SCHOOLS CATALOGUE INFORMATION SERVICE

Teacher librarians and the networked school community: the opportunities

Schooling worldwide is finally in the process of evolving from its traditional paper-based operational mode to one that is digital and, in turn, networked. The opportunities being opened daily for the astute, proactive information professional prepared to embrace and lead ongoing change are immense.

Virtually every school is at some point along the evolutionary continuum, with many having reached the digital phase where all of the teachers in the school have normalised the use of the digital in their everyday teaching, and an escalating number of those digital schools are now moving at pace into the networked mode and taking their teaching well beyond the traditional school walls (Lee & Finger 2010).

Once organisations – be they banks, hospitals or schools – leave behind their paper base and go digital they move from a position of constancy to ongoing evolution and change, often rapid change (Hesselbein & Goldsmith 2009). Reflect for a moment on the organisational changes that occurred in banking when it moved from its books and ledgers to the digital and networked. Key developments in the technology apposite to the particular industry will forever have a significant impact on the nature of the organisation and its operations, and occasion ongoing evolution, whether desired or not.

This fundamental change in the nature of schooling appears not to have been appreciated by many in leadership positions.

It most assuredly has by Australia's teacher librarians, many of whom are keen to play a leading role in the development of the networked school communities and to grasp the opportunities being opened, judging from the recent study by Twomey and Lee in 2010 (Lee & Twomey 2011).

In contrast to most other teachers Australia's teacher librarians have experienced first hand the process of going digital and networked since the early 1990s (Hay 2010a). While it is only in recent years that a significant number of their colleagues have begun to appreciate the opportunities opened by, and the school-wide implications of going digital
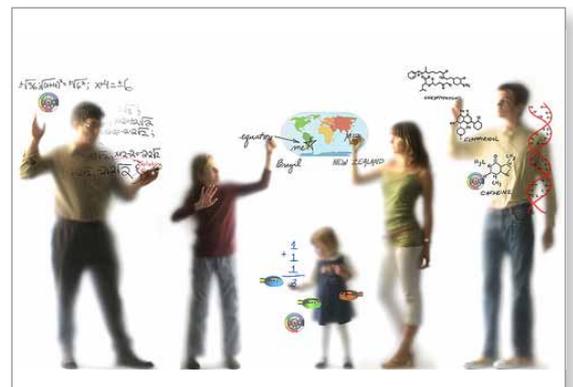
Digital has become an everyday teaching process
www.flickr.com/photos/27769950@N06/2588249363

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Teacher librarians and the networked school community: the opportunities (cont.)

(Lee & Winzenried 2009; Lee & Finger 2010), teacher librarians have had a long and often frustrating recognition of what is possible.

In 2011 there is a growing number of schools across Australia – in the state and non-government sectors, at the primary and secondary levels – that are moving into the networked operational mode and which provide proactive teacher librarians with the opportunity to make a significant and exciting contribution to the 24/7/365 education of the young.

Sadly, at this point in the history of Australian schooling there is still a large number of schools where most teachers (including those in leadership positions) are still operating in the traditional paper-based mode, the same as they did 30–40 years ago. These schools are falling ever further behind the pathfinding schools, with some seeing little or no value in the role a teacher librarian can play as information, technology and learning leader.

In brief Australia, like all other developed nations has schools along the evolutionary continuum, from the highly proactive, which are rapidly becoming networked school communities, and the reactive, which are yet to achieve 'digital take-off' (Lee &Winzenried 2009).

However, what needs to be borne in mind is that schools, particularly if there is a change of leadership that wants to shape a school for the future, can astutely evolve

from the paper to the digital, networked mode in four to five years.

The key is the principal, and recognition that schools have to be responsible for shaping their own future with a staff willing to back him or her.

Evolution of schooling

Most in the community and indeed probably most educators and politicians have yet to grasp that the nature of schooling is fundamentally changing and that the pathfinding schools are abandoning many of the operational and teaching practices of the paper-based schools and adopting ones that take advantage of emerging, digital and mobile technologies (Lee & Gaffney 2009; Lee & Finger 2010; Lee 2011).

The perception, born of years of constancy, was that the organisational form of the place called school was somehow immutable.

While virtually all other industries went digital in the latter part of the 20th century, as indicated in the aforementioned works, schooling did not begin to go digital with the early adopters until around 2002–2003 and begin moving to the networked mode in significant numbers until around 2009–2010.

What our research (Lee & Finger in press) is suggesting is that schools cannot successfully move to the networked mode and begin to collaborate and network as a total school with their homes and community until all their teachers have normalised the everyday use of the digital and are attitudinally ready to collaborate with others.

However, once that position of whole-school readiness is reached, changes can come at pace, and will keep coming as those of you have seen with the increasing digitisation of information resources and library collections.

The reality is that schooling will continue to evolve at pace, and more than ever educators need to work towards shaping the desired future.

That shaping requires educators who are comfortable with ongoing change and with the requisite human networking and collaborative skills and understandings, and most importantly who are able to work within a networked operational paradigm.

While the shaping of the future entails risk it is far less risky than futilely reacting to every new development. Building one's own capacity and the capacity of others as flexible, adaptive digital citizens is central to 21st-century education. Change is the new constant, and teachers and students must learn to not just live with it, but embrace it – be empowered by it.

Shaping the future

Every school in Australia is unique. While most have many common features each has its own distinct mix of staff and students, each caters for a particular community and each is at a different point along the school evolutionary continuum.

While Australian schooling has been strongly characterised by the control of various education systems, and while in some 'the one size fits all model' of the Industrial Age is still favoured, the reality is that once organisations go digital and move from constancy to ongoing change they need the operational and organisational wherewithal to shape their own future. This applies to schools as much as it does to business, and is evident in the Federal Government's move to encourage greater self management of schools.

While as the late management guru Peter Drucker (2001) noted there is no such thing as a perfect organisational form, there are organisational forms that are far more facilitating of one's objectives than others.

The traditional strongly hierarchical, bureaucratically run school not only works to retain the status quo and disempowers the professionalism of most of its teachers (Lee & Finger 2010b), it is antithetical to ongoing change and development.

To shape the desired future, schools require the wherewithal to develop an

I sang of learning far beyond the walls
of bricked-in class, and space, and time, and age;
and students heeding all creative calls
that cried to them from their own chosen page.

Silly Twitter Sonnet: 14 Lines of Bathos

By: Clay Burell

By: Luc Legay. «My Social network 1st nov 2007 » Work under Licence Creative Commons - Attribution-Share Alike 2.0 Generic

Original image: "My social Network on Flickr, Facebook, Twitter and MyblogLog"
www.flickr.com/photos/4950301987 6@N01/1824234195

Learning beyond walls
www.flickr.com/photos/24055260@N08/2297174188

Teacher librarians and the networked school community: the opportunities (cont.)

organisational form and staff able to respond readily to ongoing change in an increasingly networked and collaborative world, while at the same time catering for the particular needs of each distinct school community. This is what Lee and Finger have examined in some depth in *Developing a Networked School Community* (2010) and in the follow-up work that examines the leadership of such a school (Lee & Finger in press).

Networked school community

The first of the aforementioned works on the concept of a networked school community, mainly in 2009–2010 examined the early moves being made by pathfinding schools across the developed world as they began to take advantage of the networking technology in the school and their community to begin dismantling their external and internal school walls and providing a more 24/7/365 education that took advantage of the burgeoning digital technology in the students' homes.

In that work, Lee and Finger envisaged the form such a mode of schooling might take, and defined the networked school community as:

> *... a legally recognised school that takes advantage of the digital and networked technology, and of a more collaborative, networked and inclusive operational mode to involve its wider community in the provision of a quality education appropriate for the digital future.* (2010, p 22)

In writing the new work and examining case studies from around the world we have been taken by the speed with which the pathfinders are moving and note possibilities mooted in 2009–2010 are now in place and further moves are being planned. For example the iCentre concept proposed by Lyn Hay (Hay 2010a; 2010b) is now operational in some Australian schools.

In many respects the 'tsunami' that is already impacting upon the operations of the pathfinders in a significant way,

ie the burgeoning desire by students to use their own mobile computing, will oblige all schools to do a major rethink with regard to mobile-enabled learning, whatever form it takes, whether in classrooms, the home or in 'the cloud'. Where Lee and Ryall (2010) identified the many considerable benefits, in 2011 schools are realising them.

This move has huge implications for you and school information and technology operations.

As too do the moves in Australia and globally for the school leadership to have a ready flow of information on the effectiveness of the workings of all facets of the school community's operations. While such processes are in place to provide that information – as opposed to mere data – on the financial workings of a school, there are no such internal processes to provide the information on the educational workings of the school. One is talking about the school leadership's understanding of all the external and internal variables impacting a school's realisation of the desired learning outcomes, ie its evidence base.

In brief, schools will increasingly need an information and learning specialist on staff who can assemble, synthesise and provide the relevant educational information on a regular basis. The role of the teacher librarian as a school-based leader in building evidence is clearly articulated in the *School libraries 21C* report, which presents the results of the school library futures project hosted in 2009 by the School Libraries & Information Literacy Unit for the New South Wales Department of Education & Training (Hay & Todd 2010).

iCentre

Such a person could readily operate out of a school's iCentre as suggested by Lyn Hay in her recent *Access* commentary (2010a) and her chapter in *Developing a networked school community* (2010b), which positions teacher librarians to play the kind of lead role flagged in Lee and Twomey's research (2011).

The iCentre is not only a very powerful concept that rightly integrates the current disparate library and ICT operations within a school but most importantly posits the teacher librarian as an information, curriculum and technology leader:

Scan **is a quarterly, professional refereed journal produced by the NSW Department of Education and Training. Of interest to all educators,** *Scan* **is an essential resource for teacher librarians and school libraries resourcing curriculum in the complex digital environment.**

Each 96-page issue of *Scan* contains a range of articles covering:

- models of evidence-based practice including teaching strategies, collaborations, student work samples and assessment opportunities
- quality student learning for 21C information literacy
- inquiry and project-based learning in the connected environment
- current thinking about pedagogy, trends and implications for the future
- practical ideas for 21C school library management for 24/7 access.
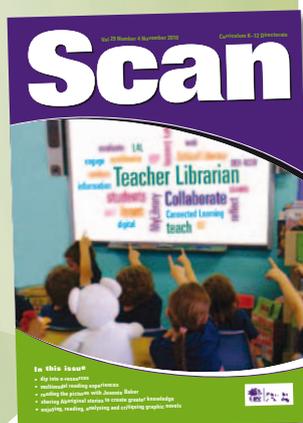
Every *Scan* contains at least 200 reviews of resources, including over 80 e-resources and e-book reviews with SCIS barcodes for easily creating orders in SCISWeb.

Contact the Editor cath.keane@det.nsw.edu.au for further information or visit the School Libraries and Information Literacy website for subscription forms at www.curriculumsupport.education.nsw.gov.au/schoollibraries/scan.

Teacher librarians and the networked school community: the opportunities (cont.)

... one who provides professional development for teachers with regard to integrating new technology tools and instructional initiatives. Someone who can lead the testing and trialling of new ideas, provide guidance in making better connections between school and home, and developing information policies and curriculum to support the development of students and teachers as informed, digital citizens. (Hay 2010a, p 7)

Hay has argued this information leadership role of the teacher librarian for some years now through information literacy, information policy and knowledge management to assist Australian schools in achieving sound integration of technology to effectively support teaching and learning (Hay 2010b; 2004; 2001). Hay argues this is more essential than ever as we move into the second decade of the 21st century, and those schools who value the learning leadership role of the teacher librarian are demonstrating this significance as their teacher librarian is employed to assist teachers transform their pedagogical practice and transform learning experiences for students to reflect the authenticity, immersion, mobility and connectedness of the socially networked world in which we now live (Hay 2010a).

Most importantly if the right atmosphere exists, as schools like Broulee Primary School on the South Coast of NSW and Assisi College on the Gold Coast can attest, the iCentre can be successfully operational within a very short period.

Digital communication channel

As networked schools reach out to their homes and community and begin taking advantage of the ever more sophisticated and inexpensive two-way digital communications facilities, they are often unwittingly creating vast, tailored multi-way, digital communications channels with the students' homes.

It doesn't take long to recognise the opportunities such channels provide for interactive multimedia communication, teaching, support and feedback. Add the bandwidth upgrade of the national broadband network (NBN) and the possibilities are endless.

Conclusion

At first glance at this stage in the evolution of schooling, the role of the teacher librarian might appear gloomy in some schools. However, if one looks at the immense opportunities for an information leadership role within the networked school community you'll soon recognise, as did the teacher librarians of Brisbane Catholic Education (Lee & Twomey 2011) what a valuable resource you are, well positioned to play a leading role in the ongoing evolution of schooling.

In 1995 the Centre for Studies in Teacher Librarianship at Charles Sturt University created OZTL_NET and positioned Australia's teacher librarians to play a leading role in the networked world (Hay & Dillon 1997).

Sixteen years on it is time to take advantage of the position and the understanding you have of the networked world and grasp the opportunities with both hands. ◘

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Developing a Networked School Community can be acquired through ACER Press Online http://shop.acer.edu.au/acer-shop/product/A4032BK.

Leading a Networked School Community, which explores the leadership and operation of networked school communities, will be released later this year.

The article with bibliography appears in the online version of *Connections* 77.

National Simultaneous Storytime

We are very excited to announce the National Simultaneous Storytime book for 2011:

Feathers for Phoebe

Written and Illustrated by: Rod Clement

11:00am Wednesday 25 May 2011

Join Phoebe, the plain grey bird, as she searches for ways to make new friends using an array of brightly coloured costumes. This colourful and creative tale will be enjoyed by thousands of children, at hundreds of locations across Australia.

National Simultaneous Storytime is a fun, rewarding event, which promotes reading and literacy for young people!

HarperCollins Publishers Australia

Natural disasters and disaster plans

In recent months many areas of Australia and New Zealand have experienced very serious natural disasters. These natural disasters have had significant impact on schools in the affected areas. Many schools continue to operate in difficult conditions or are temporarily operating off site.

Queensland floods

Severe flooding occurred across many parts of Queensland during December 2010 and January 2011. These events resulted in three-quarters of the state being declared a disaster zone.

A total of 92 state schools were affected by floods. All but three schools opened in some capacity on 24 January 2011. Contingency plans were in place for students attending the three schools not opened to be relocated to education facilities close by. A further two schools which experienced significant damage in some classrooms continue to have a few classes relocated to other school sites.

All schools have been safe to occupy, but some structural damage will take time to be repaired, and cosmetic work such as replacing carpet, repairing swollen joinery or warped bookcases will take longer to be completed.

Brisbane Floods – Milton
www.flickr.com/photos/36821100@N04/5355539685

Victorian floods

Very high rainfall in mid-January 2011 caused major flooding across much of the western and central parts of Victoria. More heavy rainfall following Cyclone Yasi caused repeated flash flooding in many of the communities affected by January's floods.

Schools around Swan Hill and Mildura in the north-west of the state, in Gippsland, to the east of Melbourne, and in Melbourne's south-east were severely affected by floodwaters, causing schools to close for some time.

Tropical cyclone Yasi

Severe tropical cyclone Yasi crossed the Far North Queensland coast overnight on Wednesday 2 February 2011. More than 300 schools and TAFE campuses were closed as the storm approached. Education facilities began reopening from Friday 4 February 2011 as essential services were restored and facilities were deemed safe for staff and students to return.

While some schools and TAFE campuses were severely affected by Cyclone Yasi, thanks to the hard work of school staff, parents and the community, campuses were cleaned up and restored to operation quickly.

Christchurch earthquake

In the middle of the day on 22 February 2011, an earthquake of magnitude 6.3 hit Christchurch on the east coast of the south island of New Zealand. In September 2010 the same area of New Zealand was damaged by an earthquake.

As of mid-March 2011, most schools and early childhood services in Christchurch City have reopened following Civil Defence advice about emergency management.

Sink holes and liquefaction on roads, Avonside in Christchurch
www.flickr.com/photos/23934380@N06/5471846307

Once the news media go home

While the media may no longer be reporting the continuing situation for an area devastated by a natural disaster, there is still a vast amount of recovery work being undertaken. We may know of people in the affected areas and have an ongoing understanding that recovery from major events like flooding, cyclones and earthquakes takes a significant amount of time and effort. If a school has reopened it does not mean the recovery is complete. This is the situation for many schools in the areas affected by natural disasters.

School library disaster plans

A disaster plan, to have documented and acted upon, is highly recommended for any school library. Library associations provide information on how to create your disaster plan for your school library. The Australian Library and Information Association (ALIA) provides a template on their website to help create a comprehensive plan. More information is available from www.alia.org.au/disasterrecovery/.

Natural disasters are only one of the many types of emergencies that can confront a school library. Identifying all the different types of emergencies, which include disasters such as water damage, is an important first step in considering all the varying responses. Water damage could occur as a result of a fire, flood or rain. The emergency services may use water to control a fire elsewhere in the school, but the library may sustain damage from the water. A blocked rainwater gutter or downpipe (often tennis balls are the culprit) could cause damage to the inside of buildings.

Backups

The process for regular backing up of data is one of the important actions for any school library to undertake. Libraries can have digital and electronic resources which need to be considered in regular backups to protect them from computer failures and loss, as well as external disasters such as water damage. The library management system (LMS) is a significant tool for school libraries to enable them to operate efficiently. LMS vendors will provide advice on how to perform the backup on their LMS and how often this process should be undertaken. Keeping backups of data off site has also been another process to help protect data. If your LMS is backed up to the school server, where is the school server data backed up to protect its data?

Check that your school library has a plan to be able to deal with disasters. Familiarise yourself with the plan and propose changes to bring it up to date if needed. If you haven't got a disaster plan, then now may be the time to establish one, before something serious occurs. We all hope that never happens, but in the meantime you need the plan, just like insurance!

Anthea Amos
SCIS Projects & Information Services Coordinator

The article with bibliography appears in the online version of *Connections* 77.

Behaviour!

It seems as if most of our day is taken up dealing with difficult people; the reality is it is far less. For most, I would say it is less than five per cent, for school libraries possibly a little higher. The reality is that a very small number of people, over a very short period of time, take up a huge amount of our emotional and psychological energy, leaving us drained when dealing with all our other, more pleasant 'clients'.

In this article we will explore the reasons behind such behaviour and what we can do to minimise its effect on us. We are not exploring any behavioural aberration caused by mental illness or substance abuse (that is the topic of a different article and a different training program). Here we are referring to, for want of a better term, 'normal' behaviour. In this case the behaviour is 'normal' but 'unacceptable'.

There are two things we must remember when dealing with these situations. The first is that it is not the person who is bad or unacceptable, it is their behaviour. This helps us to deal with the person more effectively the next time they enter the library. The second and fundamentally important thing to remember is that it is not about you. I know it feels like it is and it sounds like it is, but it is not. You cannot take it personally!

It is not just the poor behaviour of students either; sometimes other school staff can make unrealistic demands and be quite unreasonable, making our lives miserable. Some of them may even work with us in the library!

Why do students behave poorly? Well, naturally, there are many reasons (human beings are complicated things!). Immaturity is an obvious contributing factor, but it may also have something to do with hormones, developing brains, the need to impress others, attention seeking, their adolescent view of adults, the lack of consequences for their actions … the list is almost endless.

When it comes to the difficult behaviour of staff, while some of the above may also apply, it is more likely to do with stress and pressure, the lack of resources, their lack of familiarity with library processes, job insecurity, issues outside work or a combination of all.

Remember that any behaviour we currently exhibit must have once served us a purpose.

Believe it or not, that purpose is almost certainly NOT to annoy you (that is just an outcome of the behaviour). For most people behaviour is about achieving our desired outcomes: to gain attention, to gain special consideration, to improving one's standing in a group or simply to get a reaction.

Scream and shout
www.flickr.com/photos/91883096@N00/3766009204

In some cases we may actually be unconsciously contributing to the negative behaviour. Consider how we react when a troublemaker enters the library. Does our tone and body language change, sending a signal that we are anticipating their negative behaviour? This is known as collusion — we expect some people to misbehave and they are happy to comply. If behaviour is designed to evoke a reaction and it succeeds, it will be repeated.

We would like people to stop misbehaving, but the sad truth is we cannot actually change the behaviour of another person (anyone who has been in a long-term relationship knows that). The good news is that we do have control of our own behaviour, so we can change how we respond, react and interact with others.

Here are a few strategies that we have control of that will help deal with many situations. It is not an exhaustive list, and every situation is different. Although this may appear to be an oversimplification of some of the situations we face, the list may represent a starting point.

1 As mentioned before, if behaviour achieves its objective it is likely to be repeated. So we need to change the way we react to difficult behaviour. If we always respond the same way to a situation, we will always arrive at the same outcome. The key here is to remember not to take it personally. Breathe, think and then respond.

2 If we ignore attention-seeking behaviour that has been successful in the past, it may get worse before it gets better. We need to be prepared for an initial escalation, but need to hold our ground until it subsides. Naturally if the behaviour is potentially dangerous or violent in any way, seek immediate professional help.

3 If behaviour is followed by an outcome or consequence the person does not want, it will begin to decrease. Working within the policies and procedures of the school we need to predetermine how inappropriate behaviour will be dealt with. It cannot be an idle threat; it must be something we are willing and able to enact. Do not forget, positive consequences are a powerful way to encourage positive behaviour as well.

4 Allowing poor behaviour to continue is the equivalent of giving the individual permission to continue behaving that way. We need to take action to train others in what the appropriate behaviours are.

We cannot let the momentary behaviour of a few individuals, be they staff or students, dictate how the rest of our day will unfold. We should focus on the positive behaviour of the majority and take appropriate action with anyone who acts outside acceptable boundaries of behaviour. Remember others' behaviour is their responsibility, and our reaction is our responsibility. There are consequences for both.

Adam Le Good

Adam Le Good is the Director of Fundamental Training and Development. He conducts a range of training programs specifically designed for library staff on behalf of Performance Improvement Conferences and Seminars (PICS), ALIA and CAVAL. A number of sessions in Dealing with Difficult Behaviour have been scheduled by PICS throughout New Zealand during June and July 2011. You can check their website for details: www.pics.com.au or contact them on +61 3 9835 8900.

Gatekeeper and guide

There is overwhelming evidence that teacher librarians play an important role in enhancing students' literacy and their academic results. They achieve these outcomes by selecting quality resources, organising them in an easily accessible way, and showing students how to search through and evaluate online and printed information. With training in pedagogy, curriculum and information they are well placed to promote digital literacy and interdisciplinary learning. However, their numbers have fallen considerably over the last 20 years.

Will we have new school libraries without books or trained staff?
www.flickr.com/photos/8107002@N03/1050169643

The 2008 report *A Snapshot of Australian School Libraries*, www.chs.ecu.edu.au/ portals/ASLRP/publications.php, which presented the results of a national survey, indicated that over half the schools surveyed had less than one full-time equivalent library professional in their libraries. Facilities, book collections and school library support services declined over the same period. A survey earlier this year by the Children's Book Council of Australia found that many school libraries now have budgets below 1975 levels and 'a third did not have enough budget to buy one book per child'.

In the 1970s every Australian education department had a central state school library advisory service; now there are two. As principals have acquired more control over staffing budgets there has been a tendency to replace teacher librarians with lower-paid or unpaid staff. Given this falling demand, the number of universities offering teacher librarianship courses has fallen from 15 to three over two decades, which has also reduced the number of academics to advocate for them. The decline has been uneven, however. Teacher librarians continue to be employed in relatively high numbers at many Anglican schools. The NSW and Queensland education systems continue to staff schools with teacher librarians. Teacher librarians themselves, such as those in The Hub, http:// hubinfo.wordpress.com/about/, advocacy group, continue to support the profession.

The Australian Government has now funded thousands of new libraries and hundreds of refurbishments. It has also launched a parliamentary inquiry into school libraries, www.aph.gov.au/house/committee/edt/ schoollibraries/index.htm, and teacher librarians, which has received 371 submissions from organisations, including the Australian Society of Authors and the Australian Council for Educational Research.

The full article by Darragh O'Keeffe was in *Education Review*, 15 June 2010. This abstract was written by the *Curriculum Leadership* team and published in Volume 8, Issue 18, June 2010.

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

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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 Years 7–10.

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; Lake Eyre; Northern Australia and the Wet Tropics. Through investigating the nature of water resources, how they are used by different communities and by exploring some common myths around water, students are encouraged to learn and think critically 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; myth-busting; colour maps and charts; and resource links for teachers.

Available for free from
www.environment.gov.au/water
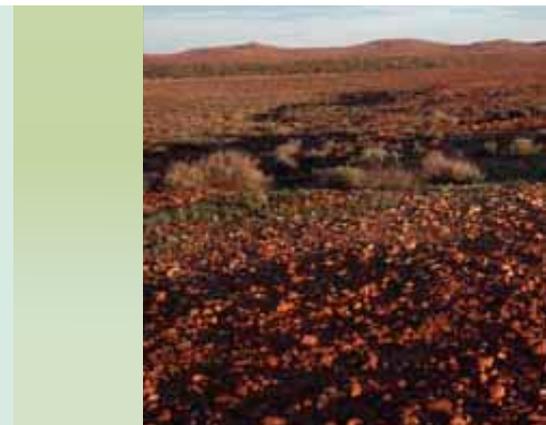
For more information on *Water for the Future* visit

www.environment. gov.au/water

SCIS is more...

Series cataloguing standards change

Applying Machine Readable Cataloguing (MARC) coding for series in catalogue records has always been complex. When following the MARC 21 international standard, cataloguers have to make various decisions about series, with each decision resulting in a different MARC coding solution. These are some of the questions facing cataloguers:

- Are users likely to search for resources by this series title?
- Is the series statement that appears on the resource in the same form as other works in this series?
- Is the series title statement so generic that it needs to be distinguished from other similar series titles?
- Are all the works in this series written by the same author?

In 2002 SCIS decided to trial a simple approach, using only one of the many possible MARC fields to describe and provide access to series titles: the 440 field, which was defined in the MARC 21 standard as both series statement and series added entry. This approach worked well until the 440 field was made obsolete. The Library of Congress, the Library and Archives Canada and the British Library serve as the maintenance agency for the MARC 21 formats and changes are adopted only after extensive consultation and open meetings. The decision to make 440 obsolete is explained in MARC Proposal No. 2008–07 'Making field 440 (Series Statement/Added Entry--Title) obsolete in the MARC 21 Bibliographic Format', www.loc.gov/marc/marbi/2008/2008-07.html:

The intention of the proposal is to resolve the long-standing problem of field 440 being both a descriptive field and a controlled access point. Separating the two functions will result in a more reliable description and easier maintenance through authority control over time. ... Simplified decision-making would also assist in training new staff and enhance series work-flows in libraries.

The MARC formats now prescribe that all title series statements are entered in the 490 field and all series title added entries in the 830 field. The 490 field is part of the description of the resource; it contains the series statement as it appears on the item. Field 830 is the controlled series access point or added entry. In some cases the data in the two fields may be identical.

In 2009 SCIS announced its intention to stop using 440 and use both the 490 and 830 tags as prescribed in the international standard. This change came into effect in late 2010.

SCIS does not have any plans to retrospectively change the coding of the many thousands of series titles already in the SCIS database. It is a principle of MARC that obsolete data fields are allowed to remain in records, although they should not be used in current cataloguing. Thus school library systems should continue to allow for searching and displaying series titles entered in 440, as well as in 490 and 830.

Sample MARC coding view	Sample public display
001 1501994	SCIS No: 1501994
020 __ |a 9780756650377	ISBN: 9780756650377
100 1_ |a Buckley, James.	Author: Buckley, James.
245 10 |a Dangerous beasts / |c written by James Buckley, Jr.	Title: Dangerous beasts / written by James Buckley, Jr.
250 __ |a 1st American ed.	Edition: 1st American ed.
260 __ |a New York : |b DK, |c 2011.	Publisher: New York : DK, 2011.
300 __ |a 48 p. : |b col. ill.	Description: 48 p. : col. ill.
490 1_ |a DK readers. 4, Proficient readers	Series: DK readers. 4, Proficient readers.
490 1_ |a Boys' life series	Boys' life series.
650 _7 |a Dangerous animals. |2 scisshl	Subjects: Dangerous animals.
650 _7 |a Animals |x Habits and behaviour. |2 scisshl	Animals - Habits and behaviour.
830 _0 |a DK readers. |n 4, |p Proficient readers.	
830 _0 |a Boys' life series.	

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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.

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.curriculum.edu.au/scis.

Schools and social media

The social media covers a wide range of applications including blogging, wikis, online forums, Twitter and Facebook. Most forms of social media are free and are easy to use. By 2009 Australians had become the world's greatest consumers of social media according to the *Nielsen 2010 social media report*, but so far schools have been reluctant to participate in this trend. This article explores some of the ways in which schools might use the social media, and the benefits they could bring.

Two examples of social media with potential for use in schools

Blogs
A blog (short for web log) is a simple website featuring short or long articles, called posts, written by one or more authors. Other people can then post comments about the original article in a 'reply' box. There are many blogging tools that offer free basic services.

In the school context, the principal or another staff member would 'own' the blog and establish who else can view it and post comments on it. For security reasons school blogs are likely to be restricted to immediate members of the school community. Parents' contribution to the blog can be moderated, that is checked by a designated person first for approval via email, to prevent, for example, abusive language against an individual. Parents, students and other members can also be asked to register under their real names rather than an alias.

Twitter
In 2008 Twitter had 13,000 users in Australia. This figure rose to 800,000 in 2009 and today sits at 2.5 million users. Twitter messages, or 'tweets', are restricted to a length of 140 characters, making them similar to SMS messages, so Twitter is ideal for short and spontaneous communications. Principals could add tweets such as 'Jonathan Brown from the Brisbane Lions is due at school today – everyone's 'buzzing', or, 'Just saw the Japanese garden the year 4s have built – what a wonderful job that will be enjoyed by everyone'. The maths teacher could send weekly trivia questions, the health and wellbeing coordinator could tweet positive messages and healthy eating tips. There might be an English word of the week.

Parents can be invited to subscribe to or, more correctly, 'follow' the latest tweets. Followers can reply to or forward ('retweet') these messages. There is no moderation process in Twitter, but the owner of a Twitter account can establish who is allowed to view the account and who can add and reply to comments.

Other forms of social media may also be worth considering for schools, including wikis and online forums. One simple but valuable application for building a school community is online Footy Tipping. This application is the catalyst for many schoolyard conversations, online chatter and good-spirited competition. Every visit to the website means the visitor is exposed to more school content.

The benefits of social media for schools

One advantage of social media in schools is that they give parents more avenues through which they can stay in touch. Parents don't connect in the schoolyard in the numbers they once did – the pace and pressure of modern life has seen to that. Parents are, however, gaining more extended access to the internet via mobile devices such as mobile phones and iPads, and over time are becoming more open to more frequent connection to the school online.

A second benefit of social media is that the relaxed style of communication they encourage can free up the two-way flow of information between schools and parents, creating a deeper level of communication and trust, and alerting school leaders to concerns in their community.

For example, a parent may use the school blog to post a comment such as 'I've heard Mr Smith, the year 7 maths teacher did nothing else but teach to the NAPLAN test for two weeks leading up to the test itself'. A principal might answer as follows. 'Thanks Sally for your comment. No it's not true but I do know the story has been circulating. Thanks for bringing it out in the open. Over the last four weeks Mr Smith has covered three new maths topics (Geometry 101, Fun with Algebra and Weights & Measure) all part of the year 7 maths curriculum – click here for your copy.' This sort of response is likely to be more reassuring than a well-crafted formal statement in the school newsletter.

PEP up your classroom

The Paralympic Education Program (PEP) allows teachers, students and their parents to develop a greater awareness of the Paralympic Games, Paralympic sports and Paralympic athletes.

In the lead-up to the London 2012 Paralympic Games it's a great time for school communities to enhance their learning and understanding of disabilities, health issues, social issues and the value of sport for all.

PEP teaching and learning resources are online and FREE! They include primary and secondary syllabus-based integrated units for teachers, using the Paralympics as a main theme, and key concepts such as diversity, inclusion, fairness, classification and personal achievement. In addition, PEP offers a range of online support materials for students and parents, such as student worksheets and homework helper, athlete bios and videos.

PEP Talk is another great FREE PEP resource, offering schools a visit by an Australian Paralympian! This 65-minute interactive experience allows students to gain a personal insight into a Paralympian's sporting journey and Paralympic Games experience. The program also includes an active component where the students participate in a Paralympic sport and all equipment is supplied. Each student receives a special gift pack and an autograph opportunity with a Paralympian.

Visit **www.paralympiceducation.org.au**

For more information call 02 9704 0509 or email brigitte.duba@paralympic.org.au
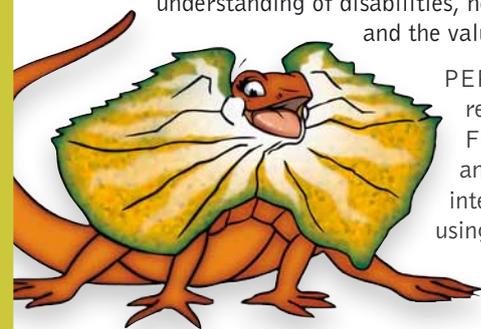
Schools and social media (cont.)

Security and protection issues

Schools can control what is said on their own social media accounts through the security mechanisms that come with the applications, as mentioned above. However, schools do not have the same level of control over how the school or individual staff members and students are mentioned elsewhere in the social media, such as on Facebook. School leaders can monitor this external coverage through applications that scan the internet for any reference to selected key words such as a school's name. Social Mention, www.socialmention.com/, will scan any type of social media site and provide some numerical analysis of results. Google Alerts, www.google.com/alerts, work in the same way as Social Mention but without the analysis.

School leaders also need to ensure that policies are established to guide both students and teachers in what is safe to say online, and to whom, when there is any connection to the school involved. The policy for students should explain the differences between private and online conversations, and raise issues such as cyber-bullying and privacy. Some of the same considerations apply to teachers' communications. If two teachers wished to share a coffee and blow off some steam about the principal it would remain with them. A similar conversation online could have legal ramifications.

In terms of teachers' online relationships and/or connections with students, the Victorian Institute of Teaching's Code of Conduct, www.vit.vic.edu.au/conduct/victorian-teaching-profession-code-of-conduct/Pages/ExploretheCode.aspx, offers some guidance. Principle 1.5 (d) in the Code states: 'A professional relationship will be violated if a teacher: d holds conversations of a personal nature or has contact with a student via written or electronic means including email, letters, telephone, text messages or chat lines, without a valid context'. Principle 2.1 states: 'The personal conduct of a teacher will have an impact on the professional standing of that teacher and on the profession as a whole'. (Readers outside Victoria should source policy and codes of conduct locally, as most jurisdictions have similar codes in place.)

Conclusion

Schools have a wonderful opportunity to strengthen their community through social media. As parents become more disconnected with their children's school through the sheer time pressures of modern life, online engagement offers a powerful method of making parents feel part of the school community. At the moment one of the factors holding schools back from successful use of social media is a lack of role models. Hopefully this will change over the next few years.

*Denis Masseni
Director, sponsor-ed*

This article has been adapted from the author's report *Why schools are spooked by the social media*, published by the sponsor-ed Group June 2010.

This article was published in *Curriculum Leadership*, Volume 8, Issue 23, August 2010.

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

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Values in Action Schools Project: Final Report

Giving Voice to the Impacts of Values Education – The Final Report of the Values in Action Schools Project, July 2010 is a report of the learnings and outcomes of the Values in Action Schools Project (VASP).

The core purpose of the VASP was to further develop the evidence base for informing improved school policy and practice in values education. The project builds on the work of Stages 1 and 2 of the Values Education Good Practice Schools Project.

VASP involved 86 schools working in 15 clusters (of 3 to 10 schools). The clusters were funded by the Australian Government to design, implement, evaluate and report on targeted and directed values education projects that met local needs. Clusters focused on designated special interest areas such as student wellbeing, resilience and positive education, social inclusion, service learning, improving academic outcomes, civics and citizenship, and Indigenous, interfaith and intercultural approaches.

Giving Voice to the Impacts of Values Education provides a compelling body of evidence about the positive effect of values education. It makes a major contribution to our understanding of what good practice in values education is, how it can be implemented and what sorts of difference it can make for students, teachers and whole school communities.

The Final Report and an executive summary are available for downloading from the Values Education website www.valueseducation.edu.au.

www.valueseducation.edu.au.

Website reviews

Atlas Obscura
http://atlasobscura.com
Students will be rewarded at every turn with a host of interesting maps, images, videos and text highlighting remote locations, strange flora and fauna, unusual architecture and obscure events from all corners of the world.
SCIS No: 1434156

Australian Institute of Sport: Nutrition
www.ausport.gov.au/ais/nutrition
Students studying sports science or food technology will discover relevant information relating to sports nutrition. Topics covered include hydration, diet, recipes, body size and shape, travel, training and competition.
SCIS No: 1106125

Bookshelf
http://theblogonthebookshelf.blogspot.com
Bibliophiles will rejoice at the quirky, whimsical and functional bookshelves and home libraries photographed on this blog. The content is soon to be published as a traditional book (naturally)!
SCIS No: 1499727

Evaluating Web Pages: Techniques to Apply & Questions to Ask
www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html
Emanating from the University of California Berkeley, the content on this site is both easily understood and authoritative. Although the presentation is lacking visual flair, teacher librarians may modify the content to the needs of various user groups.
SCIS No: 1499737

Green Cross Australia: Fostering a Global Value Shift
www.greencrossaustralia.org/index.aspx
Green Cross Australia is the Australian affiliate of Green Cross International, which was founded by Mikhail Gorbachev. The aim of Green Cross is to empower people to respond to environmental change. The *Green Lane Diary* is an educational awareness component of the site, aimed at primary students.
SCIS No: 1499748

National Geographic Image Collection Book
http://photography.nationalgeographic.com/photography/image-collection
The extensive array of stunning photographs, complete with captions, will enthrall viewers of all ages. Students of photography will be inspired by the images and may take the opportunity to undertake the tips and techniques featured.
SCIS No: 1499769

Now What
www.nowwhat.org.au
Developed by CanTeen, the Australian Organisation for Young People Living with Cancer, this resource hosts information about cancer and the impact and implications it has for patients, their friends and family. The aim of the website is 'to provide a supportive, informative and inclusive online community for young people living with cancer'.
SCIS No: 1499774

Online Stories for Interactive Whiteboards
http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/LRRView/8005/index.htm
Comprising various interactive sectors this K–6 English resource allows students to read and listen to e-book stories and non-fiction and create their own stories using an online story maker. Teachers are catered for with a variety of suitable student websites and story collections, as well as a *Text tips for IWBs section*.
SCIS No: 1477096

School Library Websites
http://slav.global2.vic.edu.au/2010/03/04/school-library-websites
Schools contemplating initiating, or updating, their library website need to investigate this wiki developed by the School Library Association of Victoria and the State Library of Victoria. Examples of effective school library website design are explored and contributions are welcome.
SCIS No: 1499804

Science New Zealand
www.sciencenewzealand.org
Featuring the work of 4,400 staff in the eight Crown Research Institutes this site offers a wide range of pertinent science information. Although much of the focus is on applications of science and technology in NZ, most research is applicable to a worldwide audience. An array of links to websites, publications, science centres and organisations are a feature.
SCIS No: 1499817

The ScIslands
www.questacon.edu.au/scislands
This appealing site from Questacon uses simple and effective animations, text and video to challenge students from toddlers through to teens to undertake age-appropriate science experiments, or investigations, on a multitude of topics.
SCIS No: 1499822

Smashwords
www.smashwords.com
Using contemporary technology this website showcases e-books from new and emerging authors and small publishers. The site provides tips on publishing everything from poetry, to novels, to memoirs. Teacher librarians should view this site as a professional resource as some content is not suitable for younger students.
SCIS No: 1470487

TED: Ideas Worth Spreading
www.ted.com
The Times rated this site as one of the ten best educational websites. Senior secondary students and staff will become immersed in the video content from the inspirational insights of speakers at the annual TED conference. Topics are diverse and include technology, world affairs, science, business and entertainment.
SCIS No: 1400956

Welcome to Open Library
http://openlibrary.org
The aim of the Open Library is to ultimately have one web page for every book published. Currently the Open Library has a centralised collection of 1.7 million titles scanned and 20 million edition records online. Patrons at participating libraries can borrow several e-books at a time, with titles only available once they are returned.
SCIS No: 1474201

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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.

From little things big things grow

Part 5: The wow factor!

This is the last article in the series generously donated by Nigel Paull.

The excitement and anticipation of finally acquiring our new library had been growing in students, staff and the wider school community of South Grafton Public School (SGPS) over the last few months. Students went without library lessons and borrowing for a short time while we waited for a few minor details to be completed and the shelves to be stocked. On entering the library students were amazed at the space, which was 50 per cent larger than our previous library, and the fact that everything bar the books and library staff were new!

The first group of students into the library looked around and were captivated, uttering a chorus of 'awesome', 'way cool' and 'wow' as their descriptors! Having students keen to enter the library at any opportunity is vitally important. US President, Barack Obama, echoed these sentiments in his address to an annual conference of the American Library Association:

More than a building that houses books and data, the library has always been a window to a larger world – a place where we've always come to discover big ideas and profound concepts ... so the moment we persuade a child, any child, to cross that threshold into a library, we've changed their lives forever, and for the better.

The hiatus of no library for a few months led to a renewed interest in the library and borrowing in general. This fact, coupled with a spacious new building, has allowed the

Teachers and students are enjoying using the new SGPS library

library staff to reemphasise and refocus the library in the minds of its users. The layout and informal reading lounges have added a new dimension to the library that had been lacking previously. Mrs Melissa Berry, who is our additional part-time teacher librarian, observed that:

The students have renewed their enthusiasm in the joy of reading. The extra space has meant more books are on display and therefore more visible to the students, capturing their interest and imagination. The result is a more relaxed, yet purposeful library.

Our 21C library has become a great learning centre for all our students and is indeed the information hub of the school. We can now cater for simultaneous groups, undertaking different types of research, throughout the week. A bevy of new computers, an interactive whiteboard and the integrated classroom (videoconferencing) technology have provided new and innovative opportunities for our students to develop their information skills. The videoconferencing capabilities are already impacting on the emphasis and impetus of lessons and the curriculum focus at SGPS. As a teacher librarian I am investigating new and inspiring resources to support this focus and embed new skills into lesson structures.

Our school community is grateful for the BER funding that has resulted in a contemporary, exciting library that will enhance current and future students' learning outcomes for decades.

The students love the larger space in the new SGPS library

Nigel Paull
Teacher librarian
South Grafton
Public School
New South Wales

The goal for every student
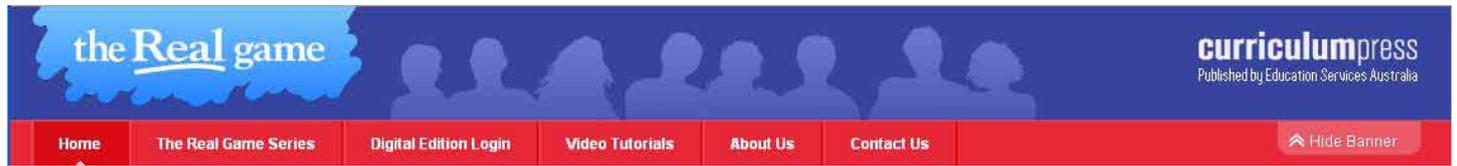
I loved this game. It really helped me realise what it's like in the real world.

This game made me realise that if I want to get the job I want, I have to study hard and stay in school.

I was thinking of skipping year 12, but thanks to this program I am going all the way. I will have a great job. It really helped me.

Hundreds of students drop out of school every day of the year. For each individual, dropping out is a choice that drastically limits personal options. For society as a whole, the impact is debilitative. Fortunately, educators, parents, concerned citizens and governments realise the serious implications of the high drop-out rate and are mounting a concerted effort to combat the crisis.

The Real Game is an important tool in the struggle, specifically because it helps students understand the need to stay in school. By allowing students to discover for themselves how their educational choices will affect their adult lives, as well as the consequences of choosing one occupation over another or, conversely, falling into one, *The Real Game* motivates them to stay in school and take control of their future. Through the creation of a simulated society and the students' adoption of other personalities, students acquire tools and experiences to help them make realistic and informed choices in their lives, and therefore better prepares them to succeed.

The goal for every school

The Real Game is designed to work across the curriculum, incorporating and adding relevance to subject and skill areas such as maths, English, family life studies, studies of society and the environment (SOSE), decision making, communication, group work, analysis, self-awareness and critical thinking. Students are given the opportunity and time to learn how skills can be linked from one area to another.

The program also gives students the skills to explore various careers, though it is not designed to direct them to particular occupations. Rather, it presents a range of occupations available to them, and gives them a chance to grapple with and understand the nature of the social and economic trends affecting the changing world of work. The program is an exploratory journey through the adult world of work and change – playing the game now helps students live the reality later. Due to the interactive nature of *The Real Game*, opportunities for cooperative learning and peer tutoring are present in every session.

Role of the facilitator

The Real Game is activity-orientated, experiential, exploratory and reflective. Each of its elements requires the guiding hand of an educator: for presentation and set-up, for explanation, for activity coordination and for follow-up. To a certain degree, the game runs itself, but during each activity teachers act as guides, coaches or facilitators, interacting with students and ensuring that they understand what they are doing and how to do it. Theirs is the informed hand that guides discussion, reflection and association. Each session outline gives detailed instructions and suggestions for all of this, as well as the objectives that inform the activities.

The Real Game benefits from the involvement of career counsellors, and is well suited to a team-teaching approach because of the opportunities it offers for cross-curriculum learning. Some sessions can be delivered in one subject area (SOSE, English or maths, for example) and expanded on in another. Older students in tutoring roles can help deliver some sessions and members of the community can be involved at many stages during the program.

The Real Game incorporates and accommodates different types of teaching and learning styles: aural, visual and tactile/hands-on. Facilitators, while delivering the program, should recognise each student's particular learning style, or combination of learning styles, and use that knowledge to ensure that students get the maximum advantage from *The Real Game*.

The High Five principles

The High Five principles, often referred to in the field of career development, are incorporated throughout this program, illuminating *The Real Game*'s objectives.

These principles, when displayed in the classroom, help students reflect in an ongoing manner on the relevance of each of the game's activities to real life, and on the changing nature of the world of work.

Change is constant

We change constantly, and so does the world around us – including the working world. Because a single occupation will no longer take workers from the beginning to the end of their working lives, adaptability is an important skill to carry into the future.

Learning is ongoing

Completing secondary school, TAFE or university doesn't mean that your education is over. Opportunities to learn are everywhere! Learn to recognise them and make your learning a lifelong experience.

Focus on the journey

Travelling through life is like travelling down a road: having a destination gives direction, but most of the time is spent moving along. Pay attention to the journey with all its pitfalls, sidetracks, opportunities and roads to new destinations.

Follow your heart

Dreaming about your future can help you understand what you really want in life. Knowing what you want and keeping it in your mind can give you the motivation you need to deal with life's challenges. Never be afraid to dream.

Access your allies

The journey of life is not taken alone. Friends, family, teachers, neighbours – any of them can be willing and helpful allies when it comes to deciding what steps to take on life's path.

To view videos based around the High Five Principles go to the Career Industry Council of Australia website, www.youtube.com/auscareerweek?gl=AU&hl=en-GB and select *Uploads*.

Adapted from *The Real Game Facilitator's Guide*, Department of Education, Science and Training (Australia), pp 16–21

Visit www.realgame.esa.edu.au for more information on *The Real Game* series.

Email sales@esa.edu.au for a free 14-day trial.

Educational Lending Right

Thank you to participants

Thank you to the 299 Australian schools who participated in the Educational Lending Right (ELR) 2010–2011 school library survey. The school libraries which participated were sent a $20 gift voucher for resources from Curriculum Press.

ELR has two objectives. The first is to make payments to Australian creators (authors, illustrators, translators, compilers and editors) and publishers on the basis that income is lost from the availability of their books in educational lending libraries. The second is to support the enrichment of Australian culture by encouraging the growth and development of Australian writing and publishing.

The ELR school library survey collects data from Australian school library catalogues as to the number of copies of particular book titles held. ELR uses these book counts as the basis for payments to Australian book creators. The payments are to assist Australian book creators to continue producing Australian books.

Many Australian authors have indicated the value of the payments they receive as a result of the ELR school library survey. Over the years that SCIS has operated the ELR school library survey authors have provided their comments about the importance to them of the payments. These have been published in previous issues of *Connections* and several are posted on the ELR web pages.

More information about the ELR school library survey is available from www2.curriculum.edu.au/scis/elr.html

ELR – Encouraging the growth of Australian writing and publishing

Australian Government
Educational Lending Right

New and revised subject headings

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 www2.curriculum.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 Alien abduction
N Amulets
* Australia - Officials and employees
N Blessing
D Blessing and cursing
* Budget
* Bullying
* Canoeing
* Ceremonies
D Charms
* Communism
* Creation
* Crimes against the person
D Cursing
* Demonology
* Diagnosis
* Dowayo (African people)
* Education, Secondary
* Ethnic groups
* Evolution
* Exorcism
* Folklore
* Ghosts
N Harassment
* Industry
N Intelligent design
* Kidnapping
* Kinship
* Life on other planets
* Magic
* Masai (African people)

N Medical imaging
* Medical physics
* Medical technology
* Medicine, Chinese
* Mines and mineral resources
N Mining industry
* Natural selection
* Natural theology
* Navies
* New Zealand - Officials and employees
* New Zealand. Royal New Zealand Navy
* Non-literate peoples
* Nuclear medicine
* Officials and employees
* Ontology
* Papua New Guineans
* Persecution
* Photography - Scientific applications
* Pitjantjatjara (Aboriginal people)
* Political science
* Post compulsory schooling
* Primary industry
* Public service
* Pygmies
* Radioisotopes
* Radiotherapy
* Religion

* Religion and science
* Rosetta stone
N Senior secondary education
* Sexual harassment
N Smarties Book Prize
* Society of Friends
* Sociology
N Spells and charms
* Stalking
* Superstition
* Swearing
* Symbolism
* Therapeutics
* Tribes and tribal system
* Tribes and tribal system - Africa
* Tribes and tribal system - Australia
* Witchcraft
* X-rays

Pam Kadow
SCIS Cataloguing Team Leader
Education Services Australia

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.

Keepin' It Real

Integrating new literacies with effective classroom practice

96 pp book
Author: Lisa Donohue
Publisher: Pembroke
RRP: $45.00
SCIS No: 1501450
ISBN: 9781551382609
Years: 3–6

Keepin' It Real will help teachers learn to use new literacies – digital, social, media and critical – to strengthen and support reading, writing and listening.

Based on the premise that in order to proficiently use technology one must be skilled at reading and writing, the book challenges teachers to use new literacies as a learning experience for both teacher and student. The book explores the real risks and benefits of new forms of communication and their power as important tools for engaging students.

The world may be changing, and the tools we use to interact with it may be evolving, but the basic skills we need to actively engage with the world remain constant.

Day by Day

Refining writing workshop through 180 days of reflective practice
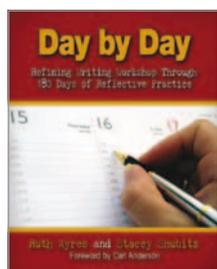
328 pp book
Authors: Ruth Ayres & Stacey Shubitz
Publisher: Stenhouse
RRP: $52.95
SCIS No: 1501440
ISBN: 9781571108098
Years: K–6

Have you ever wanted your own personal writing coach to help improve your teaching of writing? How about two personal writing coaches? In *Day by Day*, Stacey Shubitz and Ruth Ayres, creators of popular blog 'Two Writing Teachers', guide you through the trials and tribulations of a whole year of writing workshop.

The book is organised around six fundamental components of writing workshop: routines, mini-lessons, choice, mentors, conferring and assessment. Each component is broken down into 10-day sections and each section includes a detailed discussion; a challenge teachers can apply immediately; and questions to help teachers assess the process to see what went right, what went wrong, and, most importantly, why.

Offering encouragement, support, practical strategies, tips and advice *Day by Day* provides everything you need to run an effective writing workshop that meets the needs of all the different writers in your classroom.

Writing with Mentors DVD
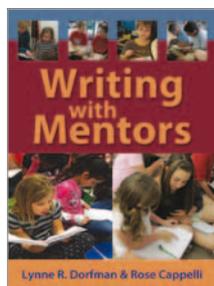
195 min. DVD
Authors: Lynne Dorfman & Rose Cappelli
Publisher: Stenhouse
RRP: $495.00
SCIS No: 1501458
ISBN: 9781571108418
Years: K–8

In *Writing with Mentors*, the authors take viewers inside two classrooms to watch how children's literature can be used to effectively teach both informational and narrative writing.

The DVD contains two programs – each over 90 minutes long – that show how a writing lesson evolves over two days. Viewers will see master teachers in action, demonstrating modelling; shared writing; whole-group lessons; small-group and one-on-one conferences; using writers' notebooks; and the all-important reflection on the lesson.

Real-world writing and real writers don't follow a script. Join Lynne and Rose as they show how to teach writing the way it was meant to be taught.

Math Work Stations: Independent learning you can count on, K–2
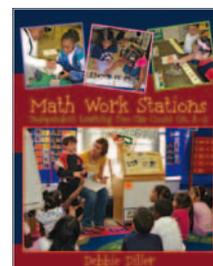
312 pp book
Author: Debbie Diller
Publisher: Stenhouse
RRP: $64.95
SCIS No: 1501466
ISBN: 9781571107930
Years: K–2

If you've ever questioned how to make math stations work, you'll find this photo-filled, idea-packed resource invaluable. This book extends Debbie Diller's bestselling work on literacy work stations and classroom design to the field of mathematics.

In *Math Work Stations* you'll find ideas to help students develop conceptual understanding and skills, use math vocabulary as they talk about their mathematical thinking, and connect big ideas to meaningful independent exploration and practice. This book details how to set up, manage and keep math stations going throughout the year. There's a chapter devoted solely to organising and using math manipulatives. Each chapter includes:

- key concepts
- math vocabulary resources and literature links
- suggested materials to include at each station for the corresponding math content strand
- ideas for modelling, troubleshooting, differentiating and assessment
- reflection questions for professional development.

Throughout the book are hundreds of colour photos showing math work stations in action, charts and reproducibles so you'll have everything you need to get started with stations in your classroom right away.

Susan Mullins
Sales and Marketing Coordinator
Education Services Australia