

Seven successful strategies to develop your advocacy toolkit

Right at the start it is important to identify the difference between lobbying and advocacy. Lobbying is active campaigning of the government with the view to asking policymakers to take a specific position on an item of legislation. Advocacy is about working on activities that will influence policy. It is a consistent and persistent effort to shift perceptions through regular positive activity to bring about change.



Strategies by Boris Dreenc
www.flickr.com/photos/25908690@N00/2201057043

Strategy 1: identify a memorable message

It is important that you decide what your message is. As an advocate you will need to repeat it many times in different ways to a range of audiences to get it to stick.

What is the memorable message that you continue to address on a regular basis so that your school community gets a clear idea of what you are doing for them and the school? What is it that you want to keep in front of everyone's mind? What relevant and up-to-date impression do you want teachers and students to experience? What perception do you want them to have?

Strategy 2: capture killer statistics

Stating statistics can really get people to take some notice. Sometimes they need to be like bombshells.

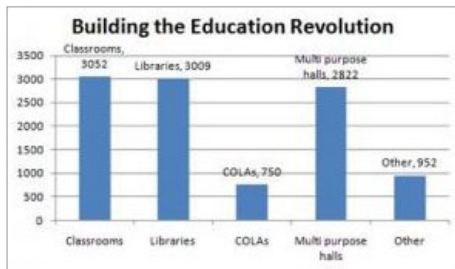
In my closing remarks for a keynote speaker at an international conference, I made the statement that 46 per cent of Australians are illiterate. This certainly sent out a buzz among the delegates and during the morning break I had a number of folk asking me where this had come from. The statistic comes from the Australian Bureau of Statistics, *Adult literacy and life skills survey, summary results, 2006*. This statistic relates to prose literacy, which means 46 per cent cannot read a timetable or a newspaper, or fill out a form.

Australia has over 7,000 primary schools and under the P21 element of the Australian Government's Building the Education Revolution, libraries were very popular projects.

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Seven successful strategies to develop your advocacy toolkit (cont.)



Data from Australian Government Building the Education Revolution Implementation Taskforce Interim report, 6 August 2010
www.bertaskforce.gov.au/pages/publications.aspx

What does this graph say about how much schools appreciate having a school library? Does the school library become the 'showcase real estate' of the school? I wonder how many parents like to see the school library before they enrol their child, or how many dignitaries are taken to the school library as part of the school visit?

It is also possible for you to capture killer statistics at your school that can make people take notice.

If you are using a booking system for your time or for the school library facilities this information can be very useful. For example, if your time is booked by a classroom teacher and you multiply this by the number of students in that class, then effectively you are engaging with 'x' number of students during their learning experience with you in the library. Then, work that out for the week and you might even surprise yourself. Do the same with the number of teachers you might work with during a week and work out the percentage of teachers across the whole school with whom you have collaborated in the development of classroom programs.

I love the quirky statistics that challenge me to think about how I could use the information in a different way. For example, this one from *The Sydney Morning Herald* – 'The number of fixed phone lines has remained at 10.7 million since June 2000, but the number of mobile connections has increased from 8 million to 24.2 million over the same period.'

Now, with this growth of mobile devices I can link this into the need for schools to provide support for our young people to become responsible global digital citizens. Here is an opportunity to promote what the school library does by way of developing policies

for classroom and playground use for mobile devices or the library programs that help students develop positive digital behaviours and awareness of their digital footprint.

Strategy 3: gather startling facts (and statements)

With this step it is possible to incorporate strategy 2.

For example, 'In this survey, 86 (12.518 per cent) of the schools reported an annual library budget of less than \$1,000. A further 113 (16.448 per cent) schools reported an annual budget of less than \$5,000. In all nearly a third of the survey participants (28.996 per cent) received less than \$5,000 for their school libraries. Across the whole survey group 45.123 per cent of schools received less than \$10,000 as their annual budget.' (2008, www.chs.ecu.edu.au/portals/ASLRP/report/libraries/annual-budgets.html)

As above, try and support the fact or statement by including the source; this way it is possible to avoid the 'feel good' statements.

Here are some other examples:

Students who know how best to summarise information that they read can perform much harder reading tasks, on average, than those who do not. Students also perform better when they know which strategies help them to understand and remember information, and by adopting strategies to guide their own learning. (OECD 2010)

The statement could be used in the context of promoting school library programs that focus on developing reading and literacy capabilities of students as well as the integration of information literacy programs.

Increasing literacy and numeracy skills had a positive, statistically significant effect on both labour-force participation and hourly wages. Thus, from a policy perspective, if people's literacy and numeracy skills can be improved, then they will tend to achieve better labour market outcomes. (Shomos 2010)

This statement would support the role of the school library in the development of literacy capabilities for every student from an early age through to the final years of formal schooling. For Australian teacher librarians, the connection with the National Assessment Program for Literacy and Numeracy (NAPLAN) is crucial.

The following statement comes from the 2010 *Horizon Report*, Australia–New Zealand edition:

The need for formal instruction in key new skills, including information literacy, visual literacy, and technological literacy, poses a continuing challenge to educational programs. (Johnson, Smith, Levine & Haywood 2010)

An article about the 2010 *Horizon Report*, 'New Media Consortium Horizon Report', was published in *Connections* 74. www2.curriculum.edu.au/scis/connections/new_media_consortium_horizon_report.html

This statement continues to be reported in the *Horizon Report* with variations. The key message is that there is a very strong need for the teaching of information and digital information literacy skills in schools. Educators and policy decision makers need to seriously consider how this can be effectively delivered to every student.

Strategy 4: source quotable quotes

The use of a quote can have a significant impact on readers. It can leave them with something substantial to think about. You can use a quote to add to your email signature, fill a space in a newsletter, post on a blog or tweet, and use as the opening statement for an article – or on a T-shirt.

On 20 December 2010, the business plan for the Australian National Broadband Network was released. Professor Paddy Nixon, of the Digital Futures Advisory Council, stated during an ABC 7.30 *Report* interview, 'Digital literacy, in its broadest sense, is now as important as being able to read and write and to do your sums'. (7.30 *Report* 2010)

It is also appreciated when those in government positions make positive statements. For example, with the announcement of the Australian House of Representatives Inquiry into School Libraries and Teacher Librarians in Australian Schools on 18 March 2010, the committee chair, Ms Sharon Bird, MP, stated: 'Teacher librarians make a significant contribution to the school community in a number of ways, including teaching information literacy skills and providing access to information and resources to facilitate learning'. (Bird 2010)

Strategy 5: find remarkable stories

Stories are a magical way to support a key message. Storytelling is traditionally the way to pass on important information from generation to generation.

Seven successful strategies to develop your advocacy toolkit (cont.)

Capturing the student voice is an absolute must. The findings of the Student Learning through Australian School Libraries project provides samples of comments by students that fit very nicely into the style of writing of 'once I was lost ... now I am found'. (Hay 2006)

Strategy 6: massage the media

Newsworthy events and photo opportunities are all around us. For example:

- author visits
- special events such as Book Week
- new lunchtime activities in the school library
- displays of resources or student work
- new library or different layout.

Your media might be the school newsletter or the school library wiki. Make the most of whatever communication channels are available to you.

When preparing the story ask yourself: Why do I care? Why should anybody care? This will help you to focus on the key message. Your story might provide a list of benefits, solve a problem, outline easy steps to achieve a task, or simply inspire teachers, students and parents.


If you want to get external media coverage then it is best to check with your school administration as to the correct protocol. The same newsworthy events and photo

opportunities could be of interest to your local community and be a way of promoting the school and the library.

Strategy 7: leverage the network

This strategy connects well with strategy 6: massage the media.

The list of media exposure opportunities under strategy 6 helps you to link to the professional network so you are never alone. For example, you can connect with the collective wisdom of professional associations who have information available to help you with your advocacy efforts.

Also, don't be afraid to leverage the social network – Twitter, Facebook, Ning and LinkedIn. Your message needs to go viral. Identify those who share your goals and those who are willing to support your efforts, and then make the connections. 

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Personal learning network put to great advantage

Two teacher librarians from Mooroopna Secondary College (MSC) share their experiences of the Personal Learning Network (PLN) program, run by the State Library of Victoria (SLV) and the School Library Association of Victoria (SLAV).

Leonie Dyason's learning journey

The PLN gave me a safe and supported place to begin my exploration into Web 2.0 and a process to increase my contact with other educators. Blogging was to be my assessment tool, and posts every week covered the tools and resources to which we were introduced. We wrote about how the tools might be used to enrich student content through the course. I had always dabbled with reading other educators' websites and blogs and was finding lots of inspiration, but this was the first time I had actually published to the web – an unknown audience. Emails to my colleagues on good resources, and conducting eLearning PD formed my experience at MSC, but blogging had a different feel. I found it so rewarding that I encouraged the whole library team to undertake the next PLN program – which they did. Two of my library team have completed a second PLN because of new tools in the following program, and

I have now learnt more from them. We currently have a couple of teachers undertaking the program and I look forward to the new developments they too can teach me.

The Web 2.0 tools I use give me control over the amount of information I want to read. Google Reader allows me to locate all my favourite sites in one place, and I can now sort and delete the posts by the tags I make up – just like cataloguing. Twitter allows me to ask/send to a community of educators an idea or link. I can now follow a conference or event through Twitter hash tags via TweetDeck, and keep up with the good ideas coming out of professional development happening anywhere in the world – I can even do this on my phone. Blogging allows me to organise my ideas and store handouts on a topic in one area – on a cloud somewhere – where it is always available to me.

So with all these out-sourced free tools doing my organising I then ventured into the creative Web 2.0 tools. Web 2.0 tools such as Wallwisher (good way to pre- and post-test students' knowledge) and Animoto (slides that make short movie clips) to enhance the products and assessments for students – are more fun than Word. I also

Personal learning network put to great advantage (cont.)

encourage private class blogs or wikis at MSC to encourage student writing 24/7. I was surprised at the reluctance at first, especially from students, but now things are moving along. They now value their authentic audience.

Rachel Fidock's learning journey

The PLN is almost a rite of passage for Web 2.0 users in education. I was a 2010 participant and feel it was the most worthwhile 12 weeks of my professional life. I know this sounds over the top, but the networks I joined and the Web 2.0 tools I learnt to use and apply in an educational setting have stood me in good stead to date. It was surprising to me, but the most rewarding network that I created during the PLN program was within my own college. The course enabled me to make connections with various staff members from different key learning areas. We often talk about what Web 2.0 tools we are using or have come across. It is also valuable to know the experts in certain areas, such as Adrian Camm in gaming, and who to follow on Twitter. Furthermore, the mentoring provided during the 12-week program is priceless. Thanks to the PLN program, I am now the coordinator of *Bright Ideas*, a blog by the School Library Association of Victoria and the State Library of Victoria, something I would not have had the knowledge or confidence to undertake prior to the program.

How the tools are used

In the library

Since the PLN program, we have been able to apply many Web 2.0 tools to promote and support our website, MSC Library. This year, our year 7 library orientation had an overhaul, thanks to the 12-week program. We created a Google site for the orientation that was up on our interactive whiteboard, where a Glogster poster linked to MSC Library, our blog, *MSC's Licorice Allsorts*, and a YouTube video to help explain the Dewey decimal system (which was later tweeted about to share with other teacher librarians). On the Google site we had a page of Vokis asking students questions about the library and its services. The Vokis were a hit with both students and staff. During the orientation we also showed the library's book trailers created with Animoto. The images, sounds, and ICT that many students are familiar with engaged them throughout the session. [NB: if this sounds like a foreign language, you will speak it once you have done the PLN program.]

We also created three author windows near the reading area using Web 2.0 word clouds originally from the sites Tagxedo and Wordle. We got a local firm to make the vinyl lettering of authors' names in the fiction area and now have great windows into the video room which everyone likes.

Team teaching

English teachers seeing Animoto were keen for students to use the video-creating tool to present their understanding of a text. They asked MSC's library staff to come into their classrooms to show them and the students how to use this tool. A media teacher also saw the benefits of Animoto and asked the library staff to show his students how to use it to create a video on cybersafety. Any Animoto book trailer made by students, with permission, is uploaded onto our library blog.

Troubleshooting in classrooms


The knowledge gained during the 12-week program provides us with the confidence to help teachers and students troubleshoot issues they may be having with Web 2.0 tools. As well as going to classrooms, we help students with ICT problems in the library during class time and at lunchtime. It is great when a student nearby to our troubleshooting hears what we are doing and knows the answer.

Approaching, and being approached by, staff

The PLN gives you the confidence to approach staff members in the college to suggest Web 2.0 tools to use in their classrooms, and most staff now feel that they can come to us for advice and assistance. For example, Rachel has:

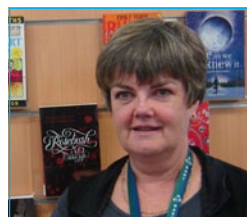
- suggested to an art teacher teaching a unit on impressionism that Google Earth would be a fantastic tool to 'take' students to Giverny in France to show them the gardens that inspired Monet
- been approached by an English teacher wanting to use Google Earth to trek a character's journey in a novel and present this to the class, but not knowing how to do it
- suggested to an art teacher that Animoto would be a good way for students to present their knowledge of a topic through key words and images.

Overall

We are more confident, professional teacher librarians since undertaking the PLN program. It has provided us with the knowledge to continue our education in things Web 2.0, and the ability to network on various scales. It takes 12 weeks, but will stand you in good stead for the rest of your career. 

Links to sites mentioned:

Animoto – http://animoto.com	MSC Licorice Allsorts – http://libmsc.global2.vic.edu.au
Bright Ideas – http://slav.global2.vic.edu.au	PLN program – www.slv.vic.gov.au/node/3600
Glogster – www.glogster.com	SLAV – www.slav.schools.net.au/slav.html
Google Earth – www.google.com/earth/index.html	SIV – www.slv.vic.gov.au
Google Reader – www.google.com/reader	Tagxedo – www.tagxedo.com
Google Sites – www.google.com/apps/intl/en-au/business/sites.html	TweetDeck – www.tweetdeck.com
MSC Library – http://sites.google.com/site/msclibraryonline	Twitter – http://twitter.com
	Voki – www.voki.com
	Wallwisher – www.wallwisher.com
	Wordle – www.wordle.net
	YouTube – www.youtube.com



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Educational Lending Right School Library Survey



Australian Government

Participating in the ELR school library survey is an opportunity to support Australian book creators

What is ELR?

ELR is an Australian cultural program administered by the Office for the Arts, Department of the Prime Minister and Cabinet.

SCIS manages the ELR survey on behalf of the Office for the Arts. The ELR survey collects data to calculate 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 support and assist book creators and publishers so that they can continue to produce Australian books.

Who is invited to participate in ELR?

600 schools across Australia are selected each year to participate in ELR. These schools have over 100 enrolments, are from all sectors and use library systems compatible with ELR software.

When is the ELR survey conducted?

Schools will be approached in September and data files required by November.

How do schools participate in ELR?

Follow simple instructions to provide a data file report or a backup file from your school library management system. Previous participants report it to be a very quick process. And then the survey is done!

Australian book creators acknowledge the value of the payments they receive as a result of the ELR school library survey.



Justin D'Ath says:

Whenever I receive emails from children who've read my books, I ask where did they get them? Ninety per cent come from school libraries. If it wasn't for ELR, I couldn't afford to be an author. www.justindath.com



Doug MacLeod says:

Most of my work sells into schools. Quite simply, the ELR money helps me - perhaps even enables me - to keep writing. Thank you, ELR, for the support over the years, and for supplementing the income of those writers.



Marianne Musgrove says:

Contrary to popular belief, authors aren't rich (sadly!). ELR payments are a key factor in my ability to keep working as a full time writer without having to take on unrelated work. ELR means more stories for kids. www.mariannemusgrove.com.au



Michael Salmon says:

I've been writing and illustrating books for Australian children for now 39 years. I also spend many months each year visiting schools around the country, talking to students, urging them to explore their own creativity. The ELR has provided me with funds which allow me to continue in this delightful profession; it is an essential factor in my yearly income. I am most grateful for this support. www.michaelsalmon.com.au



Diana Lawrenson says:

I'm glad my books are in libraries where they can be borrowed multiple times for free. But it's equitable for the books' creators to receive some recompense for lost sales. ELR recognises both this and the ongoing value of my work. It allows me to keep writing. www.dianalawrenson.com

ELR – Encouraging the growth of Australian writing and publishing

 www.esa.edu.au/scis/elr.html

 elr@esa.edu.au

 03 9207 9600 or 1800 337 405
(freecall outside Melbourne metropolitan area)



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SCHOOLS CATALOGUE
INFORMATION SERVICE

ELR means
more stories
for kids

Ten reasons why Google can't replace learning!

A few months back, I was chatting with an enthusiastic web surfer about the state of education and how different it is today compared with many moons ago when I was in school. I nearly flipped out, though, when I heard the comment: 'Kids today don't need to learn – they can just google it!'

At first I thought I was hearing things, so I questioned for clarification. Initially my problem was with the little words – 'need to' and 'can'. While I accept the sentence 'Kids today don't learn – they just google it' as being an oft-times-true if not sad state of affairs, I just couldn't handle that this computer guru, a parent of young school children, was seriously thinking that googling information could replace learning!

How could a parent today think like this? Why would you bother sending your children to school at all if this was your working assumption about the daily learning process? And more than anything else, is this kind of statement a reflection of the paucity of information we, the gurus of education, are sharing with the parents of the children we teach?



3d puppet, holding big magnifier
by Crystaljingsr

www.flickr.com/photos/40780016@N02/3915512820


I admit to being stymied by this comment and it's taken me a while to get a handle on how to respond. But, after some heated discussion and even more heated thinking, I've come up with the following thoughts, thoughts which strangely have tumbled out as lots of questions:

- 1 Try replacing the word 'Google' with 'look it up in books'. Books came before Google. Were books the panacea of all learning? Did the students of yesteryear 'learn' just by reading about it?
- 2 Do answers to questions found on Google put knowledge into your head? Is the sum total of our knowledge just facts picked up and stuck together? If facts are just picked up at random by googling answers to questions, how does one 'learn' to associate facts in categories, let alone hierarchical categories?
- 3 If we are to just rely on Google, how do students know the direction in which to search? Do they guess? Do they randomly shift from one topic to another?
- 4 How is it possible to know when enough is enough? How can a student judge or measure the depth of information retrieved on a Google search? How can it be determined whether one or 20 websites are sufficient to ensure all aspects of a subject or topic are learned?
- 5 What about the authenticity or validity of websites? Can just googling guarantee the currency and accuracy of information? Are all websites snared on Google legitimate and reliable?
- 6 Surely the very act of googling is dependent on prior knowledge. Isn't knowledge a sum of information learned? Doesn't that mean that learning is inherent to being able to google?
- 7 In the model of 21st-century learning, students are active learners. Is the process of running a Google search an active or passive activity? If, as suggested, kids no longer need to learn but can google it, are they being active learners?
- 8 Lots of information is retrieved from a Google search. It doesn't necessarily provide explanation to an inquiring mind. How will this information be internalised?
- 9 Are our minds just empty vessels waiting to be filled with facts? Has the sci-fi in which information is downloaded to our brains become a reality?
- 10 Are a mass of facts equivalent to knowledge, to learning? Indeed, what is the meaning of learning and how best is learning achieved?

Clearly Google has much to offer. It enables ready access to a massive store of information. But it is just that, information.

Students cannot be expected to make sense of all the information at their fingertips without the structure, guidance and expert advice offered by educators in our schools. The completion of highly structured activities and exercises designed by teachers enables students to analyse and synthesise information retrieved by Google searches. This process, which ensures that facts are internalised, is the crux of education. It is our skilled teachers who provide a framework for learning. It is they who design and present learning experiences in logical sequences, ensuring that learning is achieved in a hierarchical order. Contriving opportunities for students to discuss, manipulate, experiment and explore sourced facts creates an environment conducive to learning. Providing instruction and direction, as well as inspiring in our students the joy of learning, is a major role of our teachers.

So what is the meaning of learning and how best is learning achieved?

Learning is the acquisition of knowledge and skill. Just knowing facts does not enable our doctors to perform intricate heart operations or develop new vaccines, nor does it enable our engineers to construct bridges, nor our architects to design buildings. Structured learning within the framework provided by our schools is the best way learning can be achieved. 



Bev Novak

Bev is currently working as a teacher librarian at Mentone Grammar School (Victoria) and is


Former Head of Library at The King David School (Victoria).

This article is reprinted from her blog NovaNews, <http://novanews19.wordpress.com/>

The evolving role of the school library and information centre in education in digital Europe

The purpose of the research is to study the evolving role of the school library and information centre (SLIC) in primary and secondary education in digital Europe, not only in countries where schools have reached an advanced stage of usage of digital technology in education, but also in less advanced schools. This international research provides a bridge between two different disciplines – Comparative Education (Sociology) and Library and Information Science (LIS) – and attempts to provide information to both the educational and library communities throughout Europe regarding the role which SLICs play in the emerging educational global landscape and to determine whether or not these traditional, digital or virtual SLICs, and the work of the school librarian and information specialist, influence the quality of education and improve children's learning outcomes at different levels.

First of all, the study examines a sub-matrix known as the KILM (Kalsbeek Information Literacy Matrix), which was developed as part of an educational matrix between 1997 and 2008 at the Kalsbeek College in Woerden, the Netherlands. The educational matrix attempts to introduce and implement educational reforms, ICT (information and communication technologies) usage, educational technology and new forms of learning throughout the school in an orderly fashion while maintaining a high level of educational quality. This sub-matrix (KILM) identifies the role of the SLIC during the application of the educational matrix.

The study then looks at success criteria which became apparent during the application of the sub-matrix and asks whether it would be possible to apply similar strategies to other school libraries and information centres, firstly at Dutch national level and then in school libraries throughout Europe. The staffing, facilities and conditions varied greatly in school libraries and information centres that were studied; however, thanks to the willingness of teachers, school librarians and (school) library associations to share information and data, it has become possible to identify common problems and to present some solutions. 



Dr Helen Boelens

Dr Helen Boelens, founding mother and board member of ENSIL was awarded the degree of Doctor of Philosophy from the Middlesex University

School of Arts and Education on 17 December 2010.

The full version of her thesis is available from http://eprints.mdx.ac.uk/7329/1/BoelensThesis-Final_2010.pdf.

The poster is a gift from Dr Helen Boelens to all those people who helped her with her doctoral research by providing data and information. The poster comes in different sizes: A4 and A3. It can be used either digitally, or can be printed off at a local print shop. The poster is designed by Toon Joosen from TOON concept, art direction & design in Breda, the Netherlands.

The poster is available from www.ensil-online.org/site.

Website reviews

100 incredibly useful YouTube channels for teachers

www.onlinecollegecourses.com/2010/10/20/100-incredibly-useful-youtube-channels-for-teachers

As the title conveys, this website provides links to some stunning video footage, albeit more suited to secondary teachers. The sites are grouped by educational subject areas and range from the Smithsonian Museum to the Royal Opera House.

SCIS no: 1508505

Bill Nye's climate lab

www.billsclimatelab.com

Appealing graphics and video, combined with entertaining missions and activities, offer students an insight into a variety of ways to reduce energy consumption and to further their understanding of climate change.

SCIS no: 1509709

Supporting literacy and learning

<http://schools.natlib.govt.nz/home>

Created by the National Library of New Zealand for NZ schools to help develop their school libraries, this website contains information pertinent for all teacher librarians. Comprehensive content is grouped into four areas: Developing your library, Creating readers, Maori learning environments and 21st-century literacy and inquiry.

SCIS no: 1504614

Bringing data to life in the classroom

www.abs.gov.au/websitedbs/cashome.nsf/Home/Entry+Page.es

Focusing on 'bringing data to life in the classroom', this educational website from the Australian Bureau of Statistics achieves this aim by using online video tutorials, student puzzles, wide-ranging library resources and offering specific resources for teachers.

SCIS no: 1414656

Essay writing

www.jcu.edu.au/tldinfo/writingskills/essay

James Cook University has formulated an easily understood introduction and checklist for students to enhance their essay writing techniques and structure. The site is applicable to senior secondary students, particularly as a teacher-directed classroom series of lessons.

SCIS no: 1437848

Explore, play, discover: websites and activities

www.exploratorium.edu/explore

Key science and mathematics concepts are explained on this innovative and absorbing site that encourages students to explore a range of topics. Topics include geometry, navigation, astronomy, sound, seasons and living things.

SCIS no: 1509705

HMAS Sydney: Western Australian Museum

<http://wamuseum.com.au/sydney>

The sinking of HMAS Sydney (II) in 1941 remains Australia's greatest naval tragedy. This award winning site features the history of the ship, a timeline of events, gallery, oral histories and a bibliography. Students are catered for with a series of activities and teachers have material linked to the national curriculum.

SCIS no: 1508561

Information literacy

www.webs.uidaho.edu/info_literacy

The University of Idaho has developed a seven-module information literacy course suitable for undergraduates and senior secondary students. Modules include information, topics, searching, locating, evaluating, sharing and the UI Catalog. The online self-marking multiple-choice quizzes at the conclusion of each module are a feature.

SCIS no: 1509713

LibraryThing: catalog your books online

www.librarything.com

Just the site for teacher librarians and other bibliophiles, this website allows users to catalogue their personal collections online using data supplied by Library of Congress, Amazon and 690 associated libraries. Users can then join over a million members in what has been described as 'Facebook for books'!

SCIS no: 1509781

Microsoft Australia education – teacher tools

www.microsoft.com/australia/education/teachers/teachertools/free-tools.aspx

The broad range of Microsoft products suitable for teachers to use are explained in depth here using video and documents. Relevant software guides include Bing, Office, Windows 7, OneNote, Windows Live Movie Maker and Office Web Apps.

SCIS no: 1509784

Online books, poems, short stories – read print library

www.readprint.com

Thousands of public domain classic novels, non fiction, poems and short stories are available free of charge from this searchable website. A personal computer is suitable to read the books, with no special software necessary. The page layout can be a little 'busy' however.

SCIS no: 1470132

StaySmartOnline

www.staysmartonline.gov.au

Applicable to most internet users, this Australian Government website is a relevant tool in schools to heighten awareness of the steps students, teachers and parents can undertake to help protect financial and personal information in an online world. *The Budd:e E-security Education Package* modules for primary and secondary students are particularly relevant.

SCIS no: 1354468

Warren McCullough's web stuff – ICT supporting the curriculum

www.wazmac.com/index.html

Teachers interested in most aspects of integrating IT into the curriculum will find a plethora of pertinent information on this Australian website. The main subsections feature school technology news, intranet use, servers and network information, software and ICT planning for schools.

SCIS no: 1509813



Nigel Paull
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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 addresses of these sites may not be permanent.

The Hub: campaign for quality school libraries in Australia

Members of the small but active group who have been lobbying since 2007 for action on declining teacher librarian numbers are pleased that former Minister for Education and now Prime Minister Julia Gillard responded in 2010 with a request for a federal inquiry into school libraries and teacher librarians.

The group was frustrated with the lack of action as Australian schools lost at least one third of their qualified teacher librarians over the past 15 years. A group of parents, authors, academics and teacher librarians formed The Hub: campaign for quality school libraries in Australia. An article about The Hub's formation was published in *Connections* 69, www2.curriculum.edu.au/scis/connections/issue_69/the_hub_1.html.

We needed, and still need, to let the public know how inequitable school library services are in Australia. The 3,017 new and refurbished Building the Education Revolution (BER) library buildings are only bricks and steel without staffing to provide quality services.

Northern Territory remote schools have no teacher librarians. Western Australian primary schools do not require teacher librarians. Tasmania, Victoria and the ACT count teacher librarians as part of teaching staff, may or may not have a teacher deployed in the library, and do not require that a teacher be a teacher librarian. Fifty per cent of teacher librarians have been lost in these states and territories. As many as nine out of ten public primary schools in Victoria have no teacher librarians. Queensland appoints teacher librarians but does not require them to be in the library. By 2008 in South Australia 28 per cent of primary schools had no teacher librarians. Now that SA school staffing has been placed in the hands of principals, at least seven secondary teacher librarians have lost their positions or have not been replaced upon retirement. In one case there is no longer a library!

Principals, no longer required to staff teacher librarians as 'additional to the establishment', are being constrained by inadequate budgets or staffing points to downgrade school library staff to library officer or even clerical positions.

Since the early 1970s in New South Wales all but the smallest primary schools have been staffed with trained teacher librarians. While too often used for teacher relief planning

time, they nevertheless are professionally trained in collection management, literacy support, leadership, collaborative teaching and other unique teacher librarian professional skills. However, The Hub has new information which suggests that there could be dozens of unfilled positions in NSW or positions filled by untrained teachers, some of this due to national partnership agreements.

In October 2009, The Hub launched an online petition to the then Minister of Education, Julia Gillard, for a federal review. In November the petition, with 1,600 signatures, was presented through federal MP Sharon Bird, then Chair of the House Standing Committee on Education and Training. (As of June 2011 it had over 2,980 signatures.) In March 2010, Sharon was able to report that Julia Gillard had asked for an inquiry into school libraries and teacher librarians. The teacher librarian community was jubilant, though somewhat astonished to learn we had only five weeks to make submissions!

Nevertheless, we met the challenge and by using extensive teacher librarian networks, 382 submissions were received by the inquiry committee. Hearings were held in every capital city. The Hub was called to the first hearing in Sydney. The Australian School Library Association was a witness at two hearings and actively followed the others. They have also been called to extra hearings with the reformed committee following the federal election of 2010. Submissions and transcripts can be found at www.aph.gov.au/house/committee/ee/schoollibraries/index.htm.

The committee did its homework and asked the important questions about the end of state agencies, the closure of training programs, funding, staffing statistics, guidelines and standards, ICT in the changing role of teacher librarians etc.

We hoped their recommendations would include, but not be limited to:

- the collection of data nationally on school library staffing, funding and scheduling
- national standards for school libraries
- inclusion of the role of teacher librarians in supporting literacy and information literacy in the national curriculum
- a clearinghouse of research to guide principals and education authorities in best practice for excellence in school libraries

- support for an increased number of teacher librarian training positions in university programs
- the development of a new funding model to ensure that there is a teacher librarian in every school.

Following the 2010 election, the new Minister for School Education, Early Childhood and Youth, Peter Garrett, instructed the restructured Education and Employment standing committee to finalise its inquiry report. On Monday, 23 May 2011, the report was tabled in parliament. The report is available from www.aph.gov.au/house/committee/ee/schoollibraries/report.htm.

The present committee chair, Amanda Rishworth stated, 'The committee was struck by the passion and enthusiasm that teacher librarians have for their profession. We hope that this report goes some way toward highlighting the issues faced by school libraries and teacher librarians, and showcases the valuable contributions that they make to educational outcomes in schools across Australia.'

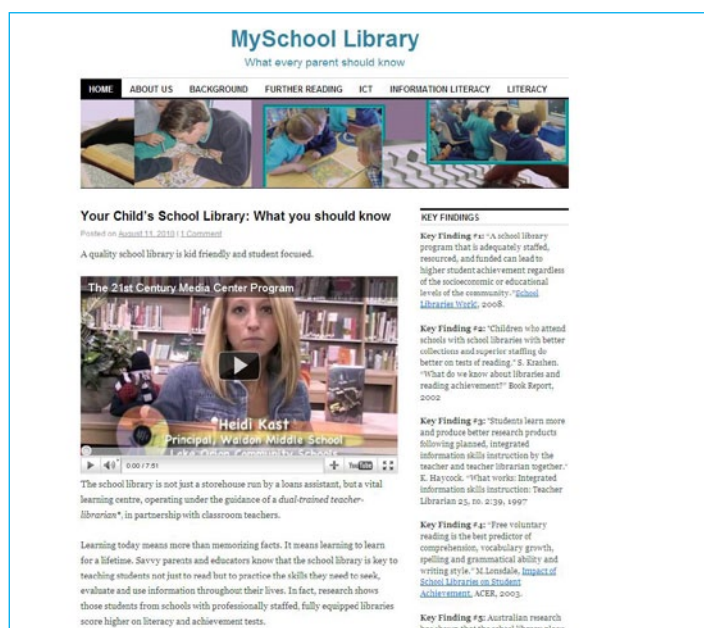
We welcome recommendations that My School include library data, that we develop a national digital and information literacy policy and for Australian research into links between school library programs and student literacy and academic achievement, similar to the more than 60 international studies which confirm this.

While it recognises the valuable role of qualified teacher librarians in literacy and learning, and the many issues contributing to the extinction of the profession, the report's 11 recommendations don't go far enough.

The questions of new national standards, funding, and training are sidelined, left to MCEECDYA to establish a national dialogue.

The government has three months to respond to the report. So lobbying must continue for inclusion of the role of teacher librarians in supporting and implementing the national curriculum, in leadership training, for grants tied to staffing for BER libraries, and for scholarships to increase teacher librarian tertiary places. Lobbying must continue in all states and territories, especially Victoria and NSW following their changes of government, and in South Australia in light of its recently changed teaching award. A concerted national effort is needed in response to the report.

The Hub: campaign for quality school libraries in Australia (cont.)



MySchool Library website

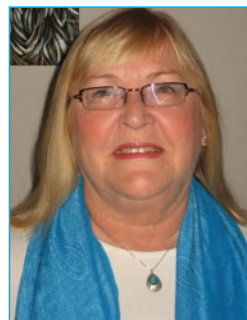
As MP Mike Symon stated in parliament when the report was tabled 'We found that private sector schools overall greatly valued teacher librarians and used teacher librarians as a selling point to attract parents to their schools. It was a fairly simple argument that they put

to us, and it came from many sources: having teacher librarians in our schools improves our results.'

If we are talking about equity, I know we agree that ALL Australian students, not just those in elite schools, deserve professional school library services run by professionally trained teacher librarians.

Toward this end, The Hub has also created a website to inform parents about quality school library services, My School Library, <http://myschoollibrary.wordpress.com>, and is working on a site to help inform teacher educators and principals on working with, developing and supporting quality school library services. This will be launched at the July ALEA conference in Melbourne.

The Hub petition can be found at www.gopetition.com/petitions/a-qualified-teacher-librarian-in-every-school.html. The Hub: campaign for quality school libraries in Australia is located at <http://hubinfo.wordpress.com>.



Georgia Phillips
Co-founder, *The Hub*
NSW, Australia

Lobbyist for school libraries Georgia was a teacher librarian, school library consultant and project officer for more than 30 years in NSW. She is currently an adjunct lecturer at Charles Sturt University in its School of Information Studies.

New and revised subject headings

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

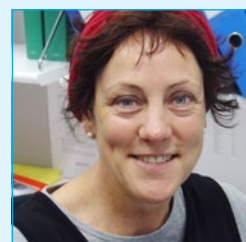
In the summary lists, headings are marked with:

- * Existing allowed headings which have been updated with changes to references or notes
- A Headings which were previously USE references but are now headings in their own right
- D Deleted headings
- N New headings
- U Previously allowed headings which have become USE references

Summary list

- N Amiga (Computer)
- N Apple II (Computer)
- * Assassination
- N Assault
- N BlackBerry (Smartphone)
- * Capital punishment
- * CD-ROMs
- * Computer-aided design
- * Computer-aided manufacture
- * Computer-assisted testing
- N Computer applications (Subdivision)
- * Computers
- * Crime
- * Crimes against the person
- D Data processing (Subdivision)
- * Data tapes
- * Digital cameras
- N Digital media players
- * Digital recordings
- * Digital video recording and reproducing
- N E-book readers

- * Educational technology
- * Elearning
- * Electrocutation
- * Electronic data processing
- * Extortion
- * Family violence
- U Guillotine
- N HP iPAQ (Pocket computer)
- A Industry – Computer applications
- * Information storage and retrieval systems
- N Interactive whiteboards
- N iPad (Tablet computer)
- N iPhone (Smartphone)
- N iPod (Digital media player)
- * Kidnapping
- N Kindle (E-book reader)
- N Laptop computers
- N MacBook (Laptop computer)
- * Microcomputers
- * Mobile phones
- N MP3
- * Murder
- * Peripheral devices (Computers)
- N Pocket computers
- * Political crimes
- N Portable computers
- * Rape
- * Sex crimes
- N Smartphones
- N Tablet computers
- * Testing – Computer applications
- * Violence and non-violence
- * Visual display units (Computers)
- * Wife abuse



Pam Kadow
SCIS Cataloguing Team
Leader
Education Services
Australia

Social media and ICT in schools

Using social media to reach your community

Educators are joining an increasing population of people using social media. A recent US survey found that 61 per cent of teachers, principals and librarians are active in at least one form of social media. Principals are using social media such as Facebook and Twitter to share good news stories, promote school events and provide links to local newspaper articles, videos and resources connected to student learning, building a sense of community and parental involvement. These forums also provide an insight into student thoughts and feelings, which can now be considered when discussing teaching and learning. At many schools, however, teachers have had their attempts at using social media blocked by school firewalls. These schools are wary of introducing social media for fear of cyberbullying or inappropriate postings. Schools looking to embrace social media may want to take some precautionary measures before proceeding. For example, observe what other principals are doing to get an idea of what information is being shared; obtain signed media release forms from families when using photos or videos of students; and keep the school community informed about the purpose of the social media efforts.

The full article by William M. Ferriter was in *Educational Leadership*, vol 68 no 4, December 2010, pp 87–88. This abstract was published in *Curriculum Leadership*, vol 9, issue 5, 4 March 2011.

Facebook and other Pandora's boxes

Facebook, like other social networking tools, offers potential benefits for schools and school libraries. It can be a very helpful way to connect with parents and students, for schools or individual teachers. Working with Facebook provides professional learning about technologies used by students. School libraries can use it for book promotions, and reference and news services (eg see advice from David Lee King for ideas). Suitable use of Facebook also allows a school to model good digital citizenship to students. However, when using it, schools and libraries need to put in place educational and procedural measures to safeguard their interests and the interests of students. Schools need to

establish guidelines and a code of conduct covering all online communications related to the school. These guides should cover expectations of interpersonal behaviour and procedures regarding cyberbullying. It is often recommended (eg by Education Queensland) that teachers do not 'friend' students on Facebook, and teachers need to be generally circumspect about their online profile. Facebook's privacy procedures are complex, changeable, and influenced by commercial interests. The surest way to protect privacy is not to upload any information that is personally sensitive or personally identifiable. Students should be alerted to the concept of the digital footprint and to the dangers posed by passwords that are easily hacked by peers, by forwarding of individual or group emails, and by businesses that collect data online and offline. Further advice is available from sources including EFForg: www.youtube.com/watch?v=TGkUA84ftYU; Nilay Patel on Engadget: www.engadget.com/2010/07/13/how-to-effectively-manage-your-facebook-privacy-settings-with-1/ and David Lee King: www.davidleeking.com.

School filters to control Facebook use may be undermined through students' use of smartphones, or by websites advising how to bypass filters and other 'nanny software'. School filters may also block educational sites. However, not having a school filter increases a school's responsibility to monitor school-based online activity. Intellectual property issues also need consideration, especially as Facebook 'essentially owns all user data'. An effective school or library Facebook account also requires interest from students, and time from staff. Alternatives to Facebook include chat and forums on protected intranets. Parents should be encouraged to monitor their children's use of social media, for security and to prevent the erosion of study time. The author also examines the general social impact of Facebook.

The full article by Anne Weaver was in *Access*, November 2010, pp 24–32. This abstract was published in *Curriculum Leadership*, vol 9, issue 5, 4 March 2011.

Student capabilities and attitudes towards ICT in the early years

A recent study has examined young students' involvement with information and communication technology (ICT) at

home and at school. The study focused on 187 children aged 5 to 8, in Reception to Year 3, at two South Australian primary schools. It examined the students' use of and attitudes toward ICT, and their technological capabilities. At both schools just over half the students came from a non-English-speaking background. One school mainly served disadvantaged students, the other served a relatively prosperous community. The higher socio-economic status (SES) school had a higher percentage of students who owned and used ICT at home, and the students at this school had more access to online games that required purchase or subscription. These students possessed more technological knowledge and skill, used ICT more at home for schoolwork, and had a more positive attitude toward using it in the school environment than students at the low-SES school. The teachers at the higher-SES school possessed a higher level of technological skill than teachers at the other primary, and they had a broader grasp of how ICT could be used to help students learn. They encouraged more creative use of computers for learning purposes, involving their students in the design, production and critique of multimodal texts. At this school 90 per cent of students reported that they found it fun to learn with computers. By contrast, the teachers at the lower-SES school assigned less challenging tasks in which ICT was used for software drills or to access the internet. At this school 48 per cent of students reported that computers make learning fun. These results therefore highlight the connection between the level of teacher skill, knowledge and confidence in using ICT, and student attitudes toward technology. Generational labels such as 'millennials' conceal the significance of these issues.

The full article by Ruth Geer and Trudy Sweeney was in *Australian Educational Computing*, vol 25, no 1, July 2010, pp 18–24. This abstract was published in *Curriculum Leadership*, vol 9, issue 5, 4 March 2011.

The interactive whiteboard: tool and/or agent of semiotic mediation

The interactive whiteboard (IWB) consists of a data projector, computer, touchscreen and peripherals, and offers a range of computer functions. Internationally a number of education systems plan to invest heavily in IWBs as an aid to learning, and

producers and distributors of these devices promote them extensively as a means to engage students. The role of the IWB has recently been explored as part of a research project at a large non-government school in south-western Sydney. The school, recently renovated, aimed to create a high-tech, collaborative learning environment. The three researchers interviewed the school executive and teachers, and observed classes. The article describes one lesson in a year 3 classroom, conducted by an experienced teacher. A game on the IWB engaged children intensely in the construction of 'silly sentences', with arbitrary juxtaposition of nouns, verbs and other words, vividly depicted by images on the board. The IWB activity was non-linear, allowing many options for sentence construction, which probably added to its appeal. The class then turned from the IWB, as the teacher asked students to make meaningful sentences from words on cards, which were colour-coded according to their grammatical role. This activity was accompanied by class discussion about grammar. This work was the core learning component of the lesson, but children grew restless and wished to refocus on the IWB. In the next part of the lesson they did so, but their participation was 'overwhelmingly action-oriented'. The researchers concluded that the IWB, while intensely engaging, distorted the pacing of the lesson and the relative importance of its components. In this sense it 'encroached upon' aspects of pedagogy that are normally


the province of the teacher. Designed for the US education environment, in which grammar tends to be taught in isolation rather than in relation to whole texts, the IWB lends itself to a curriculum that focuses on 'discrete skills and bite-sized knowledge'. In this sense it is similar to a range of commercial texts, worksheets, and drill and practice games. Further research should explore how best to align the use of the IWB with core learning goals in the literacy lesson.

The full article by Pauline Jones, Lisa Kervin and Sophie McIntosh was in *Australian Journal of Language and Literacy*, vol 34, no 1, February 2011, pp 38–60. This abstract was written by the *Curriculum Leadership* team and published in vol 9, issue 10, April 2011.

2011 Australian School Library Survey

In March this year Softlink invited 9,786 schools across Australia to detail their school library budgets, library staffing levels and NAPLAN literacy results. Approximately 13 per cent of schools responded. A range of results are reported and compared to those from the 2010 survey. The current survey found that primary school libraries receive significantly less funding and staff allocation per student than secondary schools. In the last year four out of five school library budgets have fallen or remained unchanged. One in six schools had decreased their library budget by more than 10 per cent in the last 12 months. Larger government schools had

significantly less staff allocated to the school library than larger Catholic and independent schools. There was a significant correlation between a school's NAPLAN reading literacy score, budget and library staff allocation. In general, low-performing schools allocated 30 per cent less to the school library budget than average schools. High-performing schools allocated an average of twice as much to the school library budget as average schools.

Adapted from publisher's description, which is linked to the full report online, www2.softlinkint.com/?au/softlink-australian-schools-survey. 

These abstracts were published in *Curriculum Leadership*.

To receive the weekly electronic journal, register at www.curriculum.edu.au/leader/email_alert_registration.102.html.

The abstracts are reprinted here with permission.

Arab Gateways: challenging stereotypes, strengthening connections

Arab Gateways: A resource kit for Australian students and teachers introduces the diverse cultures, environments, histories and economies of the Arab region, defined as the 22 countries of the Arab League.

Funded by the Department of Foreign Affairs and Trade through the Council for Australian-Arab Relations, the kit consists of a 96-page book and accompanying DVD that has been sent to all secondary schools for the start of Term 3.

The book is structured around five inquiry units:

- Diversity and change
- Sustainable water use
- Lines in the sand
- Global exchange
- Different lens.

The units are supported by student activity sheets, over 90 minutes of short films, web links and an interactive section, all available on the accompanying DVD and at www.arabgateways.edu.au.

The short films feature young people from the region talking about topics ranging from culture, perceptions and access to water. The interactive section, *Arab Explorer*, has a clickable map with facts and statistics to engage students in their own inquiries, a quiz, and a game matching flags to countries.

The resource kit provides many opportunities for developing understandings, challenging stereotypes and strengthening connections between Australian students and people from the Arab region and is especially useful for Years 8–11 history, geography and economics teachers and students.

Arab Gateways will be supported by a series of professional learning activities administered by the Australian Federation of Societies for Studies of Society and Environment (AFSSSE). See their website www.afssse.asn.au for more information.

SCIS is more...

Enhanced content in SCIS OPAC

SCIS has taken out a subscription with Thorpe-Bowker, www.thorpe.com.au, for enhanced content services from Syndetics Solutions and LibraryThing for Libraries (LTFL). This service allows bibliographic records in SCIS OPAC to display enriched content from Syndetics including:

- summaries and annotations
- fiction and biography profiles
- author notes
- awards
- books in a series
- reviews from *Bookseller & Publisher*, *New York Times*, *School Library Journal* and other review publications.

Community-generated content from LibraryThing for Libraries includes user tags; links to other editions, translations and similar items; and reviews from the LTFL customer base around the world. If you are registered with LibraryThing, you will be able to add your own reviews through the SCIS OPAC interface and share these for the benefit of all SCIS users.

Reviews, tags and other enhanced content will not be downloaded with SCIS records. We hope you find the additional content valuable for resource selection and that it enhances your discovery of learning resources and fiction in SCIS OPAC.

Some library system vendors have negotiated agreements to provide enhanced content in the local school library system for a small extra charge. Consult your vendor if you are interested in enhanced content services for your local system.

SCIS system upgrade

The Voyager library management system which underpins the SCIS service is scheduled to be upgraded in the third quarter of 2011. The upgrade is tentatively scheduled to commence on 3 October 2011. As this will be a major upgrade, which involves migration to a new server platform, SCISWeb may be unavailable at some time during


this upgrade. We will endeavour to keep disruptions to a minimum and will keep you informed via news postings on the SCIS website, www.esa.edu.au/scis, the SCIS blog, <http://scis.edublogs.org>, and email messages to subscribers. Please ensure that you have a valid email address registered with SCIS so that we can keep you informed; simply log in to SCISWeb, <http://scis.curriculum.edu.au>, and go to 'My Profile' to add or update your email address.

The major benefit of the upgrade for SCISWeb users will be a redesigned and more intuitive online catalogue interface.

Resource description and access

Resource description and access (RDA) is the new standard which is intended to replace the *Anglo-American cataloguing rules* (AACR2). In June 2011 the Committee coordinating the testing of RDA released its report. The Library of Congress, the National Agricultural Library and the National Library of Medicine together with a number of test partner libraries evaluated RDA by testing it within the library and information environment, assessing the technical, operational and financial implications of the new code.

The key recommendation is that RDA be adopted with certain conditions and that implementation not occur before January 2013. The full report, executive summary and responses from the three US national libraries are available on the Library of Congress website at www.loc.gov/bibliographic-future/rda.

SCIS will continue to monitor developments with RDA and will keep subscribers and vendors informed as implementation plans are developed over the coming months. 



Leonie Bourke
Manager, SCIS
Education
Services
Australia

Connections

Connections is a quarterly newsletter produced by the Schools Catalogue Information Service (SCIS), a business unit of Education Services Australia. *Connections* is distributed to all schools in Australia. SCIS is committed to publishing informative and useful material relevant to school libraries, helping library professionals keep up to date with the latest in information services and technology.

Disclaimer

Connections content does not necessarily reflect the views of Education Services Australia, the editor, publisher or printer, or imply endorsement by them. Authors retain copyright of articles and should be contacted for permission to reprint.

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.

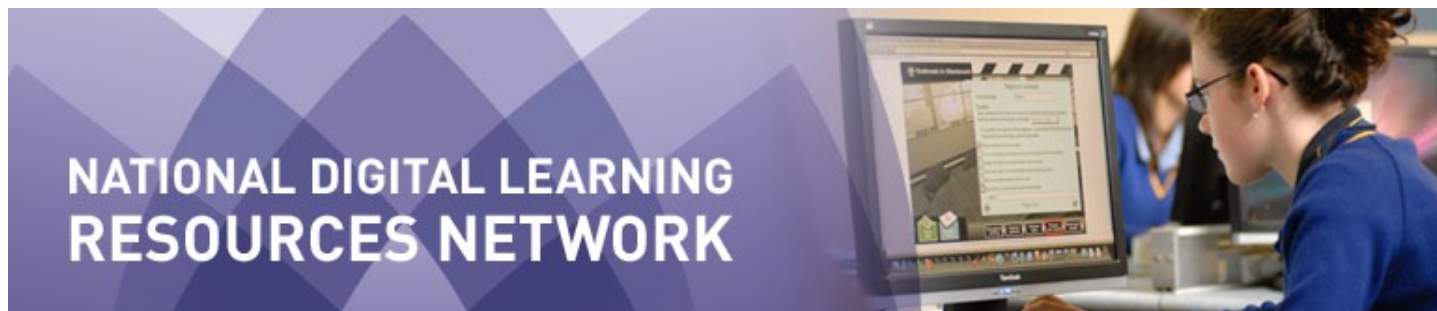
Advertising in *Connections*

Contact SCIS for specifications and advertising rates.

Connections online

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

National Digital Learning Resources Network – new presence, new website



The National Digital Learning Resources Network has incorporated the latest principles in learning design and capitalised on nearly ten years of experience in educational multimedia publishing. Teachers across Australia and New Zealand have been using these resources to improve student engagement and to get in touch with the Digital Education Revolution.

The Network's new website, www.ndlrn.edu.au, draws from the old project website, www.thelearningfederation.edu.au, to provide you with updated information. Please update your bookmarks to www.ndlrn.edu.au.

The website focuses on three main areas of expertise:

- working with jurisdictions
- teaching with digital resources
- publishing resources.

Working with jurisdictions

This section is mostly of value to people who work in, or have an interest in, online educational development at a jurisdiction level. It details how the national sharing of digital curriculum resources between education jurisdictions is carried out – processes followed and systems used. This section also talks about how to prepare digital curriculum resources and create best-practice resources suitable for sharing at a national level, including current standards and specifications.

Australian Curriculum Connect provides a technical approach to assist with implementing the Australian Curriculum. It helps in aligning nationally available digital curriculum resources with the new syllabus. A brief section on Australian Curriculum mapping details how the resources are aligned to the new Australian Curriculum.

Teaching with digital resources

Teachers across Australia have been using our digital resources for quite some time. The good news for teachers is that our resources are now being aligned to the Australian Curriculum as it develops. New resources in the format of tools have also been introduced. These open-ended tools enable teachers and students to create their own learning resources. Resources are also now categorised into teacher resources and student resources.

Of particular interest is the Australian Curriculum resources section that carries a selection of digital curriculum resources as a sample of some of the best resources from the thousands of items made available by the National Digital Learning Resources Network. The sample is designed to assist teachers to find, use and adapt teaching and learning materials that are aligned to the Australian Curriculum subject areas from Foundation to year 10.


Publishing resources

The section on publishing resources includes information about how the Schools Online Thesaurus (ScOT), educational metadata and technical specifications can improve the discoverability of resources both within the national collection and outside it. In addition to licensing and Australian Curriculum information this section provides details on how to publish and share digital resources nationally from an external publisher's perspective.

Discover resources aligned to the Australian Curriculum via Scootle

Scootle, which is one of the access portals developed by National Digital Learning Resources Network, has released a new version that integrates elements of the Australian Curriculum into Scootle.

Scootle has made finding and using resources aligned to the Australian Curriculum as easy as 1 – 2 – 3:

- 1 Browse the Australian Curriculum down to the curriculum content description and elaborations.
- 2 Explore resources that are matched to curriculum content descriptions. The rich resources are quality assured and include activities for students, teacher support materials and interactive assessment resources.
- 3 As you create and save your own learning paths, add content descriptions and relevant resources. 

For access to National Digital Learning Resources Network resources please visit www.ndlrn.edu.au or email info@esa.edu.au



Rohini Mehta
Education Services
Australia

The National Digital Learning Resources Network builds on ministers' investment in The Learning Federation initiative 2001–09. The national digital resource collection, infrastructure and standards have been collaboratively developed and are jointly owned by all education jurisdictions.

Resources for classroom teachers

This page features our most recent or highly recommended professional resources to support teaching practice. Please visit www.curriculumpress.edu.au for a full list of titles and to place your order.

My Place



Series 1
DVD x 4 + Teachers' guide DVD-ROM + picture book
Publisher: Australian Children's Television Foundation
RRP: \$115.00
SCIS no: 1515437
Kit code: KIT000161
Years: 3–9

The *My Place* television series adapts the treasured picture book by Nadia Wheatley and Donna Rawlins. Spanning more than a century, the story is told through the eyes of child characters from various cultural backgrounds, all of whom have lived in the same house near a Moreton Bay fig tree in the decades between 1888 and 2008.

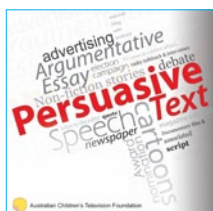
The accompanying teachers' guide supports teachers using *My Place* in the classroom with more than 300 teaching activities organised into history, English and media literacy, and 39 video clips.

It also includes:

- a decade timeline that highlights the history and politics, society and culture, and science and technology that underpin the stories of the children in each episode
- three main themes and 22 sub-themes, including Indigenous perspectives, connected to relevant teaching activities and resources to support individual classroom programs
- behind-the-scenes information, including interviews with Nadia Wheatley (writer) and Penny Chapman (producer), stills gallery, clips bank, production materials and poster
- additional resources and links to relevant content located at other cultural agencies plus hyperlinks to relevant digital curriculum resources and objects from The National Digital Learning Resources Network.

Persuasive Text

A multimedia approach to teaching and learning



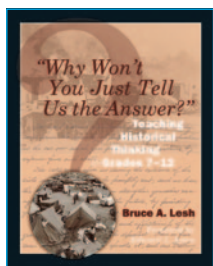
DVD-ROM
Publisher: Australian Children's Television Foundation
RRP: \$49.50
SCIS no: 1497902
ISBN: 9780864211903
Years: 3–9

Persuasive Text is rich in educational materials to support the teaching of persuasive text. It features 12 clips (and other content such as stills, scripts and posters) chosen from popular Australian Children's Television Foundation programs including *My Place*, *Animalia*, *The Paper Boy* and *Boy Soldiers*.

Aligned to the Australian Curriculum for English for years 3, 5, 7 and 9, it offers helpful information about the writing genre, teacher tips and website suggestions for additional content, ideas and links to current national curriculum documents.

Why Don't You Just Tell Us the Answer?

Teaching historical thinking in grades 7–12



208 pp
Author: Bruce Lesh
Publisher: Pembroke
RRP: \$47.95
SCIS no: 1515033
ISBN: 9781571108128

Students may think they want to be given the answer. Yet, when they are actively engaged in investigating the past – the way professional historians do – they find that history class is not about the boring memorisation of names, dates and facts. Instead, it's challenging fun.

Why Don't You Just Tell Us the Answer? shows teachers how to successfully implement a method of teaching history that mirrors the process used by historians, ie one where students are taught to ask questions of evidence and develop historical explanations.

Chapters focus on a key concept in understanding history and then offer a sample unit on how the concept can be taught. Readers learn about key events in American history that demonstrate the following themes:

- exploring text, subtext and context
- chronological thinking and causality
- multiple perspectives
- continuity and change over time
- historical significance
- historical empathy.

By the end of the book, teachers will have learned how to teach history via a lens of interpretive questions and interrogative evidence that allows both student and teacher to develop evidence-based answers to history's greatest questions.

Drama Schemes, Themes and Dreams

How to plan, structure and assess classroom events that engage all learners



160 pp
Author: Larry Swartz & Debbie Nyman
Publisher: Pembroke
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ISBN: 9781551382531
Years: K–12

Drama Schemes, Themes and Dreams will help you create meaningful and unique learning opportunities with this comprehensive outline of improvisation and interpretation strategies that are easily incorporated into classroom instruction.

This practical and useful book offers a host of sources for dramatic activity that includes scripts, monologues, poetry, novel excerpts and technology. These activities will enrich the meaning-making, creative process and critical skills that students need to succeed both in school and in life.



Susan Mullins
Sales and Marketing Coordinator
Education Services Australia



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