ISBN 9780910608817).

SCIS subscriptions 2013

SCIS is pleased to advise that the cost of subscription to SCISWeb, SCIS Subject Headings and SCIS Authority Files will not increase in 2013 for renewing subscribers. In October 2012, invoices will be dispatched to schools not covered by a bulk subscription.

SCIS order form available from www2.curriculum.edu.au/verve/_resources/order_form.pdf.

Pam Kadow
Acting Manager, SCIS
Education Services
Australia

Teaching global citizenship

Global education is about enabling young people to participate in shaping a better, shared future for the world. Global education emphasises the unity and interdependence of human society, developing a sense of self and appreciation of cultural diversity, affirmation of social justice and human rights, as well as building peace and taking action for a sustainable future in different times and places. As well as understandings, global education promotes positive values and an active response to learning. AusAID funds the Global Education Program which includes a website and state-based teacher professional learning.

A new global education website was launched in early 2012. It provides educators with a range of resources to develop understanding and integrate a global perspective in their curriculum.

From the home page users can read the latest monthly newsletter and sign up for future ones, find out about resources for a current Hot topic, link to a calendar of international days and navigate to the content of the website.

The 'Global education' link provides an overview of global education, a link to a PDF of *Global Perspectives: A framework for global education in Australian schools* and suggestions for taking action.
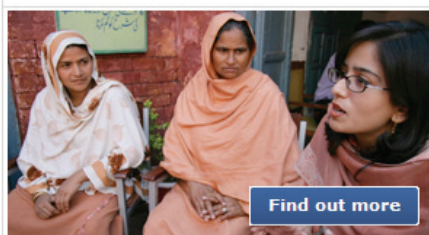
The 'Teaching and learning' link profiles how global education is linked to the Australian Curriculum, details about professional learning available including an online professional learning module, details of interactive teaching strategies and profiles of global education in School Case Studies.
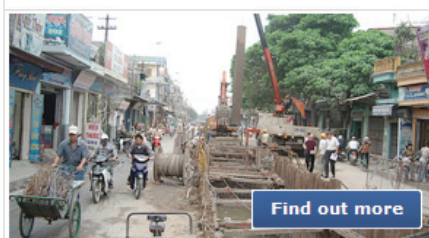
The 'Global issues' link introduces a range of issues with facts, an overview and outline of responses by Australia and the international community. The issues are supported by Case studies profiling how the issue impacts on people in specific countries and some activities which are working to address the issue. Country profiles for the related country assist in putting the issue in context. Teaching sequences give teachers an outline of activities to help students engage with, develop understanding and respond to the issue. A graphic shows their link to Global perspectives framework, and the Australian Curriculum learning areas, general capabilities and cross-curriculum and priorities outlined.

The 'Resources gallery' link opens up collections of images, videos, teaching activities, templates and links to useful websites. The images collection is an extensive array of visual stories with captions that profile the countries and global issues from the website. They can be downloaded for printing and classroom use. A collection of videos is provided which profile issues in developing countries and the actions taken to address them. Teaching activities provide sequences and individual teaching activities, which are mapped to the Australian Curriculum and global education learning emphases. They are designed to develop understandings about global issues in general or about case studies in particular. Using various inquiry and thinking approaches, the sequences and activities help develop positive attitudes, values and skills to take action. The templates collection will help students sort, organise, present and make sense of information in a variety of forms.

Throughout the website there are boxes for users to comment and share related resources as a means of connecting with other educators interested in global education.

New content is being developed regularly so users are encouraged to return frequently. You may wish to follow the website on Twitter, to keep up-to-date with new content.

Located at www.globaleducation.edu. au, this website should be invaluable for students and teachers.

Catherine McNicol
Project Manager
Program Delivery
Education Services
Australia

Ready to Improve?

The *Improve* online formative assessment tool (http://www.improve.edu.au) was developed by Education Services Australia to meet a need in schools for an interactive system that can be used by teachers and students to support improved learning. *Improve* was released nationally in December 2011 and is available for you to use in your classroom.

Improve creates individual learning paths for your students based on their success and confidence in answering test questions in a low stakes, fun environment. You can create customised tests and quizzes for your students, and access a number of English and mathematics tests and quizzes. The test items are also linked to resources available through the National Digital Learning Resources Network.

The *Improve* website features English and mathematics tests and quizzes.

Your students join classes via your *Improve* Teacher PIN code. Using their own secret password they can access the quizzes, tests and learning resources that you have prepared for them. After your students complete a test or quiz, *Improve* will provide each of them with a report on their test results and with access to one or more activities, based on their results and the level of confidence they indicated in their answers. You can monitor the completion of tests, quizzes and activities used by all your students. Once two test cycles are complete, you can check to see if your students' outcomes have improved.

Devonport, Tasmania's Miandetta Primary School has been using *Improve* for some time. 'Some of the work has been with the whole class using the interactive whiteboard and some has been directly targeted to individual student needs depending on their initial test results', explains teacher Wendy Adams.

'The children enjoy completing the tasks set for them. I have also used the vast collection of resources to create my own quizzes and learning sequences for my class.' Wendy says the program is an asset to her classroom, 'The tests have given me some valuable insights into my students' strengths and weaknesses, as well as providing easily accessible resources to use to address their needs.'

Access

Improve is accessible in a number of ways:

Scootle users
On the *Improve* home page (www.improve.edu.au), teachers can select Log in via Scootle, or from the Scootle (www.scootle.edu.au) menu bar, select Use Improve.

Jurisdiction portal users
Teachers can access the *Improve* registration process by locating the resource R12306 Accessing *Improve* in their local portal and selecting 'Register' from the resource's main screen.

Help and Support

The *Improve* support page: www.improve.edu.au/support, provides a range of help activities, including teacher support videos, online help and a teacher guide.

You can also contact the helpdesk for support, by phone 1800 620 970 or email improve@improve.edu.au.

Emily Van Leuvan
Senior Communications Officer Education Services Australia

What our survey revealed

Connections readers were offered an opportunity to provide us with feedback with a link to a survey from the SCIS website which was promoted in the last two issues of *Connections*. The results will assist us to know what is working for our readers and what could be done better or differently.

SCIS subscribers, who have submitted an email in their *SCISWeb* profile, receive an email alert when a new issue is available. The alert provides abstracts and links for the articles. 90% of respondents reported that they appreciate receiving the email alert.

Connections is mailed free of charge each term to all Australian schools. All content is available from our public website. 62% of

respondents indicated they would not like *Connections* to only be available online.

International schools which include all New Zealand schools, have access to the electronic version of *Connections*. The largest region or sector to respond to the survey was New Zealand schools. One advantage to reading the newsletter online is that it makes for richer reading, as all the links provided in articles and regular features can be followed.

We are reviewing all the comments provided by respondents. Some people have made specific requests for articles. It is hoped that in each issue of *Connections* there will be articles of interest to all levels of staff in school libraries.

Perhaps you would be interested in writing an article on a topic that you think should be shared with other school library staff. Please contact us as we would be very interested in discussing publishing an article written by school library staff. Original content from the people who are working in the specialised field of school libraries are highly valued and appreciated by *Connections* readers.

Anthea Amos
SCIS Projects & Information Services Coordinator Education Services Australia

SCIS professional learning

SCIS provides training on use of SCIS products and services, and is also able to deliver professional learning for schools in the areas of cataloguing, school library management, information literacy, resourcing the curriculum and social media in education.

The next sessions planned

SCIS will be running three Making the most of SCIS workshops in August.

- Friday 3 August 2012, 9.00–12.00 pm at Camberwell High School, Vic
- Friday 17 August 2012, 10.00–2.00 pm at Trafalgar High School, Vic
- Monday 27 August 2012, 12.30–3.30 pm at Beaconhills College, Berwick, Vic

These workshops are open to all school library staff and provide in-depth understanding of how SCIS cataloguing services can assist to provide a more effective library service to your school community. Participants will enhance their understanding of SCIS as a database of consistent catalogue records for education resources created to agreed national standards.

Cost: $85 per person (includes materials and light catering). Payment on invoice

Register Now!

To register for one of these sessions or to find more information about SCIS training options for your hub group, association or system visit www.esa.edu.au/scis/professional_learning.html.

Curriculum Press also maintains an events page listing upcoming conferences, seminars and workshops with experienced presenters. View the complete list at http://curriculumpress.edu.au/professional-learning.

Pru Mitchell
SCIS Subscriber
Coordinator
Education Services
Australia

Top 100 Australian books

A list of Australia's top 100 books is now available on the SCIS website. Who tops the list? Who has the most titles listed? How many nonfiction titles are listed? How many picture books are listed?

The list was compiled from a school library survey conducted a result of the Educational Lending Right (ELR) 2011–12. The list can be downloaded as a Word document from the ELR web page so you can use it as you wish in your library. For example, it could be used

to develop a library quiz or similar activity to stimulate interest in Australian book titles for students.

Go to www.esa.edu.au/scis/elr.html, scroll to the bottom of the page to the link *Top 100 Australian books.*

Water for the Future

As part of the Australian Government's 10-year Water for the Future initiative, a suite of Australian Curriculum aligned water education resources has been developed to support teaching and learning in F–12.

The new resources explore how natural water systems work, their interaction with human use and the nature of sustainable water management practices required to balance the needs of our communities, farmers and the environment.

Each resource package focuses on the water systems in one of four key water resource regions in Australia, namely, the Great Artesian Basin; the Murray-Darling Basin; The Lake Eyre Basin; Northern Australia and the Wet Tropics. Through investigating the nature of water resources, how they are used by different communities and by exploring

sustainable practices, students are encouraged to learn and think citically about water issues.

Ideal for SOSE teachers, the packages also link strongly to Geography and Science. The resources include lesson plans with teacher support information; student activities, resource sheets and worksheets; Australian Curriculum links; colour maps and charts; and resource links for teachers.

Available for free from www.environment.gov.au/water/education

For more information on Water for the Future visit

www.environment.gov.au/water/education

Educational Lending Right

Educational Lending Right (ELR) is an Australian cultural program administered by the Department of Regional Australia, Local Government, Arts and Sport.

SCIS manages the ELR school library survey on behalf of the Department. The ELR school library survey collects data in order to estimate the number of copies of specific titles held in Australian school libraries. These book counts are the basis for payments to Australian book creators and publishers. The payments are made on the basis that income is lost as a result of the availability of creators' and publishers' books in educational lending libraries and to support the enrichment of Australian culture by encouraging the growth and development of Australian writing and publishing.

Deborah Abela wrote:
I love encouraging students to borrow from their school and public libraries, particularly during the National Year of Reading. ELR payments made in lieu of readers buying authors' books go a long way to helping them keep writing.

School selection process

Each year, a representative sample of schools is invited to participate in the ELR school library survey. Schools must meet specified criteria based on school size, sector and location and the library automation system used.

Schools with less than 100 full-time enrolments are excluded, as it is concluded that if they have a library, it will be very small and not representative of Australian schools. All sectors and regions need to be represented: government, Catholic and independent, urban and rural schools. The other consideration is the library automation system used in the school.

Library system suitability

There are seven library automated system vendors whose products are currently able to generate a book count suitable for ELR calculations to be made. They are Bibliotech, Bookmark, Folletts' Athena, Circ/Cat and Destiny, Libcode, OCLC's Amlib, SirsiDynix's Symphony and Softlink's Alice, Oliver and Oasis.

Schools suitable to select

The total number of all Australian schools is approximately 9,473. There are approximately 2,300 schools with an enrolment of less than 100. That reduces the total number to approximately 7,173. Another reduction is the schools not using a suitable library automation system from one of the seven vendors. More than 600 schools Australia-wide are then selected each year and invited to take part in the survey.

Inviting some schools more than once

It is intended that each year a different sample of schools will be used. Now that the ELR survey has been operating for more than 10 years, it is possible for a school to be invited more than once to participate in the ELR survey. Last year 138 schools were invited for a second time and 19 were invited for a third time. We hope that schools that have participated previously will be familiar with the ease with which they can run the survey process and be happy to support Australian book creators and publishers by participating again.
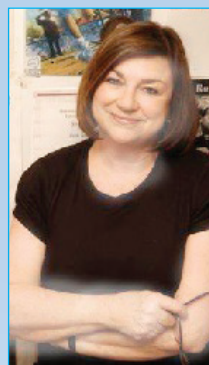
Ruth Starke wrote:
Very few writers in this country make enough money from their books to live on – even the 'famous' ones! So when that ELR payment comes, it may seem like a wonderfully generous present, but it's really compensation for the fact that our books are in school libraries for the free enjoyment of many readers. And that's fair.

Changes in schools data

When a school is invited multiple times to participate, their book data will be different to the data previously supplied. Within one year various activities can alter the book data. These include running a stocktake, deleting titles due to loss or damage and obtaining new titles from purchases or donations. Even if no change has occurred to the book stock, the data will still be suitable for the survey. The data from all schools – large or small, city or country, government or other – will be valuable to the statistical balance of the ELR survey results.

If your school is selected to participate in an ELR survey we hope you consider it an opportunity to support Australian book creators and publishers.

More information

More information about the ELR school library survey is available from www.esa.edu.au/scis/elr.html.

Anthea Amos
SCIS Projects & Information Services Coordinator
Education Services Australia

ELR – Encouraging the growth of Australian writing and publishing

New and revised subject headings

A summary list of new and revised SCIS subject headings is provided here. For the detailed lists of new and revised subject headings, see the SCIS website at www.esa.edu.au/scis/subject_headings.html.

In the summary lists, headings are marked:
* Existing allowed headings which have been updated with changes to references or notes
A Headings which have been updated with changes to references or notes
D Deleted headings
N New headings
U Previously allowed headings which have become USE references

Summary list
* Alternative education
* Art
* Arts
* Building materials
* Caldecott Medal
* Change (Psychology)
* Chemical reactions
* Climate change
* Crimes against the person
* Education - Philosophy
* Education, Preschool
* Education, Primary
* English language - Adjectives
N English language - Adverbs
N English language - Conjunctions
N English language - Interjections
N English language - Nouns
* English language - Prepositions
N English language - Pronouns
N English language - Verbs
* Fairies
* Fiction
* Forests and forestry
* Gifted children - Education
* Graphic arts
* Graphic novels
* Greenaway Medal
N Human trafficking
* Industry
U Jesus Christ - Art
N Jesus Christ in art
* Kindergartens
* Language and languages
U Language and languages – Social aspects
* Matter
D Men - Language
* Metamorphosis
* Monuments
* Moon - Pictorial works
* Motor car industry
* Motor vehicle industry
* Painting
* Parent and teacher
* Pastoral industry
* People smuggling
U Photographs
* Photography
D Photography – Portraits
* Photography, Artistic
* Picture books
* Pictures
* Plots, storylines, etc.
N Portrait photography
* Portraits
* Race relations
* Racism
N Reggio Emilia method of education
* School and community
* Script writing
* Sculpture
* Sequencing activities
* Sex crimes
* Sexism in language
* Slavery
* Sociolinguistics
D Statues
N Storyboards
* Storytelling
* Technological innovations
* Technology - Social aspects
* Timber industry
* Timber industry - Safety measures
* Trees
* Trolls
* Variation (Biology)
* Witches and warlocks
D Women - Language
* Wood
* Woodwork

Inspired technology, inspired readers: how book trailers foster a passion for reading

Students need the ability to comprehend substantial and complex texts, including novels and biographies. In 2010 a group of year 9 boys at Brisbane Grammar School participated in an action research project, a school library initiative, in which they designed and created multimodal book trailers. The initiative arose after library staff observed that reading for enjoyment declined between the middle and senior years and that many boys were reluctant to discuss reading books for interest with either librarians or teachers. It built on research indicating that boys' commitment to reading may be improved by integrating it more deeply into the curriculum, thus validating it; by connecting reading to an activity that boys enjoy; and by integrating reading with the use of technology. In particular it built on work by Gunter and Kenny on the construction of book trailers as a device to encourage reading and critical reflection on books. The participants were taken from two mixed-ability classes. After selecting a book for leisure reading, they studied the main features of a book trailer, and undertook lessons and tutorials designed to develop their literacy and their visual and technological skills. This work included an analysis activity in which they considered the construction of their novel's story. The essential structure of the trailer was predetermined, and the participants were required to meet deadlines for completing novel analysis sheets, storyboards and first drafts. Within these broad limits the boys had a great deal of scope to decide the final product. Evidence to evaluate the initiative was obtained from an initial survey that profiled the leisure reading of each boy, and from interviews with each boy, from their journal entries, and from video-conference with the boys during the construction of the trailers. Results so far show that most of the 60 participants improved their English grades during the course of the year. A further stage of the research will examine the extent to which the intervention has changed participants' leisure reading habits.

The full article by Micelle Ragen was in Access, March 2012; pages 8-13.

Resources for classroom teachers

This page features highly recommended professional resources available through Curriculum Press that support teaching practice. Please visit the Curriculum Press website at www.curriculumpress.edu.au for a full list of titles and to order online.

Reading and Viewing for Comprehension
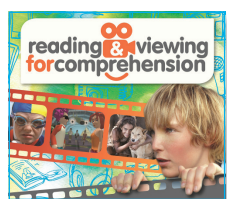
DVD-ROM
Publisher: Australian Children's Television Foundation
RRP: $49.50
SCIS no: 1552743
ISBN: 0864212305
Years: 3–9

For today's students the reading of written text is increasingly combined with the viewing of static and moving images. It has become a dynamic, relational experience.

Reading and Viewing for Comprehension supports teachers to scaffold students' learning in this new environment, through comprehension strategies that build students' confidence to read and their interest in reading. Through collaborative, fun activities students develop the skills of inferring, questioning, connecting, categorising, analysing, creating and synthesising information. Teachers may select one or two strategies within the suite, or use all activities as a unit of work.

The texts and images employed by the resource relate to well-known ACTF productions such as *Round the Twist*, *My Place*, *Noah & Saskia*, and *Lockie Leonard*.

Waabiny Time: Series 2

DVD, 8 episodes x 2 discs
Publisher: Australian Children's Television Foundation
RRP: $49.95
SCIS no: 1545058
ISBN: 0864212224
Years: F–2

Waabiny Time is a children's variety program that celebrates Noongar Language in a community and family themed environment.

In this second series, the presenters continue to entertain young children, taking them on a colourful adventure with stories, songs, dance and craft activities. The series covers a range of themes and topics: storytelling, language learning, culture and identity, relationships with community, family and friends, the environment, country and place, animals, emotions, technologies, communication, growth and development, and humour.

The resource links to a broad array of curriculum areas for Years F–2: English (literacy, language, literature); the arts (dance, drama, media, music and visual arts), numeracy, critical and creative thinking, personal and social competence, ethical behaviour, intercultural understanding, science, geography, and technology.

Assessment Strategies for the Inquiry Classroom
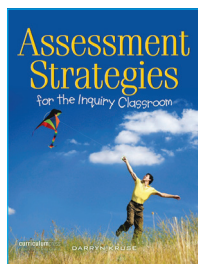
96 pp / epub ebook
Author: Darryn Kruse
Publisher: Education Services Australia
RRP: $39.95 print, $31.99 ebook
SCIS no: 1539697 print, SCIS no. 1547204 ebook
ISBN: 9781742005454 print, 9781742005461 ebook
Years: 5–9

In this new book, Darryn Kruse provides significant support for some of the key assessment practices that should be part of every teacher's repertoire. Each of the six chapters highlights a specific phase of the inquiry process and five key assessment processes.

Available in print and digital format, *Assessment Strategies for the Inquiry Classroom* offers exciting ideas to:

- stimulate teacher practice
- address the need for variety in the classroom
- provide multimodal approaches to learning
- cater for learning differences
- facilitate higher order thinking.

Darryn will present a national series of professional learning workshops this year in which he will identify and explore the specific phases on the inquiry process and key assessment strategies. Visit the Professional Learning page at www.curriculumpress.edu.au for details.

Text Complexity
Raising rigour in reading
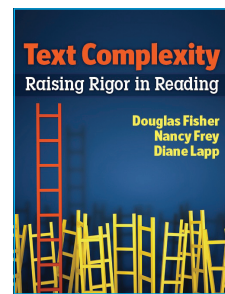
153 pp
Authors: Douglas Fisher, Nancy Frey & Diane Lapp
Publisher: International Reading Association
RRP: $47.00
SCIS no: 1555706
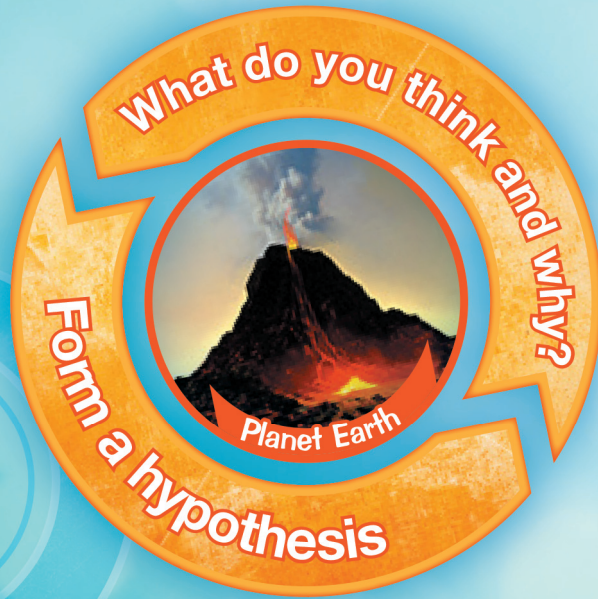ISBN: 9780872074781
Years: F–12

Selecting appropriate reading material for students is hard. For decades, teachers have known that quality instruction requires a careful matching of materials to students. The goal is to select materials that are neither too difficult nor too easy for students – a phenomenon sometimes called the Goldilocks Rule.

To ensure that students learn to read increasingly complex texts, teachers have to understand what makes a text hard. *Text Complexity* focuses on the quantitative and qualitative factors of text complexity as well as the ways in which readers can be matched with texts and tasks. It also examines how close readings of complex texts scaffold students' understanding and allows them to develop the skills necessary to read like a detective.

Michelle Harvey

Sales and Marketing Coordinator

Education Services Australia

Visit www.curriculumpress.edu.au for a full list of titles