SCHOOLS CATALOGUE INFORMATION SERVICE

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An introduction to the Australian Curriculum

In 2008 all Australian governments agreed that a national curriculum would have a key role in delivering quality education for young Australians. They committed to the development of a Foundation to Year 12 national curriculum, initially in the learning areas of English, Mathematics, Science and History. This commitment was restated by Australian education ministers in the *Melbourne Declaration on Education Goals for Young Australians*.

The Australian Curriculum is being developed progressively by the Australian Curriculum, Assessment and Reporting Authority (ACARA). The Foundation to Year 10 Australian Curriculum for English, Mathematics, Science and History has been developed over 2008–2010. The next phase will see the development of Geography, The Arts and Languages, followed by Information and Communication Technology, and Design and Technology, Health and Physical Education, Economics and Business, and Civics and Citizenship.

The structure of the Australian Curriculum

The Australian Curriculum has three dimensions:

- learning areas
- general capabilities
- cross-curriculum priorities.

In combination, these three dimensions provide students with deep, rich learning opportunities.

For each learning area, the Australian Curriculum includes content descriptions and achievement standards. Content descriptions at each year level specify what teachers are expected to teach and students are expected to learn, and achievement standards indicate the quality of learning that students should typically demonstrate at particular points in their schooling.

Content elaborations have also been developed that illustrate the content descriptions to provide further guidance and support for teachers. Student work samples with annotations are being developed to illustrate expectations in the achievement standards.

The Australian Curriculum incorporates seven general capabilities and three cross-curriculum priorities (listed on page 2) that contribute to and are developed through learning-area content descriptions and elaborations.

ACARA and the Australian Curriculum website

in this issue

3 Harnessing the e-book juggernaut
5 The KnowledgeBank: Next Generation Project
8 School library blog value
9 Website reviews
10 SCIS is more...
11 Applying social media in schools
12 Twitter for teachers, librarians and teacher librarians
13 From little things big things grow
14 Connecting your students with the real world
15 Resources for classroom teachers
15 New and revised subject headings

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ISSUE NO. 76 TERM 1 2011

An introduction to the Australian Curriculum (cont.)

The seven general capabilities are:
- Literacy
- Numeracy
- Information and communication technology competence
- Critical and creative thinking
- Ethical behaviour
- Personal and social competence
- Intercultural understanding.

The three cross-curriculum priorities are:
- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

In the Australian Curriculum the general capabilities provide a set of skills, behaviours and dispositions that are developed and applied across subject-based content. For each of the general capabilities ACARA prepared a conceptual statement and continuum of learning to inform development of the Australian Curriculum: Foundation to Year 10 in English, Mathematics, Science and History, although these four areas do not cover every aspect of the capabilities. The continua will also inform future curriculum development in other learning areas.

Overviews that describe the nature, scope and significance of each general capability are published on the General capabilities section of the Australian Curriculum website. In addition, more detailed statements and continua are being prepared for publication in early 2011 to support teachers and schools who wish to use them in the development of their teaching and learning programs.

The cross-curriculum priorities are designed to ensure that the Australian Curriculum is relevant to the lives of students and addresses the contemporary issues they face.

Implications and opportunities

Teacher librarians can make an important contribution to the introduction of the Australian Curriculum. Their role will be crucial for schools, and class and learning area teachers as they familiarise themselves with new tools, skills and content within the curriculum.

New tools

The Australian Curriculum is published online at www.australiancurriculum.edu.au. This represents a departure from practice in most states and territories, where the curriculum has been published in hard copy as well as electronically. It reflects an increasing expectation for all teachers to access a growing range of education resources digitally. Teacher librarians offer a bridge into the digital world for many teachers, in assisting them to access the Australian Curriculum and online resources integral to its delivery. This may include the provision of web links to online archives of primary sources in History, accessing information and data for analysis in Mathematics, the creation of multimodal texts in Science or the location of interactive texts in English.

New skills

One of the innovative features of the Australian Curriculum is the embedding of general capabilities in learning area content.

The application of the general capabilities in the learning areas offers many opportunities for teacher librarians to collaborate with learning-area teachers. For example, one of the capabilities most strongly represented across all learning areas is Critical and creative thinking. It draws on many of the skills and processes teacher librarians would recognise as integral to information literacy, including:
- posing insightful and purposeful questions
- suspending judgement about a situation to consider the big picture and alternative pathways
- generating and developing ideas and possibilities
- analysing information logically and making reasoned judgements
- evaluating ideas, creating solutions and drawing conclusions
- assessing the feasibility, possible risks and benefits in the implementation of their ideas
- reflecting on thinking, actions and processes
- transferring their knowledge to new situations.

These skills and processes are essential learning in all four learning areas, being most evident in the Literacy strand of English, the Historical skills strand of History, the Inquiry skills strand of Science and the problem-solving and reasoning skills of Mathematics. Teacher librarians are in a strong position to support class and learning-area teachers in addressing the critical and creative thinking demands of learning-area content.

New content

While teachers will recognise much of the content in the Australian Curriculum there are several features that may be new to many.

The three cross-curriculum priorities receive particular attention in the Australian Curriculum, which will have implications for the range of resources that teachers will be seeking. Teacher librarians will be an important source of information and support for classroom teachers. In English, for example, the range of literary texts for Foundation to Year 10 comprises Australian literature, including inscriptional and oral narrative traditions of Aboriginal people and Torres Strait Islander people, as well as the contemporary literature of these two cultural groups; and classic and contemporary world literature, including texts from and about Asia.

In Science, the strand Science as human endeavour offers opportunities for collaborative work with Science teachers as students will need to access media reports and other online resources when investigating contemporary applications of science and undertaking research into its development, including the stories of a range of people who have contributed to advances in science.

In the primary school, the History curriculum and the Literature strand in English will have implications for library resources and will call on teacher librarians' expertise. In Year 3 History, for example, students investigate the history of their local community using sources such as photographs, newspapers, oral histories, diaries and letters. Teacher librarians are well placed to assist classroom teachers both with resources and with the processes of conducting an investigation.

The introduction of the Australian Curriculum offers opportunities for teacher librarians on a number of fronts. As a first step, they should become familiar with the curriculum for English, Mathematics, Science and History and encourage other teachers to do the same. The Australian Curriculum: Foundation to Year 10 is available online at: www.australiancurriculum.edu.au

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ISSUE NO. 76 TERM 1 2011

Harnessing the e-book juggernaut

2010 will be seen as the year of the advent of the e-book and the e-book reader. Toward the end of the year teachers and libraries worldwide, and in Australia, had begun pooling their experiences with the new devices, trying to wrap their heads around how e-books could be used in schools, and libraries in particular. The opportunities are enormous, but so are the challenges.

E-books and e-readers have become a topic of special interest to me, and it became obvious from responses to articles that I wrote, presentations that I delivered, and webinars and forums that I participated in, that it is of great interest to others as well.

I suspect that by the end of 2011 we may well have solved some of the challenges, and e-book use will be well-entrenched in our schools and our libraries. We may have to resign ourselves to the insolubility of the other challenges at least for the moment.

In his article in *Connections* 75, Stephen Abram referred to the 'e-book juggernaut'. He identified some of the issues that had already emerged, and it seems to be worth trying to see some of those issues from an Australian perspective, and to assess what sort of progress we've made in dealing with them.

Mrs Duffee seated on a striped sofa reading her Kindle, after Mary Cassatt
www.flickr.com/photos/notionscapital/4826939037

2010: the year we first began to take e-books seriously

For well over a decade, in Australian schools, we've watched with growing concern the size of the backpacks our students have been carrying around.

According to one international study, daily backpack carrying is a frequent cause of discomfort for school children. School backpacks caused fatigue in 66 per cent of the children in the study, and back pain in 46 per cent. Dr Billy Chow, Backpack Mentality

Efforts to persuade children to leave books in their locker, or at school, have fallen on deaf ears. The adoption of e-textbooks would make such a huge difference. Imagine: one electronic device versus 20 kg of paper.

Among the trends it noted, the Horizon Report of 2008 said:
Electronic book readers like the Amazon Kindle and small but powerful web-enabled devices like the Apple iPhone and the LG Electronics Voyager make it possible to carry vast amounts of information in a small package. Movies, books, email, and more are available on these lightweight, portable platforms and … their use will only grow in influence.

The 2010 Horizon Report put the time to adoption for e-books as two to three years.

As the technology underlying electronic readers has improved and as more titles have become available, electronic books are quickly reaching the point where their advantages over the printed book are compelling to almost any observer. The convenience of carrying an entire library in a purse, pocket or book bag appeals to readers who find time for a few pages in between appointments or while commuting. Already firmly established in the public sector, electronic books are gaining a foothold on campuses as well, where they serve as a cost-effective and portable alternative to heavy textbooks and supplemental reading selections.

E-books are not new. They have been lurking around for over a decade. As adults we've become used to reading large reports and even books online in PDF format with tools such as Adobe Acrobat.

So what was different in 2010?

- The emergence of devices that are slim, lightweight yet robust, intuitive, affordable, with wi-fi, and/or 3G-enabled.
- The range of e-book readers available in Australia multiplied. Amazon released Kindle 2 into the Australian market in August 2009 and, by mid-2010, early adopters were hooked. Other e-readers and Apple's long-promised iPad became available from July 2010 onwards and, for the first time, e-books really came on to the agenda.
- The major device producers had a price war, mainly instigated by Amazon and Borders who brought prices for the Kindle and the Kobo down to the level of affordability. They established a 'near $200' benchmark by which other e-readers are judged.
- The release of free software for reading e-books on mobile devices such as netbooks, laptops and iPhones, as well as on desktop computers: eg, Kindle for PC, and the Borders software.
- With the iPad came the release of e-reading applications such as the native iBooks app, as well as the Kindle and Borders apps. In addition, publishers of e-books created their own apps, even specific ones for particular books.
- An emerging partnership between e-books and 'the cloud' with e-book-creation software such as Issuu. Then there are tools that let the user create downloadable e-books from Wikipedia such as eReadUps; online converters such as ePub Bud that enable conversion of e-books into e-pub format, which can then be downloaded to the iPad; and downloadable software such as Calibre that converts from PDF into other formats.

But this is just the start. What also became obvious in 2010 was that we are just glimpsing the possibilities. The hard work of using e-books and e-readers in educational settings is just beginning.

Subtypes of e-books

Like Stephen Abram, I think we have to distinguish between the subtypes of e-books, because the issues that surround each are different. I think that also the educational setting adds a compounding element that we don't see in the public arena: the fact that we often want to use books in unison.

The student/teacher wants to use their e-reader for the following:

- personally acquired e-books
- borrowed (library) e-books, possibly from more than one library
- shared e-textbooks.

They may also want to read any of the following: fiction, non-fiction, graphic novels, encyclopedias and illustrated, glossy, 'big' and audio books.

ISSUE NO. 76 TERM 1 2011

Harnessing the e-book juggernaut (cont.)

What won't we access as an e-book?

There are some subtypes that the e-book juggernaut won't touch, at least for a while. Some have already been affected by other factors.

The physical encyclopedia has had its day. Online versions have replaced the outdated tomes in many of our libraries, but even these are now struggling to compete with constantly updated e-community efforts like Wikipedia, and commercial ones like the Encyclopaedia Britannica online. We are unlikely to buy an e-encyclopedia though and put it on our handheld device. E-books are unlikely to come with an automatic-updating scenario which is the forté of the online encyclopedia.

On the other hand, some types of 'real' books, as some people like to call them, will survive. Libraries will still exist, and they won't be limited to outdated holdings. Publishers will get smarter and many will use 'publishing on demand' technology. There are going to be challenges for school libraries to keep enough books on their shelves while provisioning their holdings with e-books. There will also be people who will never read an e-book; never buy a device with e-reader software.

Some books just won't translate into the e-Ink technology that Kindle and others provide, whether you are talking 5", 6", or 10" devices. While the iPad and similar backlit devices can offer colour and a glitzier experience, they still won't substitute for some formats of the 'real' book.

Questions that stump: devices and formats

By the time you read this there will be, very likely, even more e-reading devices available in Australia.

It really boils down to what you want the device to do (and that is affected by what devices you already have); and how much you are prepared to spend.

What do you want the device to do?

If you simply want a dedicated e-reader then you will probably consider an e-Ink reader such as the Amazon Kindle 6" or the larger DX, the Kobo e-reader (attached to Borders), the Sony e-book reader (based on e-pub), and similar devices. Even then there are differences. For example the Sony differs from the Kindle and the Kobo in that it is a touch screen. These all use black/white (various shades of grey really) displays. Coloured e-Ink readers are not yet on the market at an affordable price in Australia. The fact that these are dedicated e-readers generally means that you can buy them for $150 to $250.

Then there are the devices like the iPad or the iPhone where an e-book reader is just one of the apps. The iPad uses a backlit LED screen and does not use e-Ink technology.

If you already have a laptop computer or a netbook you can download Kindle for PC for free, or Adobe Acrobat for reading PDFs or Adobe Digital Editions (e-pubs), or the Borders application.

Which format?

If you choose a dedicated e-reader, it will determine the format of the e-books you buy.

The main formats are:

- for Kindle – AZW (Amazon's proprietary format), MOBI and PDF
- e-pub – this is a standard e-book format recommended by the International Digital Publishing Forum. It is used by Sony and Apple.

Many of the non-Kindle devices are saying they can accommodate a range of these formats. For example, the Kogan e-reader says it will support PDF, CHM, EPUB, TXT, HTM, HTML, RTF, PDB, DJVU, DJV, IW44, IW4, FB2, OEB, PRC, MOBI, TCR and OPF.

There is software available on the market now that allows you to convert files from one format to another, providing the inbuilt Digital Rights Management (DRM) allows that to happen: for example Calibre and Mobipocket eBook Creator.

Amazon has a free service that allows members to send a PDF for conversion to AZW format.

How do you obtain books?

If your device has 3G or wi-fi then you can connect directly to the online store, purchase an e-book through your previously set up account, and download that way. Kindle uses 'Whispernet' for delivery to devices attached to the account, including an iPad.

If you are lending your device and don't want the borrower to be able to buy books, then you need to either disconnect the credit card, or deregister the device.

Some devices (like the Kobo) rely on your being able to connect it to a computer and then using the online facility there. Your computer will see most of the devices as an extra drive and you can load documents like PDFs directly onto your device.

Most of the e-book readers now handle 'native' PDFs quite well, but I've found it depends on the format and layout of the PDF and whether it has been locked in some way.

If you have an iPad or iPhone then you can use iTunes to manage your downloads just like you would for music or podcasts.

Once you have purchased an e-book and have it on your device, you read it from there – it is stored on the device and you no longer need to be online. Borders and Amazon both have a 'your library' tool where e-books you have bought remain online and can be downloaded again later. Both allow you to download your e-books to more than one device.

What should you be able to do in an e-reader?

Tasks that you should be able to perform with your e-reader:

- download and read e-books
- access a dictionary/thesaurus
- bookmark, and write notes
- download notes to computer
- upload documents from computer to e-reader
- resize text
- when you return to a book, it opens where you left it
- read/store multiple books.

Kali, Avatar of the e-book
www.flickr.com/photos/hiperactivo/3644097750

ISSUE NO. 76 TERM 1 2011

Harnessing the e-book juggernaut (cont.)

What additional functionality might your e-reader possess?
Some e-readers will also allow the following functions:

- text to speech
- browser access
- categorisation of titles
- display of images (including resizing)
- colour display.

What are the criteria for purchasing your device?
Which device you buy will depend on how important you judge the factors listed above to be.

In future articles, I will consider the progress we are making with e-books for libraries, e-textbooks, and cataloguing and copyright issues.

Kerrie Smith
Executive Officer
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What should you do in the meantime? That's easy – get some experience in reading e-books!

The KnowledgeBank: Next Generation Project

FUSE (Find Use Share Education) is a portal to world-class digital teaching and learning resources built for Victorian students. It provides access to quality-assured learning resources for every student from wherever an internet connection exists. FUSE was born out of the KnowledgeBank: Next Generation Project (KB:NG Project) conducted by the Innovation and Next Practice Division in the Department of Education and Early Childhood Development. In delivering FUSE, the Department chartered new ground in the procurement of content, forged enduring partnerships with respected Victorian cultural institutions, and engaged teachers and students in practitioner-led research and development.

What is FUSE and what led to its development?

Students of this generation are members of an increasingly complex and global society rich in both technology and information. They are producers and consumers of content and digital learners who inhabit an online world where they are constantly interacting with a range of technologies for leisure and learning. They learn through interaction, collaboration and unstructured learning opportunities.

The Department of Education and Early Childhood Development recognises that the ongoing challenge for schools is to meet new learning styles, keep abreast of and embed the technologies that students use so ubiquitously in their daily lives, and deliver on the potential of the digital world to excite and engage learners. In response, the Department devised the KB:NG Project. Led by the Innovation and Next Practice Division in association with the Department of Broadband, Communications, and the Digital Economy (federal) and Multimedia Victoria, the project made a significant contribution to the Digital Education Revolution at the national level.

The KB:NG Project saw the Department carry out research with education practitioners to find out how best to use Web 2.0 technologies in schools. The project also enabled the Department to collaborate with a range of partners at the state and national levels to access content and find solutions to issues regarding copyright and Intellectual Property (IP), and ultimately to deliver the portal called FUSE.

FUSE is now one of very few applications in the world that is AAA-usability-certified and can be used natively on all devices including iPad, iPhone and PC. FUSE is also the content broker for the Ultranet, the Victorian Government's online-learning environment. The FUSE portal contains an innovative, real-time reporting system, which extracts rich data about how users are accessing resources. This information is constantly fed back into the content-creation process, enabling continuous innovation in the digital content that is produced and procured for the portal.

The real-time FUSE reporting is already showing that there have been in excess of 1.6 million content views, there are 30,000 pieces of content with 10,000 of these from Education Services Australia or the Teaching and Learning Federation, and that there's an almost 50/50 split of content viewing during and after school hours. Project Management Report, October 2010

Teachers and students can access FUSE from any internet-connected device by simply logging on to www.education.vic.gov.au/FUSE. Once inside, they will find themselves in an environment that is a repository, a search engine, a workspace and a means of creating and sharing digital resources.

FIND: The FUSE search allows users to locate quality-assured teaching and learning resources brought together from trusted sources such as the Department, The Learning Federation (TLF) and Victoria's cultural institutions.

USE: FUSE allows users to create and use online resources in collaboration with one another. Files can be uploaded to a personal workspace called 'My Desk' where users can create 'packages' made up of rich media including video, sound, images, PDFs and more.

SHARE: FUSE allows users to share what they have found, created and packaged because each learning resource has a unique Learning Resource ID (LRID). By sharing this LRID with others, colleagues can access the learning resource directly through the FUSE home page or search for it using the FUSE search bar. Teachers can provide the LRID to students, parents and other teachers so they can in turn, access it anytime, anywhere.

There are sections for early childhood, primary schools and secondary schools where there is age- and stage-appropriate content, designed to support and enrich the Victorian Essential Learning Standards (VELS). There are sections for teachers where they can access professional learning, and policies and guidelines related to education

ISSUE NO. 76 TERM 1 2011

The KnowledgeBank: Next Generation Project (cont.)

and practice. A stand-out feature of FUSE is its links to popular Web 2.0 tools and the guidance it provides in using them. Users can learn about and link to a multitude of tools such as web conferencing; Global Teacher, a trusted and popular teacher blog; Wallwisher, an online noticeboard; Voicethread, a multimedia collaboration tool where users narrate the material; and TeacherTube, a repository of educational videos.

FUSE brings together the sum total of the knowledge acquired through the KB:NG Project of how to safely provide rich Web 2.0 learning experiences and digital content.

Where did the content for FUSE come from?

Victorian teachers have come to rely on the trusted sources of learning content made available through the Department's various sites, so these were audited and quality-assured for FUSE. In addition, the KB:NG Project took advantage of an exciting opportunity to empower respected cultural institutions to release their material to students. Strategic partnerships were forged with institutions such as the Australian Centre for the Moving Image (ACMI), the Melbourne Museum and the State Library of Victoria to enable them to provide their expertise and rich media resources to Victorian students.

FUSE home page

These partnerships initially delivered a wealth of rich media resources and are now yielding exciting experiential learning resources such as guided virtual tours of the institutions/archives, interactive games, real-time web conferences, and webcams remotely controlled by students. Extensive collaboration took place throughout the project to ensure the contributors were well positioned to leverage the potential of technology for 21st-century education.

What research did the KnowledgeBank: Next Generation Project conduct?

Field trials and pilots were conducted with practitioners in their classrooms throughout the life of the project during 2008–2009. Practitioners led the research, which consisted of a large sample of teachers and students incorporating various Web 2.0 technologies into their teaching and learning processes and reporting their findings back to the project team. Each individual research trial contributed to an overarching research question about the potential of Web 2.0 technologies to contribute to improved teaching and learning outcomes.

The research findings were extremely positive with trial participants reporting opportunities for enriched teaching practice and improved student behaviour and attitudes as a result of integrating the technologies into curriculum areas. There was a shift from teacher-centred learning to student-centred learning, enabling teachers to develop more authentic learning tasks and accommodate different learning styles. More meaningful assessment was also reported, which included peer review and publication to authentic audiences, resulting in higher quality student work. It was evident that there was greatly increased student engagement, more collaborative learning, and greater connections with parents, peers and experts when Web 2.0 technologies were used in the classroom. Mitigation of disadvantage such as remoteness or special needs was noted. The research concluded that, to achieve these benefits, the educational focus must remain on the subject matter, not the technology itself.

The field trials yielded a wealth of practical exemplars of how to incorporate contemporary technologies such as web conferencing, social networks, streaming media and interactive gaming into teaching and learning. These exemplars were made by practitioners for other practitioners and can be found in FUSE. Digital stories produced through the project's research consistently rate among the most viewed resources, indicating the strong enthusiasm for the use of Web 2.0 technologies in the classrooms that this project has created. The data suggests that videos are being accessed twice as often after school hours than during school hours, indicating that FUSE is being used to foster the notion of 'anywhere, anytime' learning: learning not just confined within the school's walls. Traffic data also suggests that the number of users accessing the data, both students and teachers, continues to grow exponentially.

This practitioner-led research provided data to inform the development of the FUSE portal and Web 2.0 policies, but it had the added benefit of creating a community of people with a strong ownership of the initiative and willingness to provide ongoing feedback and to advocate for it.

The project enabled the sharing of expertise across all schools, which each school alone could not afford. The networking between students reduced isolation and assisted with their transition to high school.
Trial participant

What policies and guidelines did the KnowledgeBank: Next Generation Project address?

Underlying the entire KB:NG Project was the Department's mission to deliver to every child every opportunity, and the recognition that Web 2.0 technologies can only contribute to that mission if schools

The KnowledgeBank: Next Generation Project (cont.)

and students know how to inhabit and learn in the online world safely and productively. Again, the project took the approach that these were issues needing to be addressed *with* educators and students, so a crucial element of the classroom-based research was the identification of these issues and the innovative methods that were developed to either avoid or overcome them. This revealed areas where the Department needed to work to update or develop policies and guidelines or further invest to more fully realise the benefits of 21st-century technology.

Safe and responsible behaviour online became a key focus. The KB:NG Project acknowledged that teachers, parents and students alike held fears about online safety and this presented a significant risk to realising the education potential of Web 2.0 technology. Previous Premier John Brumby's Respect Agenda with its priority around cyberbullying offered a timely opportunity for the project team to intersect with a wider agenda and take the lead in addressing what can be done to keep young people safe online. With this objective, a program of activities was undertaken with Victorian students to give them a voice and a role in designing the solutions. The work included the Leading Responsibly in a Digital World student summit, held at the MCG in October 2009. The Summit brought together 230 student representatives to discuss their cybersafety concerns as well as identifying the proactive steps that they could take.

This is our domain, and we need to make the internet a safe place. We have the skills and the ability to do so, but we cannot do this alone, and so we ask that our parents and teachers give us their trust that we will be responsible online.

In turn, they can be sure that we will take action against inappropriate behaviour by raising awareness, acting locally to spread the message at our respective schools and in our communities, and by ensuring any instances of bullying we know of do not go unreported and are suitably dealt with.

Excerpt from the Student Declaration delivered to the Premier, October 2009

This event had a seminal influence on bringing attention to the issue in a positive way and stimulated a range of further programs, pilots and partnerships regarding online safety. A key outcome of the work was the development of a website called Learning On Line which presents the Department's advice and resources for schools on cybersafety and the responsible use of digital technologies.

Another significant policy area that was identified and addressed through the KB:NG Project was related to intellectual property and copyright. The complex nature of laws concerning the creation and use of online materials presented many challenges for both content providers and users. The KB:NG Project developed a policy framework that incorporated copyright considerations at every point of the content-delivery stage – production through to usage in the classroom.

The relationships that had been established with content partners ensured this was a successful process, and also provided the partners with a framework for dealing with copyright issues in other areas. The result was a revolutionary 'traffic light' system which replaced detailed legal instructions with an easy-to-understand graphic representation. This revolutionary approach to copyright has won acclaim from all associated with the project – from content providers, other state government agencies and the Australian Government. The framework is being used as a blueprint for a comprehensive Australia-wide policy.

The KB:NG Project informed the development of the Department's Digital Learning Statement. The vision is that all teachers and students have access to contemporary technology and world-class digital content with which to create, communicate and collaborate locally and globally. Learning is engaging, personalised and authentic to enable students to become confident, creative, active and informed citizens of the 21st century. This will be achieved through three strategies: provision of anywhere, anytime access; advancing teacher practice; and access to high-quality resources, tools and data.

The Digital Learning Statement may be downloaded at www.education.vic.gov.au/researchinnovation/digitallearning.

What's next?

The Department has funded 18 of its partner organisations to develop a further 25 innovative and engaging digital learning resources, typically employing Web 2.0 technologies. The new digital learning resources will connect students, teachers and communities. Features of these resources will include intuitive web-based graphic interfaces; web conferencing, blog and wiki spaces; gaming and simulation scenarios; social networking opportunities; interactivity; mobile and phone applications; and virtual worlds.

Conclusion

The KB:NG Project took a revolutionary approach to the identification and development of policies related to the use of Web 2.0 in schools and it redefined the procurement, production and accessibility of learning content. It recognised that, in the digital age, the role of the Department of Education and Early Childhood Development is different. The traditional top-down approach was replaced with a method which empowered those at the centre of the service being delivered (students and teachers) to co-create the service and guide the development of the policies that support it.

The project was outstandingly successful in its endeavour. It culminated in a paradigm shift in the way Web 2.0 technologies are integrated into teaching and learning in Victoria; it achieved national prominence in its leadership of the issues regarding copyright and IP that it revealed and addressed; and it delivered a world-class and widely acclaimed portal, FUSE.

Katrina Reynen
General Manager, Innovation and Next Practice Division
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Katrina's role is to identify and manage innovation projects to address complex system issues in education. Research and design work ensures that innovation trials in Victorian schools are disciplined, coherent, well informed and, ultimately, scalable.

ISSUE NO. 76 TERM 1 2011

School library blog value

As a former librarian in a small independent school with a newly established library, one of my more time-consuming tasks was promoting the library to staff and students. Actually, I spent most of my time promoting the library to the staff. The kids knew about the library – it was the place that had all the computers, and the comfy chairs. Occasionally it was the place they arrived in a blind panic when Dr Google hadn't been able to supply the answers to the assignment that was usually due that day. The staff thought it was where you took the kids when you had time-tabling issues and couldn't find that elusive spare classroom *pronto*! It certainly wasn't where they went to get books or information. And all too frequently, it wasn't where they assumed the kids were coming to get books or information either – which is why I spent so much of my time chasing subject coordinators insisting they give me details of their upcoming semester syllabus so that I could follow up and ensure that students would have access to relevant resources.

Social media merits

I'm sure you're aware of all the latest social media fads, and by now may be a little tired of hearing about all of them. The response to the sudden ubiquity of social media in recent times has been overwhelming, and unfortunately all-too-frequently focused on the novelty of these new mediums, rather than how they can actually help us to communicate more effectively.

When you begin to consider the different forms of social media (eg Twitter and social networking sites such as Facebook, blogs etc) on their own merits, it becomes evident that, when used correctly, there can be considerable advantages associated with them. They have been developed with an emphasis on ease of use and user-generated content: more than traditional media are able to offer. Blogs in particular are a form of social media that can be utilised particularly effectively by school libraries to meet a number of organisational objectives.

Communicate more effectively

Obviously, starting a library blog is not a panacea for all the troubles that might beset a school library, and it's certainly not going to be much help when a harassed teacher who's been allocated the wrong classroom turns up 15 min into the period with 25 Year 9 students in tow. But it can be a relatively low-maintenance tool to help you communicate the library's activities and the value of its resources to staff, students and parents alike.

SCIS blog page

Blogs are either free or very cheap (depending on which service you use); easy-to-use (even for those of us who are quite technologically ignorant); chronologically organised (which makes them incredibly easy to navigate); and can be spectacularly easy to disseminate where RSS feeds are used. And they don't necessarily have to be directed at your students for them to be useful to your school. You could just as easily create a staff blog that promotes staff professional development and current educational news, thereby drawing attention to how the library resources can support staff as well as students. Get your year level coordinators and principal involved, and insist that all staff are signed up to either an RSS feed or an email of all your latest posts and, shazam, you've just opened up a whole new avenue of communication for your school. You don't even need to create all the content – encourage the staff to treat it as a virtual noticeboard for professional-development-related news and information, with you as the administrator. Then all you really have to do is slip in the odd post reminding them of the other great resources the library has to offer, and a weekly round-up of current relevant educational news and events. A simple undertaking like a staff blog can do a lot to foster appreciation and support for the library (and its staff!). Among teaching staff this, in turn, can make it so much easier for you to do your job. It can also create opportunities for you to expand the library's activities within your school.

Knowledge management

Blogs can be more than just a virtual noticeboard or newsletter, even when they are ostensibly assigned that function. One of the most significant features of the blog is that it is a chronologically ordered, continuous document. Although it may have a primary focus of keeping staff and students up-to-date on current news and events, a blog can also be a valuable way of recording library events and activities for future reference, becoming a kind of 'library diary' that has the additional advantage of being publicly available. Being able to review library activities in this way can be helpful to you for future planning or annual reports, and can also be used very effectively to demonstrate your achievements as school librarian. It can also be immensely useful to anyone who succeeds you in the role by providing a wealth of detail about the kinds of activities that you undertook as school librarian. When considered in this way a well-maintained blog is really a worthwhile investment of your time with both shorter and longer term benefits that will more than reward the minimal effort it will require to maintain it.

Emily Pyers
Former school librarian, SCIS cataloguer and SCIS blog contributor

ISSUE NO. 76 TERM 1 2011

Website reviews

BBC – Learning Zone Broadband Class Clips
www.bbc.co.uk/learningzone/clips
Over 7,000 video clips, provided by the BBC, are available for teachers to use in the classroom. The database can be searched by keyword, or browsed by selecting primary or secondary level, then the broad subject area and, finally, refined by a specific topic.
SCIS No: 1487343

The Children's University of Manchester
www.childrensuniversity.manchester.ac.uk
Emanating from The University of Manchester, this resource is designed for interactive whiteboards at school, or computers at home. Content is aimed at primary students and includes topics related to the senses, micro-organisms, Ancient Egypt, teeth, the environment, textiles, the human body and medicine.
SCIS No: 1487353

Global Climate Change: NASA's Eyes on the Earth
http://climate.nasa.gov
The issues, evidence, causes and effects relating to climate change are highlighted on this award-winning website. Engrossing current information is provided about key indicators of climate change and possible solutions. Students will be enamoured with content including a sea-level viewer, footage from space, quizzes and a blog.
SCIS No: 1487361

Designing Libraries: The Gateway to Better Library Design
www.designinglibraries.org.uk
Dealing with more than an appreciation of architecture, this site focuses on aspects of best practice in library design, both external and internal. Content is UK-based but contains information and images related to public libraries, school libraries, mobile libraries and emerging design trends.
SCIS No: 1487430

National Library of Australia – Digital Collections
www.nla.gov.au/digicoll
The contents of the National Library of Australia's digital collection can be searched from this site. The material includes pictures, maps, manuscripts, audio recordings and printed music. Information is available regarding the library's digitisation strategy and links to other online resources are present.
SCIS No: 1487521

Edublogs – Teacher and Student Blogs
http://edublogs.org/
Students and teachers needing a starting point for delving further into educational blogs will find this a useful tool. Although a commercial website, the basic service is free and it contains an overview, management hints and support material.
SCIS No: 1402826

GeoGames
www.reachtheworld.org/games/geogames/index.html
This challenging game is designed to broaden the geographical knowledge and mapping skills of students. Using 3D animation, sound effects and graphics, students can undertake different levels, either individually on a computer, or as a group on an interactive whiteboard.
SCIS No: 1487531

HSC: All My Own Work
http://amow.boardofstudies.nsw.edu.au
The implications of breaching copyright, plagiarising, appropriately acknowledging sources, the difference between good scholarship and malpractice, and engaging in ethical group work are all discussed on this website for senior secondary students.
SCIS No: 1312277

Christchurch City Libraries – Internet Gateway
http://christchurchcitylibraries.com/Resources
A well-organised and informative portal containing thousands of links to websites featuring content from New Zealand and other countries. The 23 major subject areas are broken into an array of smaller subsets.
SCIS No: 1487536

Love Letters to the Future
www.loveletterstothefuture.com
An appealing website that encourages people to 'address climate change in a creative, personal way by sending a message to future generations'. Environmentalist David Suzuki invites respondents to deliver their message as a video, short text message or an image.
SCIS No: 1487571

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.

Museum of Science and Industry – Online Science Activities: Construct a Worm Farm
www.msichicago.org/online-science/activities/activity-detail/activities/construct-a-worm-farm
Students looking for a clear and concise set of instructions and photos on how to construct a worm farm should utilise this site. The content is also useful for teachers searching for an interesting example of a procedural text.
SCIS No: 1487446

Ocean Portal by the Smithsonian Institution
http://ocean.si.edu/
This stunning, award-winning site is designed to broaden the knowledge of students and inspire them to explore the richness of the ocean. Students are invited to engage in this interactive website and share their ocean experiences via a blog or email. Teachers have access to a range of teaching resources and lesson plans.
SCIS No: 1487431

State Library of Victoria – Research Skills – Ergo
http://slv.vic.gov.au/ergo/research_skills
A student-centred guide to research skills is the focus of this website. Students are encouraged to break the research process down into manageable components and match this with quality information. Links to essay-writing and study skills are also available.
SCIS No: 1487700

Writing with Writers
http://teacher.scholastic.com/writewit/index.htm
Aspiring writers can hone their skills by undertaking online workshops conducted by a series of American authors. Students can select a writer, editor or illustrator to workshop with, or alternatively, a genre that interests them.
SCIS No: 1275017

Reviewed by
Nigel Paull
Teacher librarian
South Grafton
Primary School
New South Wales

ISSUE NO. 76 TERM 1 2011

SCIS is more...

e-book cataloguing in SCIS

A new edition of the SCIS Standards for Cataloguing and Data Entry, including guidelines for cataloguing e-books, was published on the SCIS website in December 2010. Just click on the Help link at the bottom of any page.

The SCIS Information Services Standards Committee spent some time grappling with the issue of multiple e-book formats and providers before making the following policy decisions.

General Material Designation (GMD)

The GMD [website] is used if the e-book is available only as a website, or as a website with the option to download a PDF version. Examples:

- Infobase e-books supplied on subscription by Warner Books
- Scholastic *BookFlix*.

The GMD [electronic resource] is used if the e-book is produced in any of the e-book formats, or in a choice of formats. This GMD is also used if a PDF is being described as a discrete resource, not as part of a website. Examples:

- Amazon Kindle e-book
- an e-book that is read online using e-reading software such as Silverlight
- an e-book published in PDF format and available for download from the publisher's website.

Provider-neutral records

If an e-book is available in multiple formats, only one 'provider-neutral' record is created. An example is Cory Doctorow's *For the Win*, which is available for free download as an 'official file' in plain text, HTML or PDF, or in a choice of formats suitable for a range of e-book readers and devices. The SCIS record for this e-book includes a note 'Available in multiple formats' and a link to the download website, http://craphound.com/ftw/download.

Identifying e-books

A new subject heading 'E-books' was approved in September 2010 and is now used as a form heading on all SCIS records for e-books. Try browsing this subject heading in SCIS OPAC to see the range of e-books that have been catalogued in SCIS. SCIS catalogues both free and subscription-based e-books. E-books catalogued as websites, which are available only on subscription, include a note indicating that a subscription is required to access the resource.

Introducing Pru Mitchell: SCIS Subscriber Coordinator

The merger of Curriculum Corporation and Education.au to form Education Services Australia, followed by a restructure of the Publications and Library Services section of the new organisation, has given SCIS new staffing opportunities.

In September 2010, Pru Mitchell was appointed to the new position of SCIS Subscriber Coordinator. Pru's role is to provide high-level support to our front-line customer service team and SCIS subscribers; deliver professional learning; and manage the SCIS website and communications.

Pru will need no introduction to many of you, but for others, here is a very brief summary of her achievements in the education space to date. Pru is a highly regarded teacher librarian who has had a long association with SCIS through her participation in the committee that oversees the development of SCIS standards and subject headings, and with the Schools Online Thesaurus (ScOT) project as a member of the ScOT Management Group. Her most recent position was as Senior Education Officer with Education.au working on Education Network Australia (edna) and related projects. Pru is also an active participant in teacher and library professional associations and events. We are delighted to welcome Pru to the SCIS team.

Pru is working out of the Adelaide office of Education Services Australia. You can contact her by email via scisinfo@esa.edu.au or directly at pmitchell@esa.edu.au, on Twitter @schoolscatinfo, or phone +61 8 8334 3209.

My SCIS journey

It feels something of a full-circle experience to be joining the SCIS team. The first time I saw a computer was during the cataloguing unit of my teacher librarianship course at the South Australian College of Advanced Education when we went on an excursion to see the South Australian Educational Resource Information Service (SAERIS) tapes being loaded. By the time I graduated and was setting up the library at my first school, SAERIS had become a founding partner in Australian Schools Catalogue Information Service (ASCIS), and I did battle with the microfiche reader, and mailed off reams of order forms to Melbourne for catalogue cards.

Ten years later, by this time working in Western Australia, I spent many hours in dial-up mode to ASCIS, surveying hit rates for non-government school collections as part of my Masters project at CSU, halfway through which Curriculum Corporation took over ASCIS. In the 1990s, my role as Coordinator of the Library Liaison Team of the Catholic Education Office in WA saw me spending a few Christmas holidays keying in thousands of ISBNs to SCIS RECON for the foundation collections of our new schools so they could open with a functioning catalogue.

I welcome the opportunity I have now to contribute to a truly global SCIS service, particularly in the support for school library staff as we face the challenge of integrating digital resources in order to maximise learning and the love of literature. Please contact me if you are interested in SCIS support or training, or to share ideas at scisinfo@esa.edu.au.

Leonie Bourke
Manager, SCIS
Education
Services
Australia

Pru Mitchell
SCIS Subscriber
Coordinator
Education Services
Australia

ISSUE NO. 76 TERM 1 2011

Applying social media in schools

Social media technologies allow us to easily create web content to share with others, often on a mass scale, but also in a local context. The rise of social media has brought significant changes to the way people do business, socialise, obtain information and perform everyday tasks, and many educators are exploring the possibilities that social media can offer students, teachers and schools. In this article I describe some of these possibilities, based on my own experiences as a secondary teacher.

Using social media for teachers' professional learning

Recently I was looking for an online tool to create a quiz for a class. After spending some time exploring websites I posed the question to my Twitter network and received a prompt, relevant response from another teacher. This experience is typical of the way that many Australian teachers are now sharing resources through Twitter. These interactions also point users to other people with similar interests, so that richer networks tend to develop over time.

Beyond Twitter there are many online spaces devoted to a particular topic or interest, such as eBay, Flickr and Whirlpool (an Australian-based community for discussing some aspects of information technology). Educators have a number of their own spaces in which to share knowledge and resources. For example, there is an online community called Promethean Planet, focusing on the brand of interactive whiteboard used at my school, where teachers around the world can ask and respond to questions and share resources and ideas. Teachers and education professionals are creating huge amounts of content on such sites every day.

The amount of material available can be overwhelming, but a further set of social media tools allows this content to be sifted and organised. Social bookmarking services such as Digg and Delicious allow lists of favourite sites to be shared, and some services also allow annotations. RSS feeds can be used to obtain a steady stream of information from a site without continually having to return to it. Different RSS feeds can be gathered together for easy viewing using aggregator services such as Bloglines or Netvibes.

Using such tools familiarises educators with the tones and formats of forums, blogs and profiles, and the culture and etiquette of the online world and how it differs from the classroom and school environment. All these experiences also help to prepare teachers to use these applications in the classroom.

Social media in the classroom

In the classroom social media can be used to organise class-wide or small-group discussions and activities through tools such as TodaysMeet. There is an opportunity to invite anyone to join these spaces and contribute. For example, contributors may include another teacher, the principal or an external expert. My students have shown positive attitudes toward this kind of group work and don't seem to mind who else is in the room. TodaysMeet is known as a backchannel tool – other examples are Edmodo and Micromobs.

These online spaces have a number of advantages. Online discussion groups can lower noise levels in the classroom and make classroom management easier. They cater to students' diverse needs, since it is easy to assign different work to different groups of students. After a class, students can continue to work on problems, either at home or during a future lesson. Another benefit is that the software records students' input, which the teacher can examine at a later stage.

A further use for social media in the classroom is to introduce students to aspects of working life. For example, one of my Year 10 desktop-publishing classes has investigated the experiences of a designer looking for work. The students explored some of the crowd-sourcing websites such as 99 Designs, which designers and their customers now use to find each other and manage contracts. The students learnt how to present themselves and to communicate as professionals online, and they submitted a design to several contracts on offer. Students were able to check if the client had offered them any feedback about their work, and also to view other designs.

Communications within the school community

The opportunities that social media tools provide for connecting and collaborating are also very exciting for schools and their communities. Schools can use social media to further leverage their traditional communication methods, for example by allowing a space online for parents to comment on items in the school newsletter. This could be particularly powerful if it allowed for direct communication with the principal as it would publicly demonstrate the interest school leaders have in community opinion.

Social media can also be used to create online spaces for specific sections of the school community, for example around particular sporting or academic interests, or parents of students with learning difficulties. They could also enable connections with other schools to share ideas or find ways to work together on specific interests, or could promote the achievements of the school to the wider community.

When using social media for school communications, mechanisms are needed to remove spam or other unwanted messages. This can be done by having someone moderate the messages although, with the right policies and planning processes in place, unwanted material can be blocked without the need for moderation.

Education about the wider world of social media

Numerous stories in the newspapers and on television have made school communities fearful of the risks posed by social media such as Facebook. Establishing secure, private online environments within the school is one response to these problems, but educators also have an important responsibility to ensure that students are properly equipped to participate in open, global online environments, which they are likely to use on their own. Students need the chance to learn about issues such as copyright and cyberbullying, and they need to know about security settings and how to manage information that is personal or particular to the school.

Students at Sunbury College learn about these issues in various ways, including:

- Year 7 orientation sessions and workshops dedicated to awareness about online bullying
- English and other subjects which include a cyberbullying project, a copyright assignment and also cover online privacy
- online networks to share resources and submit work, which require students to manage account settings and passwords
- use of email and SMS to communicate with students
- encouraging the use of internet research, which requires critical analysis of websites for credibility

ISSUE NO. 76 TERM 1 2011

Applying social media in schools (cont.)

- several projects to inform teachers further as to how well students understand these issues, to enable further planning.

Teachers also need to familiarise themselves with the risks they themselves face with regard to social media in areas such as personal privacy, and how these risks vary depending on different online spaces.

Conclusion

There are abundant opportunities for using social media in education and plenty of reasons to do so. The most important is preparing students for careers that will require online proficiency and competency. To use these tools successfully with students, teachers themselves need to become confident with them. This is not a simple task: the social media space is still quite new and the world is still learning how it works and what it all means. The paths for schools to use these tools are still unpaved and there are few precedents to follow. Most teachers have not grown up with social media and their careers have never demanded its use. This means time and support need to be provided to teachers to ensure they develop these skills.

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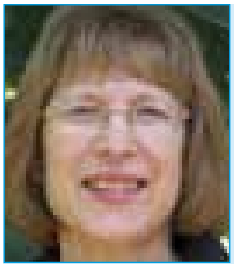
Bridget McGuinness
Teacher, Albert Park College

Twitter for teachers, librarians and teacher librarians

The article *Twitter for teachers, librarians and teacher librarians* explains the use of Twitter, and describes its value for educators. Twitter is known as a microblogging application: messages posted on it are very short, but may include links, images, videos, sounds and personally selected subject terms known as hashtags. Users 'follow' other users by setting their personal accounts to pick up all the others' postings. Twitter can be applied in various ways by teachers and teacher librarians. For example, teachers are using Twitter in class as a 'backchannel' tool to interact with students: the teacher may send students questions or comments online, and students are able to ask the teacher questions privately. The article lists a range of websites that illustrate the use of Twitter for teaching. Libraries can use Twitter to locate and pass on news, and to highlight new library content. Twitter offers library patrons several delivery options, such as email or RSS feed. A wide range of applications known as 'clients' facilitate the use of Twitter. They include TweetDeck, Seesmic, twhirl, HooteSuit and BackUpMyTweets. Twitter posts are searchable at Twitter Search or by using clients such as TweetScan or monitter. Lists of educators using Twitter are available at sites including Twitter4Teachers and Listorious, and on directories such as TwitDir. Images are searchable at Twitpic. Tips for including video in Twitter are available online, for example in a 2009 article by Jennifer Van Grove, http://mashable.com/2009/05/23/video-for-twitter. Twitter messages should be relevant to current or potential readers, and polite. After a message is posted it can be removed, but it may be forwarded or copied by others before this can occur. Unwanted followers such as spammers may be blocked.
The article also includes a range of practical tips, including advice for new users. See also the author's blog at http://readingpower.wordpress.com.

The full article was in Access*, June 2010, pages 16–20. This abstract was written by the* Curriculum Leadership *team and published in Volume 8, Issue 26, August 2010. Reprinted here with permission.*



Anne Weaver

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.

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ISSUE NO. 76 TERM 1 2011

From little things big things grow

Part Four: The old library, the tin library and the new library

The building of the BER library at South Grafton Public School (SGPS) is progressing almost to schedule and additions can be seen on a daily basis. Allied to the building of the new library is the transformation of the existing library into a staffroom and storage area.

The timeframe for these projects has called for some overlapping of building work on both sites. To expedite this we decided to pack up the existing library and store most of the collection, ready to be moved into the new BER library. In consultation with the SGPS Principal, Sue Hillery, it was determined to utilise a demountable classroom as a temporary library. The students soon christened the buildings 'the old library', 'the tin library' and 'the new library'.

Step one in the process involved contacting a local removal company to provide several hundred book boxes. With the assistance of additional support staff, the library was boxed up and stored. We were careful to write which section of the collection was in each box and endeavoured to place the boxes in approximate shelf order. Excess computers were lent to classrooms and the IT Centre. Fortunately the teacher reference section didn't need to be moved immediately because its location didn't impact on the renovation work.

The demountable library housed sufficient furniture for a class to use, and we added three double-bay freestanding shelves to allow restricted borrowing. The OASIS management system was plugged in and we were operating within a week. As the demountable classroom was already in use two days a week it was decided to conduct K–2 library operations in individual classrooms. This decision was easier as these students are housed on a separate campus. The library staff needed a home to continue processing materials and this was found in the confines of the storeroom in the demountable classroom.

Inspecting the BER library are (L–R) Sue Hillery, Principal of SGPS; Colleen Foley, NSW DET Manager of School Libraries and Information Literacy; and Nigel Paull, teacher librarian SGPS

Operating over several temporary locations naturally has its problems. To quote TS Eliot from The Hollow Men:

Between the idea
And the reality
Between the motion
And the act
Falls the shadow

However our shadows were small and not insurmountable. The delay in construction of the new library meant that we were housed in the tin library longer than anticipated.

A flow-on effect was reflected in OASIS borrowing figures, with a decline due to the fact the library wasn't open at lunchtime and had a very small selection of resources. We also noted that we couldn't fulfil requests for specific books, and class loans for units of work were difficult to obtain. The classroom use of electronic resources and interactive whiteboards increased during this period!

As the end of the school year approached we determined that we would need more storage boxes for the resources still on loan. As the schedule for the opening of the new library was extended it was determined that it would be unrealistic to attempt a stocktake and this would occur in the new year as the boxes were being unpacked.

Parents, students and staff have been very understanding of the constraints the library has been operating under during this time and the building company has been very obliging and kept us informed of progress. The members of the school community have taken any minor issues in their stride and are eagerly awaiting the opening of the new library in two months' time!

Interior of the new SGPS BER library

Nigel Paull
Teacher librarian
South Grafton
Primary School
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ISSUE NO. 76 TERM 1 2011

Connecting your students with the real world

'We must all obey the great law of change. It is the most powerful force in the world.'
Edmund Burke

As our society embarks upon the 21st century, one reality is becoming clearer and clearer: how we work will never be the same again.

Change is rapid and continual. Personal experience confirms it, labour market statistics reflect it. With each company that decentralises, each worker who relocates to a home-based office and each contract worker who replaces a long-time company employee, the new face of the world of work comes more into focus.

Are the changes good? Are they bad? There's no consensus. Only one thing is certain – they are happening. However much labour market analysts may grapple with their implications, however much some of us may prefer the familiar, pyramid-based corporate structures, the transformation of the working world is progressing at a fast pace, immune to judgement. So, we and our children must adapt.

For people already in the workforce, this changing scene demands an awareness of specific transferable skills, and an ability to develop and exploit them. For those not yet in the workforce, the challenge is to understand the nature of the new working world and seize the opportunities to plan a rewarding course through it.

Change ... does not have to be forced on us by crises and calamity. We can do it ourselves. If changing is ... only another word for learning, then the theories of learning will also be theories of changing. Those who are always learning are those who can ride the waves of change and who see a changing world as full of opportunities rather than of damages. They are the ones most likely to be the survivors in a time of discontinuity.
Charles Handy, *The Age of Unreason*, Harvard Business School Press, 1990, p 56

The Real Game career exploration program for Years 7–8 is a response to the particular challenges the new working world presents for young people. It not only introduces them to the nature of the adult future they face, but helps them understand it and gives them skills to explore how they can function successfully within it.

Through role-playing, written exercises, research projects, structured games and interaction with classmates, teachers, parents and community members, The Real Game provides a positive and supportive means for young people to explore the evolving world of work. The game leads them to an understanding of the scope of their options and opportunities, the implications of their choices and the importance of education and planning. By learning how to cope with change while exploring the future in a realistic but non-threatening way, students who participate in The Real Game develop a positive attitude about their roles within the new dynamic world of work, and they learn the necessity and the value of schooling for attaining future goals.

The setting is a school classroom, but listen closely and you'll find yourself in the middle of a small society of people, on all the different walks of life and in different careers. Deanna Stokes Sullivan

The 42 job profiles included in the program reflect a broad range of employment opportunities, from part-time and low-paying occupations to full-time and high-paying ones. Each student adopts an occupation. They function as working people in a community, exploring the budgetary and time implications of working (to simplify adult complexities somewhat, students play the role of single adults, ie, without spouses or children). The class becomes a miniature society as students experience their new 'lives' and grow into their roles. As the program proceeds, the players' grasp of the correlation between education, income and job satisfaction becomes firmer.

I really liked this program. It helped me get a better understanding of what I want to make of my life and what I want to be when I'm older. This program was the best thing I ever did in school. Year 7 student

Each occupational role is assigned a gross income and an allotment of work hours. Students confront budgeting (taxes, mortgages or rent, transportation and other bills); balancing the time demands of work, housekeeping and leisure activities; the pros and cons of different work and family roles; self-assessment; goal setting; and career decision making. The intention is to encourage students to start thinking about their career options; be aware of some of the decisions they will face as adults; learn about the many choices available to them; and understand the relevance of what they are learning in school to their personal career futures – all in a fun and highly educational way.

The Real Game website

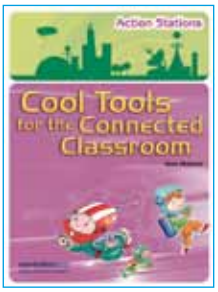
Adapted from *The Real Game Facilitator's Guide*, Department of Education, Science and Training (Australia) pp 13–15

The Real Game series is available from Curriculum Press. Visit **www.realgame.esa.edu.au** for more information or to register for your free 14-day trial of the new *Real Game 2.1 Digital Edition* for Years 7–8.

ISSUE NO. 76 TERM 1 2011

Resources for classroom teachers

Cool Tools for the Connected Classroom



88 pp
Author: Anne Mirtschin
Publisher: Education Services Australia
RRP: $38.95
SCIS No: 1428033
ISBN: 9781742004983
Years: 4–9

Through the use of Web 2.0 tools in the classroom, learning can take place in an authentic real-world environment and teachers can help prepare their students for a world where information is increasingly networked and digital. Given the relative 'newness' of these technologies, however, it's easy to become confused by the number of tools and the scope of information available on the internet.

Cool Tools for the Connected Classroom, the second title in the Action Station series, presents a concise introduction to the best Web 2.0 tools. It provides suggestions on how to get started, practical classroom examples, lesson plans, activity sheets, tips and hints.

Teachers will discover the best tools for:
- *Connecting* – within the school and to the global community
- *Communicating* – podcasts, blogs, wikis and vokis
- *Creating* – widgets, mindmapping, creative commons and more.

Make Me a Story: Teaching writing through digital storytelling

102 pp book + CD-ROM
Author: Lisa C Miller
Publisher: Stenhouse
RRP: $42.95
SCIS No: 1478175
ISBN: 9781571107893
Years: K–5

Just as writing can be a process of discovery, so too can digital storytelling where words, images and sound all work together to create meaning. And a good digital story – like any good story – is all about the writing.

Make Me a Story: Teaching writing through digital storytelling shows teachers how to use digital stories to lead students through all phases of the writing process, from planning to revising and editing. Teachers will receive guidance on:
- the different types of digital stories
- how to assess digital assignments
- how to motivate reluctant writers.

The book provides specific suggestions for writing exercises and various ways to get students thinking about how best to tell their stories, while the accompanying CD includes examples of student stories discussed in the text.

Literacy Remix: Bridging adolescents' in and out of school literacies

122 pp
Authors: Jesse Gainer & Diane Lapp
Publisher: International Reading Association
RRP: $48.95
SCIS No: 1473835
ISBN: 9780872078000
Years: 7–12

A literate person today must be able to move comfortably among various visual and interactive information sources.

'Remix', a term often associated with music, refers to using bits of previously recorded material to create something new. With *Literacy Remix: Bridging adolescents' in and out of school literacies*, teachers will learn how to guide student explorations into new literacy practices by 'remixing' what they know as best practice with the new literacies students are growing up with. The book demonstrates how to teach students to use the reading, writing, learning and communicating tools of their day-to-day lives to learn important literacy and language arts skills in the classroom. The multimodal activities presented throughout the book provide ideas for incorporating still and moving images, song lyrics, internet sites and other media into classroom learning.

You do not need to be an expert in technology to make use of new literacies in the classroom; openness to diverse perspectives, critical consciousness and some basic background information goes a long way.

New and revised subject headings

Due to an unprecedented number of additions and changes to SCIS subject headings in this period, the list provided below details only new; deleted; previously USE, now preferred; and previously preferred, now USE. For the exhaustive list of changes, including those normally denoted with * please see the SCIS website at www2.curriculum.edu.au/scis/subject_headings.html.

In the summary lists, headings are marked with:

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 Afghan War, 2001–
N Afghanistan – History – 21st century
N Amazon Region – Environmental conditions
N Australia – Environmental conditions
N Australia – Family Law Act 1975
U Balkan Peninsula
N Balkan States – History
N Blue Mountains (NSW) – Environmental conditions
N Brain damage
N Bulgaria
N Darfur conflict, 2003–
N Deforestation
N E-books
N Ethnic groups – Employment
U Ethnic groups in the workforce
N Fossil fuel
N Great Barrier Reef Marine Park
D Insects as pets
N Iraq War, 2003–2010
U Jewellery – Design and construction
N Jewellery making
N Kosovo
N Krishna (Hindu mythology)
N Krishna (Hindu mythology) in literature
U Machinery – Design
N Machinery – Design and construction
N Marine parks and reserves
D Medicare (Australia)
N Medicare Australia
N Minimalism (Art)
N New Zealand – Education Act 1989
A Philanthropy
N Podcasts
N Sea level
N Sudan – History
N Upanishads
A Vedas
N Western Australia – Animal Welfare Act 2002

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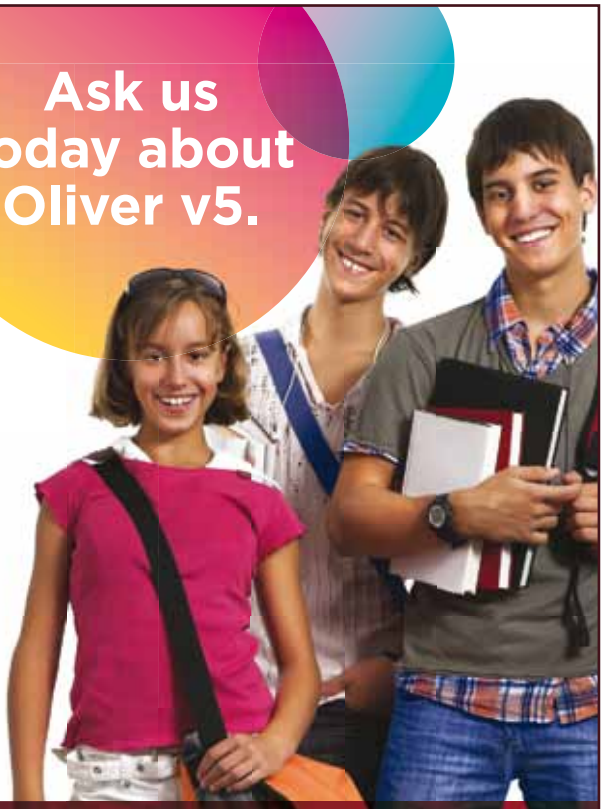

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