



SCHOOLS CATALOGUE
INFORMATION SERVICE

Taking the driver's seat

Initiating change toward an Information Literate School Community

Information Literate School Communities (ILSCs) are held up to new and studying teacher librarians (TLs) as one of the main goals to be accomplished by members of our profession. As a current TL student at Charles Sturt University, part of my education has been to examine exactly what role we should take in creating ILSCs and what barriers there might be. It did not take long to discover information literacy (IL) was complex. It had a myriad of definitions upon which no one agreed. There were elements, components, characteristics, frames and competencies. There were opinions, models, authorities, toolkits and theories galore. The only thing not out in the academic literature was a set of instructions on how to turn the darned thing on! By the end of the assignment, I realised the magic key I was looking for was, in fact, me. In order to bring about the changes necessary to create an ILSC I understood that I would have to initiate and drive the 'change train'.

However, as I worked through the theoretical issues for my university assignment, I ran into some ground zero realities in my workplace that pointed out that I would be starting the change process a lot further back from my goal than anticipated.

Professional literature points to the TL as the pivotal person in the adoption of information literacy into the curriculum, yet the key to successful ILSCs lies in the collaboration of all stakeholders. Change takes time and effort and teachers are already time-poor and coping with change on many fronts. Change needs to emanate

from the TL, but the TL has not traditionally been perceived as a leader in most school communities.

But by far the most revelatory finding was that debate and discussion concerning IL may have been around in the academic sphere for more than 20 years, but it hasn't reached much further. When I brought the IL concept to school to begin a dialogue about it, none of the stakeholders had even heard of it! (I couldn't help but notice how this fitted beautifully with the first understanding in the IL process: that there is a need for information.) In my visits and discussions with professionals since, I've discovered this is not an unusual scenario. It made my determination to be a change facilitator even stronger.

So how does one lone, nearly trained, part-time TL become a change facilitator? This became my essential question and I would like to share my insights and experiences with any other TLs who may have just settled into the driver's seat of the 'change train'.

Be brave

Sorry for the cliché but ... what have you got to lose? My observation is that the libraries most under threat are the ones that don't appear to be embracing IL, or engaging with the Education Revolution. There needs to be determination to change the perception of the library from a passive information depot to an active agency for building knowledge, and this change needs to be evident for all stakeholders in the school community.

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Taking the driver's seat (cont.)

Barriers such as gaining the principal's support and convincing teachers to collaborate with you can seem overwhelming to a new TL trying to live up to the TL standards of excellence. It's easy to become stressed trying to do it all and do it now. Since one can only change oneself, I devised a professional development plan based on Gary Hartzell's *Building Influence for the School Librarian* and Stephen Covey's *The 7 Habits of Highly Effective People*. I use it to remind myself that I have less control over change in the outer rings (Collegial and School) but, by accomplishing the goals in the inner ring, those further out will be positively affected and I keep pushing outwards.

Reading and re-reading authors such as Michael Fullan, Thoma J Sergiovanni and Hartzell helps me to build guts. Being an active participant in groups like OZTL_Net is also enormously empowering; there are so many passionate, intelligent, experienced mentors among the membership.

Have vision

Spend time daydreaming about what your ILSC will look like, how it will operate, ideally who would be doing what. A solid vision of what you are trying to accomplish is needed so you can share it with others and communicate its benefits. One of my favourite future scenarios for our school involves me spending half my time in the classrooms, not the library, as an IL

consultant for students while they work through the stages of their projects. I want to be available for individual intervention or small-group, just-in-time teaching as well as being collaboratively involved with the planning in our project-based curriculum.

I'd also like to see us with a whole-school information plan.

Be prepared!

In sales and promotion it is crucial to 'know your product'. The same applies for the TLs promoting IL. Choose an IL process you are comfortable with – Big 6, PLUS, ILPO, The Information Process (ISP) – and learn it inside and out. Remember you've got to sell it – and defend it. You may even want to modify it down the track. Start working out how this IL process will fit into the philosophy, vision and curriculum of your school. You are going to have to convince the teachers to let you collaborate. If your colleagues are worrying about what you might do *to* them (eg make extra work) then they won't be able to see what you can do *for* them. I've worked up a sample unit and some sample activities so I can show the teachers how IL fits in.

Set goals

Besides my professional development plan, I also set goals for the library each year, including IL goals. From these goals I make simple action plans. My current action plan is to collaborate with the Prep teacher in incorporating IL


into her class planning. My long-term plan is that as the current class moves up, I will target the next teacher

to work with, incorporating IL into her plans. I don't have enough hours allocated to work with all the teachers and, in this way, the children will have already had experience with IL, making it easier for the next teacher to pick it up and continue. Our Prep teacher is recently out of university and is keen to incorporate ICT and IWBs into her teaching. We've begun ICT activities and for Term 4 my action plan is to collaborate in the use of Super 3 to carry out a small class project.

Grab opportunities

I chose to work with our Prep teacher because I saw a good opportunity to introduce change. It's important to grab whatever you can in the way of opportunity. New buildings, new library plans, new principal, new teacher, new curriculum, new units; anything will do to begin shifting the perception of the library and the TL's role. The introduction of new ICT tools can be one of the best opportunities; who can say no to some collaborative support in planning its use? But it's important that the focus remains on the IL process. To stakeholders not familiar with IL, it's easy to confuse the IL process with the use of ICT tools.

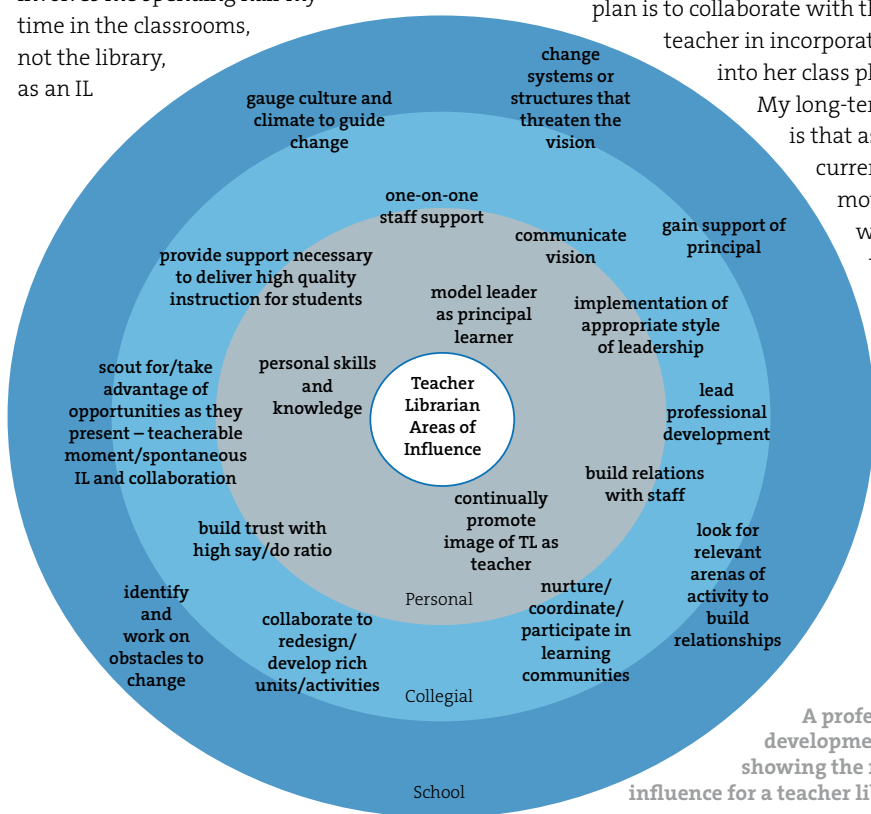
I'm lucky enough to be a casual relief teacher (CRT) at the school as well as the part-time TL. The first time I introduced students to Big 6 was when I did some CRT work. I worked with the class to plan an activity using the process and took photos of the planning on the whiteboard and the progress of the activity. I did not get to the evaluation stage but left the plan for review with the teacher. What a great way for her to hear and see the outcomes and success of the process!

All of these things, of course, are only first steps toward creating an ILSC. I know I have a long way to go, but I see things have changed and I know I've come a long way. I'm confident that now the change train has left the station and I've gained confidence in driving it, it will gather speed. 

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A professional development plan showing the rings of influence for a teacher librarian

Learning to lead libraries

The Australian Library and Information Association (ALIA) New South Wales Library Technicians Group, based in Sydney, has run their Leadership for Library Technicians workshops over the last two years. The courses have been under the leadership of Kevin Dudeney, Library Technician, New South Wales Department of Corrective Services and Victor Davidson, Teacher Librarian, Birrong Girls High School. Participants have been challenged and rewarded when attending these one-day workshops.

Their purpose has been to help library technicians, assistants, officers and library school administrative officers to become more aware of their own professional standing in the workplace. Every member of a library team, whether working in private enterprise or the education sector, has the potential to be a leader.

Workshops provide participants with knowledge of power within organisations, leadership styles, and the distinction between managing and leading, by identifying the skills and behaviours of good leaders and providing practical ideas for library personnel to develop these qualities. You don't have to have the top job to be a leader!

Attendance at each workshop has been limited to 20 participants per session. The small size of the groups, together with the hands-on style of delivery, has kept the groups interacting on a personal level, and encouraged discussion and questioning between participants and facilitators. Theory is interspersed with games and activities – a combination that has been effective and well-received, according to the participant evaluations made after each event.



A leadership game in action at a Leadership for Library Technicians workshop

Networking

Since its inception in November 2007, we have held five workshops in total, three on a Saturday and two during the week. Whenever we announce a new workshop, the same employers send more of their staff, and we never have problems filling the training centre room, especially on weekdays. These workshops not only give us the opportunity to widen our ALIA NSW Library Technicians Group membership but also enable us to form new friendships in our library community. Through regular contact via our database, we hope to be able to further foster their interest in our professional organisation and assist them to pursue professional learning on a new level.

The New South Wales Department of Corrective Services has been generous in providing facilities at their training centre, free of charge, for all of our leadership workshops. This has helped us run these programs at a much reduced cost, which we believe has been one of the major attractions for employers in sending their library employees to our workshops.

As Convenor of the Library Technicians Group and a professional working in the school sector, I have been encouraging those who have shown an interest from schools to join in. My own experience has proven that when mixing with other library workers outside the school arena, we can learn a great deal about our diverse library community and the benefits that can be made from associating with our peers. School library non-teaching staff often don't see the career path that can be forged by pursuing a wider interest in their profession. There is no reason why they too can't be professional in their approach and become passionate in what they do. It has been a pleasure organising these workshops, especially when, after conversing by email, we get to meet the participants and see how enthused they are in the activities.

Kevin has also led this workshop in other states and with me at the National Library Technicians Conference in Adelaide in 2009.


Other events

Our group has promoted numerous events over the past years through ALIA. The more recent ones this year have been a tour of the new library community facility at Thirroul

in the Illawarra region of New South Wales, with special emphasis on their Living Library Program and RFID, and our second 'UnConference' at the Australian Catholic University in North Sydney. We invite any non-teaching library staff who are interested in finding out more about our group and its activities to email me at the address below.

New workshop series

We are now embarking on the next level of our program by introducing Leadership 2. This is the result of numerous requests for more of the same from those attending our Leadership for Library Technicians workshops. We will continue liaising with these colleagues to follow up on their progress. At our Leadership 2 workshops we are encouraging participants to share their experiences since we last met and provide group suggestions on how they can each further improve their leadership situations in their workplaces. This will also give us feedback on how we can further improve our first workshop series.

We look forward to further exploring avenues to achieve that elusive goal of assisting 'schoolies' (non-teaching library staff) to upskill, linking their imagination with leadership. 

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What kids know (and don't know) about technology

In my column, I wrote about how to keep up in today's fast-moving world of technology. As part of my preparation, I posted a survey seeking ideas about how to stay current. One suggestion that was repeatedly offered was to 'keep a kid around'. In other words, if you want to learn about technology, just ask a Digital Native – someone who has grown up with computers and the internet.

I agree that we can absolutely learn from our students, children, and even grandchildren. It is a terrible mistake to be afraid to admit to youngsters that they might know something that you do not and, thereby, avoid technology out of fear of showing your lack of understanding. At the same time though, I think that adults need to be careful not to attribute more expertise and understanding to youngsters than is justified.

As I started working on this column, the first question I asked myself was, 'How much do kids really know about technology?' In my early exploration of this topic, my original premise was that there are many things that youngsters do not know. My observations tell me that kids are very confident and competent using devices. If you hand a kid a gadget he or she has never seen before, it is likely that he or she will fearlessly and successfully figure out what to do with it in short order without the slightest thought to reading instructions or seeking help. Kids are growing up with all the wonderful devices and applications that stymie their elders.

Yet these same kids are likely to give little thought to the most efficacious or safest ways to use technology. Part of being young is to ignore warnings and directions. This combination of intuitive ability and lack of examination can lead to less productive and even dangerous use of technology by Digital Natives.

Here are some examples of what I mean:

- Kids don't know how to search.
- Kids don't know how to evaluate.
- Kids don't know how to stay safe.

Frankly, I think I could come up with other things they don't know. But for the sake of this article, these three are major concerns that we need to address.

Without expressing my own predispositions, I asked via Twitter, my blog, and listservs for people's reactions to questions about what

kids do not know about technology. As always, I was rewarded with generous and thoughtful replies. I do not find it surprising that the responses bore out my presupposed ideas because they are based on my own experiences as well as what I hear from fellow librarians and educators. Here are some things I learned.

Kids don't know how to search

Yes, Google is great, and everybody uses it – and rightly so. It is an excellent tool, though it is but one among many that we should encourage students to use. To be sure, it is a mistake to just turn kids loose and say, 'OK students, here is your assignment: Ready ... set ... GOOGLE!' All too often I fear that is what happens.

Any teacher or librarian who really watches students as they seek information on the internet knows that they lack sophisticated search skills. In fact, many people lack the most rudimentary skills. Something I used to notice was that many patrons, whether adult or teen, simply went to the browser address line and typed in a word or two, thus bypassing search engines altogether. This drives me crazy! However, it is a small problem in the larger scheme of things. In fact, most browsers now assume that people will do this; they have been designed for that event, with words typed in address lines being automatically searched by Google or other tools.

But here is a bigger problem: when I did a little preliminary reading regarding kids and search habits, I came across a term that

I had not heard before describing another problematic behaviour: 'bouncing'. David Loertscher, PhD, used this very appropriate label to describe what many searchers, both young and old, might admit is a common practice: moving quickly from one resource to another without closely reading any material. Granted, this type of skimming may be used early in a search to find promising information, but it is not productive if a reader doesn't carefully follow up on that information.

Bouncing's first cousin might well be named 'print mania'. During my days both as a junior high librarian and a community college librarian, I saw lots of examples of people printing out masses of text, far more than one could ever plan or need to read. This wasteful and pointless activity gives the user a sense of getting work done when, in reality, little is really accomplished.

Even if students move beyond the very basic step of actually using a search engine, many never leave the comfort of Google-land, and few employ search techniques such as varying search terms or using Boolean logic. In an effort to receive feedback from professionals about kids and searches, I posted a survey to SurveyMonkey.com and invited participants via Twitter, Facebook, Classroom 2.0 Ning, and various listservs. What I learned reinforced the impressions I just described. My survey garnered more than 100 responses from librarians and teachers. It can be viewed at <http://bit.ly/kidsearch>.



Students need to be taught effective searching skills

What kids know (and don't know) about technology (cont.)

Here are some of the things I learned from my survey:

- Yes, indeed, kids still put search terms in browser address lines. Well more than half of the respondents replied that this happens at least some of the time, with 18.5% calling it a frequent practice. Again, it is true that such a habit can lead to results, but it certainly is not the route we want our students to take.
- Google does indeed rule. Less than 1% reported that students never use Google (I suspect these responses are from the few schools that actually block the use of Google), 19.7% said students always go to Google, and the rest report frequent use.
- Subscription databases are not getting the attention that I would have hoped. Only about 25% report that they are used often or frequently.
- Educators seem to be fighting an uphill battle to get students to use the databases; more than 75% report that they try to promote the use of these resources. A depressing 16% say students never use databases. Alas, I do not know if this is because the databases are not available.
- The practice of bouncing from one site to another without closely examining either is epidemic; more than 90% of survey takers agreed that patrons are doing this.
- Indiscriminate printing is also a concern for more than half of the respondents.

I wondered if efforts are being made to actually teach students safe and smart search skills. While students do display some techniques, there is certainly room for improvement:

- The simple process of varying search terms is not common to many young searchers: 10.2% responded that kids 'never' do this, and 71.2% said they 'sometimes' do. Only 2% could boast that their students always know to do this.
- Narrowing a search is another simple skill utilised far too seldom, with 20% reporting this never happens.
- As to Boolean searching, the gap was the greatest: 56.2% said students never use these methods, which suggests to me a lack of instruction. No one reported that students always know to employ these techniques.

- While it does not surprise me, I do find it worrisome that teachers are not aware or concerned about their students' lack of search skills. I asked how many librarians/technology teachers observe other faculty members giving students guidance regarding how to search: 36% reported that teachers leave students to their own devices when it comes to searching, offering no instruction or guidance about the process.

The information I was able to garner from librarians and teachers by way of my online inquiries caused me to remember an old cliché: never assume. Teachers should never take for granted that their students know how to search and find accurate online information. By the same token, librarians, technology teachers, and administrators should not assume that all their teachers know what is necessary to help students seek information online. I will talk more about teacher training in my conclusion, but I want to point out here that the need for staff development covering internet use is a continuing and unmet necessity.

Kids don't know how to use technology for learning or productivity

It is not enough for youngsters to be masters of their sophisticated cell phones, social networking sites, and gaming devices. Yet these are the three primary areas where kids concentrate their interest and use. Teachers are assuming too much if they take it for granted that students are experts at using applications that are available at school such as office suites, mind-mapping software, graphics tools, etc. Granted, they are likely to be quick to learn, but they do still need instruction and guidance. My own experience with adult students is that far too few of them are adept at the most basic computer applications, including office suites and other ubiquitous programs. Here are some shortcomings I observe regularly:

- Most of my students come into our introductory computer class professing a great deal of confidence using office applications, particularly word processing. They are, however, surprised and thrilled to see demonstrations of such basic features as drawing tools, charting and graphing tools, and other formatting options. If they do not know these

programs, how can they teach students about them?

- While word processing is commonly used, spreadsheet applications such as Excel are very often overlooked. I am a big fan of Excel, but the need to provide basic introduction to this useful and versatile application continues. Kids can use Excel for all kinds of great graphs, timelines, tables and other projects, but only if they are exposed to the software.
- Presentation software such as PowerPoint is often used only at the most rudimentary level, with no interactivity involved. This results in the many glorified slideshows that teachers and students produce.
- Even though Paint is available on all PC computers, many teachers never use it; some have never even seen it in use. This is one application that many kids already use, and it's a great tool that is readily at hand at no cost. If teachers know to tap into kids' interest and ability in Paint, they can use the application for original artwork in many ways.

Kids do not know how to be smart and safe online

A great deal of concern has been generated about online safety. Many educators seem to rely on filters as the ultimate solution. This is not accurate and, I am convinced, conspires to make kids less safe. Because filters offer a false sense of security, the teaching of safe internet searching and communicating is often given short shrift. After all, the filters are keeping out all the bad stuff, right? Wrong. Here are some problems with this line of thinking:

- Filters both over- and under-block. Even the 'tightest' filter can sometimes let objectionable material pass through. At the same time, a great deal of valuable information can be blocked. I have within the last year asked students to search for terms such as 'triggerfish', 'sperm whale', and 'breast cancer', only to be blocked.
- Teachers and administrators often have a false sense of security because the filters are in place. Thus, they do not actively teach students about safe internet use. When these youngsters go home, to the mall, to the public library, etc, they may be babes in the woods due to the lack of instruction about safety. That is why I assert that filters can cause students to be less, rather than more, safe.

What kids know (and don't know) about technology (cont.)

- The law that seeks to protect students, the Children's Internet Protection Act (CIPA), only mandates that sites with obscenity or extreme violence be blocked. Most schools and districts block far more than these and, thus, are in violation of the letter and the spirit of the law.

This is a topic I have addressed in other columns and articles and, indeed, one that is the subject of many books and presentations. My reason for mentioning it again here is just to point out that this is definitely an area where adults should not 'assume' kids know what they should and should not be doing online.


So what should be done?

In this article, I have tried to dispel the notion that Digital Natives have some sort of innate ability regarding all aspects of technology, by virtue of the fact they were born into a digital world. It is true that they cannot imagine a world without cell phones, powerful computers, mesmerising video games, and the internet. At least that is true if you do not consider the sizeable group of youngsters who do not have the means to enjoy these things. We all need to remember that there are many students who do not even have electricity at home, much less multiple computers and internet access. Surely, everyone concedes that these youngsters need extra assistance and access at school. But putting aside this group, educators need to face up to our responsibilities to teach even the most tech-savvy kids. What should be done?

For starters, we need to continue promoting greater awareness of the areas where students need instruction and better instruction for both faculty and students. I do not particularly subscribe to the line of thinking that says that if someone admits to having a problem, he or she is well on the way to a solution. Lots of people have been trumpeting the needs I have listed in this article for a long time. Recognising a shortcoming is a positive step, but the big leap is to then take steps to solve the problem.

I have been saying and writing this for years, as have leaders far more important than me. There is a crying need for teacher training and ongoing staff development. How to provide such instruction is a subject for other articles and books, but the lack of training must be addressed. For as long as I can remember working with technology and learning, I have personally observed that far too many schools and districts will spend thousands of dollars on equipment and software and then fail to provide time and resources for training. Alas, the problem persists.

Anyone who is reading this magazine clearly has concern and interest about using technology in education. We are the people who need to become actively involved in teaching both educators and students about smart and productive computer and internet use. This can be done by presenting at conferences, writing articles and, most of all, working directly with colleagues and students. If we don't do this, who will?

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Connections

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Website reviews

100 Essential Websites

www.guardian.co.uk/technology/2009/dec/09/best-websites-internet

Devised by the influential British newspaper, *The Guardian*, this bibliography of significant websites is broad in its selection. Subjects covered include blogging, politics, music, visual arts and social networking. Not all featured sites may be applicable to the school setting.

SCIS No: 1458330

Animoto – The End of Slideshows

<http://animoto.com>

This media sharing site offers a free basic service that will quickly turn your photos, music and video footage into a unique video sequence similar to a movie trailer.

Users can subscribe to additional services.

SCIS No: 1414262

BBC – History: Victorians

www.bbc.co.uk/history/british/victorians

The immense impact of the Industrial Revolution that propelled Victorian Britain to global pre-eminence is investigated on this website. The innovative uses of technology, changes to daily life, social issues, health and important political events are explained.

SCIS No: 1458332

Click

www.schools.nsw.edu.au/news/technology/index.php

The New South Wales Department of Education and Teaching's ezine, Click, is a technology guide for parents. Common IT terms are explained, links are included on helping to combat cyber-bullying, advice is available for cyber-safety, and related blogs can be accessed. The content is also applicable to other education systems.

SCIS No: 1358538

Museum of Science and Industry: Simple Machines Game

www.msichicago.org/online-science/simple-machines/activities/simple-machines-1

The physics behind the operation of simple machines is explored through a series of games that use animated characters to solve tasks. Other online science material from the Museum of Science and Industry is linked also.

SCIS No: 1458355

NASA @ Home and City

www.nasa.gov/externalflash/nasacity/index2.htm

Another superb NASA site; this one allows students to see the impact of space technology on their everyday lives. Interactive information panels highlight spin-offs from NASA research including sports cool suits, freeze-dried food, UV blocking glasses, lower emissions cars and bacteriostatic water softeners.

SCIS No: 1458369

The National Academies Presents: What You Need to Know about Energy

<http://needtoknow.nas.edu/energy>

This authoritative national US advisory body has detailed objective information on energy efficiency, sources of energy, environmental costs of energy and how energy is used by consumers. The material features extensive referencing and links to additional, more complex, reports.

SCIS No: 1458374

Ranger's Apprentice

www.rangersapprentice.com

Fans of this successful series, written by Australian author John Flanagan, will discover an intriguing website filled with games, quizzes, videos, downloads, character information and a newsletter link.

SCIS No: 1393516

Teen Blog – Book Lists for Teens

www.wcl.govt.nz/blogs/teens/index.php/book-lists-for-teens

New Zealand's Wellington City Libraries have compiled an extensive bibliography for teenagers. Subsections include classic novels (which have been summarised in haiku); titles for boys and titles for girls; Maori writers; manga titles; and suggestions for similar books to popular series books.

SCIS No: 1458387

Time Resources

www.extremescience.com/zoom/index.php/time

Budding horologists are encouraged to explore the many facets of time. Information includes phases of the moon, atomic clocks, terrestrial dynamical time, satellite images and time zone converters.

SCIS No: 1458391

Upload & Share PowerPoint Presentations and Documents

www.slideshare.net

By utilising this site your slideshow message can be shared either publicly or privately. Viewers can also comment on and rate shows, create webinars and musical presentations, and search for topics of interest.

SCIS No: 1458833

NLA Australian Newspapers

<http://newspapers.nla.gov.au/ndp/del/home>

The National Library of Australia has made available digitised versions of historic Australian newspapers from 1803 to 1954.

Newspapers available include *The Sydney Morning Herald*, *The Argus*, *The Mercury*, *The Brisbane Courier* and *The Northern Territory Times and Gazette*.

Other newspaper titles are being progressively added.

SCIS No: 1448616

Wordle – Beautiful Word Clouds

www.wordle.net

An amazing word art tool that rearranges words from your text, giving prominence to frequently used words by resizing them, recolouring and utilising different fonts. The 'word clouds' produced add a vibrant dimension to presentations, displays and the analysing of text.

SCIS No: 1414294

Reviewed by Nigel Paull Teacher librarian



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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 address of these sites may not be permanent.

SCIS is more ...

Book cover images

Education Services Australia and Thorpe-Bowker have recently upgraded their licence to extend the use of the book cover images provided with SCIS records. Schools subscribing to SCISWeb may now use them not only within their library catalogues but also on the school website, including in blogs, wikis, online newsletters and intranets.


This extension applies to online use only, and does not permit usage such as printing them for use in book displays. So while, for example, it may be tempting to: print a SCIS book cover image; turn it into a poster and laminate it; and then use it to advertise Book Week this does not fall within the licence agreement for the use of SCIS book cover images.

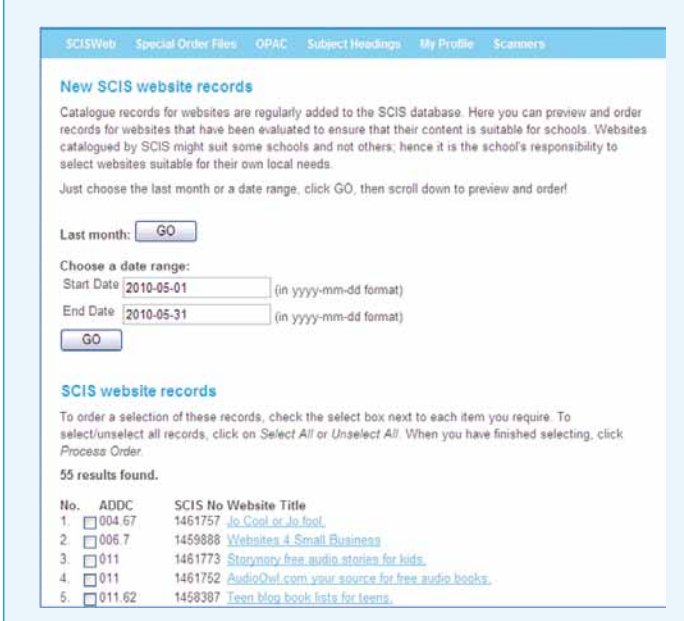
Book cover images are also available on other web pages, including publishers', but you would need to look at the terms of usage on that web page to see if they are freely available to be printed. Contacting the publisher to ask permission would be the safest thing to do. Most publishers would be very happy for their books to be promoted within schools.

For more information about this and other copyright questions, a good place to refer to is the Smartcopying website at www.smartcopying.edu.au.

Website catalogue records

From June 2010 SCISWeb subscribers have a new, quick way of ordering SCIS catalogue records for websites, replacing the former monthly website list method. From the 'Special Orders File' page

in SCISWeb, follow the link to SCIS website records. Here you can preview and order catalogue records for websites that have been evaluated to ensure that their content is suitable for schools. Simply choose the last month or pick your own date range; preview the websites' content if you wish; then at the click of a button a file of catalogue records is ready for you to download and import into your local library system. 



New SCIS website records

Catalogue records for websites are regularly added to the SCIS database. Here you can preview and order records for websites that have been evaluated to ensure that their content is suitable for schools. Websites catalogued by SCIS might suit some schools and not others; hence it is the school's responsibility to select websites suitable for their own local needs.

Just choose the last month or a date range, click GO, then scroll down to preview and order!

Last month:

Choose a date range:

Start Date: (in yyyy-mm-dd format)

End Date: (in yyyy-mm-dd format)

SCIS website records

To order a selection of these records, check the select box next to each item you require. To select/unselect all records, click on *Select All* or *Unselect All*. When you have finished selecting, click *Process Order*.

55 results found.

No.	ADDC	SCIS No	Website Title
1.	<input type="checkbox"/> 004.67	1461757	Jo Cool or Jo Fool
2.	<input type="checkbox"/> 006.7	1459888	Websites 4 Small Business
3.	<input type="checkbox"/> 011	1461773	Storytime free audio stories for kids
4.	<input type="checkbox"/> 011	1461752	AudioChel.com your source for free audio books
5.	<input type="checkbox"/> 011.62	1458387	Teen blog book lists for teens

Inquiry into school libraries and teacher librarians in Australian schools

On 10 March 2010 the then Minister for Education, Hon Julia Gillard, asked the House of Representatives Standing Committee on Education and Training to inquire into and report on school libraries and teacher librarians in Australian schools. The Committee has received hundreds of submissions from an extraordinarily diverse range of individuals and organisations. Public hearings with key individuals and representatives of those organisations have been commissioned. Most of the submissions and transcripts of the hearings are available on the Committee's website: www.aph.gov.au/house/committee/edt/schoollibraries/index.htm.


Education Services Australia's submission to the Committee argues for an adequate distribution of funding for the ongoing development of school library staff in

both specific library-related professional development and as part of generic whole-school development. The submission argues that the work of teacher librarians has become even more important as a result of major policies and investments such as the Australian Curriculum and the Digital Education Revolution, which impact strongly on the use of resources that support teaching and learning in schools. Stacey Hattensen and Pru Mitchell of Education Services Australia were invited to attend the public hearing in Adelaide on Monday 12 July 2010.

The Inquiry has been the subject of much discussion and debate since the first rush to prepare submissions – not just in teacher librarians' blogs and discussion lists but in daily newspapers, on the radio and in journals. A compilation of newspaper articles, radio interviews and media releases

is featured on the Australian School Library Association (ASLA) school libraries web page: www.asla.org.au/schoollibraries.

In his article 'On the inquiry' (*Synergy*, vol 8, no 1, 2010), Dr Ross Todd argues that 'the objectives of the Digital Education Revolution and Australian Curriculum will only come to fruition if we also invest in appropriately staffed and resourced school libraries'.

Look out for a further report on the Inquiry in the next issue of *Connections* and, in the meantime, keep an eye on the SCIS blog at <http://scis.edublogs.org> for regular updates. The Committee is aiming to table its report to the House of Representatives by the end of August 2010. 

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

- | | | |
|----------------------------|--------------------------------|-----------------------------|
| * Associations | * International organisation | N Small business management |
| * Biology | * Matter | – Case studies |
| A Case studies | * Mechanics | * Social casework |
| * Evolution | N Non-government organisations | N Social welfare |
| N Geography – Case studies | * Operas | – Case studies |
| * Gravitation | D Savoy operas | * Societies |
| * International agencies | | * Variation (Biology) |

From little things big things grow

Part Two: A library is more than the building

Over the recent school holidays I drove from the New South Wales north coast to Sydney and Canberra. During this drive I was impressed by the amount of work being undertaken in schools through the Building the Education Revolution (BER) program. With the plans completed for the new library at South Grafton Public School I used some of this driving time to muse on the interior of our new library.

Arriving back at school I was greeted by a hamlet of builder's huts surrounded by mesh fencing. The building site was starting to take shape! Our first day of term was pupil-free. Part of the program for the day was to join 400 local teachers from the Grafton Community of Schools to listen to Wayne Bennett, motivational speaker and National Rugby League coach of St George Illawarra. Among other things, Wayne spoke about never losing the passion for what you do, and accepting new challenges.

With this in mind I thought about how the challenge of moving into a modern, large library could enhance the library program and its role in the school. I began to re-read articles in *Scan*, *Connections* and *School Library Journal*. I trawled the internet and spoke with staff and students to gather more ideas and made a note to speak with parents, and other teacher librarians moving into new libraries.

At this time the Grafton Community of Schools was successful in obtaining a grant to have author John Heffernan visit to run writing workshops over a two-week period. I posed several questions to John regarding school libraries and what he thought made them interesting.


As John surveyed our existing library, he noted the proliferation of computers and the important, central role the internet plays in harvesting current information. However, he also outlined his reservations about allowing IT to dominate at the expense of fiction:

We must never lose track of literature in the library. Books are sacrosanct, they are exciting things.

John thought that a library should have two zones: a quiet research area and a colourful, inviting informal reading area. John highlighted the vital role the teacher librarian plays in the library and in the school. He stated:

Teacher librarians do more than any teachers to change lives, allowing students to experience life through the world of books.

As our exciting library takes shape, this is a perfect opportunity to examine and enhance the function of the library and the role of the teacher librarian.

Now, where did I put that furniture catalogue? 



Author John Heffernan conducting a writing workshop at South Grafton Public School Library

Nigel Paull



Teacher librarian
South Grafton Public School
New South Wales

Diversity Challenge Resilience: School Libraries in Action

The 2010 Joint Conference of the School Library Association of Queensland and the International Association of School Libraries

Anticipation is building as planning is being finalised for the Diversity Challenge Resilience: School Libraries in Action conference to be held in Brisbane from 27 September to 1 October. Special features from both parent organisations, combined with a distinctive Brisbane flavour, will be sure to create an event that will engage, enthuse, inspire and transform.

We are pleased and excited to have attracted the following keynote speakers who are on the cutting edge of their fields:

Dr Michael Hough AM (Professorial Fellow at the University of Wollongong) will provide an overview of the societal and economic pressures that are driving change in post-industrial economies and their schools; review the characteristics of selected countries such as Australia, USA and Hong Kong; summarise the current trends in ICT and their impacts on learning and schooling; review the impacts of generational differences on schooling; and provide focused advice on the features of a school and its library that fully incorporate digital technologies.

Dr Nancy Everhart (President of the American Association of School Librarians) will discuss successful and not-so-successful national school librarian involvement in infusing 21st-century skills into their professional practice, and what this means. Nancy's research focuses on the leadership role of the school library media specialist. She recently co-chaired the Standards Writing Committee for the National Board for Professional Teaching Standards in Library Media in the US.

Professor Erica McWilliam (co-leader of the Creative Workforce Program in the Australian Research Council Centre of Excellence for Creative Industries and Innovation, based at the Queensland University of Technology) will explore the ways in which the professional dimensions of school librarianship are being challenged in Australia and elsewhere, as we move into the second decade of a new century.

John Marsden (author and principal of Candlebark School) will share the notion that the more we understand fiction, the

more chance we have to meaningfully understand life. He will explore some of the truths commonly found in fiction, and argue that their ubiquity is a message in itself, and that these truths help us illuminate the world.

The home centres of the concurrent session presenters sound like the itinerary of a world trip: Singapore, Malaysia, India, South Africa, Zimbabwe, Portugal, United Kingdom, Ireland, United States, Hong Kong, New Zealand and then back to Australia. What a great opportunity this presents to embrace a global perspective of teacher librarianship, its challenges and some solutions! Curriculum, excellence through standards, the digital agenda, and literate communities – all the strands synonymous with teacher librarians – will be presented to inform and inspire participants.


Literature, too, is a highlight of the conference program. The Brisbane Convention and Exhibition Centre will be the venue for our It's the People Who Make the Place – Come and Meet Our Locals Breakfast. Talented Brisbane authors who have written for children and young people will be introduced, new books launched and a presentation made by the Australian Children's Television Foundation. The authors will be seated with participants so that all can enjoy a delicious meal and stimulating conversation. There will also be the opportunity to purchase the latest

offerings by these authors and have your copies signed.

Authors and illustrators also feature in our pre-conference bus tours. The morning tour offers the chance to get to know Brisbane through the city's resident peregrine falcons. Frodo and Frieda, who nest atop a 27-storey riverfront skyscraper, are portrayed in the picture book, *Home*. Author and illustrator, Narelle Oliver, will guide participants to many of the locations featured in this unique portrayal of life in the city. The afternoon bus tour will visit the studios of three leading local illustrators, and participants will gain insights into the processes they follow to create their award-winning picture books.

Discounted accommodation has been sourced and negotiated for the conference period. Ozaccom Pty Ltd has been appointed the official accommodation, air travel and post-/pre-conference tour agency.

Online registration for Diversity Challenge Resilience: School Libraries in Action is now accessible at www.slaq.org.au/events/2010. Further details about the conference program and accommodation options can also be accessed from this site.

Registrations close on 10 September. 

Liz Jorgensen
SLAQ Secretary
SLAQ/IASL Joint Conference
Brisbane, Queensland, Australia
27 September – 1 October 2010

Brisbane Convention and Exhibition Centre

27 Sep—1 Oct

Download Registration Form at:

<http://www.slaq.org.au/>
<http://www.iasl-online.org/>

SLAQ / IASL 2010

International School Library Conference

Registrations close
10 September
for catering purposes



Diversity
Challenge
Resilience



New Media Consortium Horizon Report

Profiles six 'key emerging technologies' for elementary and secondary education

Companion toolkit to generate dialogue among educators

On 13 April 2010, the New Media Consortium (NMC) released the *2010 Horizon Report: K-12 Edition*, the second in an annual series of reports focused on emerging technology use in elementary and secondary education. The report identifies and describes six emerging technologies that will likely have a significant impact on K-12 education in the next one to five years. The *Report* springs from the renowned Horizon Project, the research effort that each year produces the *Horizon Report* for higher education. It was produced by the NMC in collaboration with the Consortium for School Networking (CoSN), with the generous support of HP. This is the first year the *Report* has been released with a companion *Toolkit* to foster a dialogue at educational institutions about how emerging technologies can improve learning in K-12 education.

'We are excited to continue the K-12 series and our partnership with CoSN, with the release of this *Report*,' said Larry Johnson, CEO of the NMC. 'The *2009 K-12 Report* was very well received, and we hope that this edition will also prove useful to educators as a resource for planning and dialogue around the use of technology for teaching and learning. The technologies profiled in this year's *Report* show tremendous promise for transforming education at the very deepest levels.'

'Australian schools are embracing new technologies for learning. The *2010 Horizon Report: K-12 Edition* provides a succinct summary of the trends, challenges and characteristics of six technologies to watch. It is an essential resource for all schools,' said Susan Mann of Education Services Australia.

'The *2010 K-12 Report* is a very valuable resource for school districts that are interested in harnessing the power of educational technologies,' said Keith Krueger, CEO of CoSN. 'For educators on a quest to help students grow as 21st century learners, this *Report* is a must-read, one-stop source for information about emerging technologies that have the potential to transform education. We hope to see

continued conversation around the *Report* throughout the year and are releasing companion materials like the *2010 Horizon Report: K-12 Edition Toolkit* to help make that possible.'

The *2010 Horizon Report: K-12 Edition Toolkit* is designed to extend the reach of the *Report* by serving as a roadmap for stakeholders responsible for implementing emerging technologies. Phase one of the *Toolkit* was made available to educators on 13 April 2010, with phase two to be released in the coming months. Both versions will contain a PowerPoint presentation template on each of the six technologies and a Discussion Facilitator's Guide that provides guiding questions to stimulate group thinking about the *Report* and new technologies.

'Education goes hand in hand with economic development, so we at HP work with educators to harness technology in new ways to extend education to more people, making it more relevant, immersive and open,' said Jeannette Weisschuh, Education Director, Office of Global Social Innovation, HP. 'This report provides a roadmap and toolkit that enables education leaders to develop learning strategies using technology to help students meet their full potential in the global economy.'

The *2010 Horizon Report: K-12 Edition*, supported by HP and developed in consultation with an internationally renowned Advisory Board, identifies emerging technologies based on their time-to-adoption horizon: one year or less, two to three years, and four to five years. Emerging technologies detailed in the report include:

Time-to-adoption: one year or less

- cloud computing
- collaborative environments

Time-to-adoption: two to three years

- game-based learning
- mobiles

Time-to-adoption: four to five years

- augmented reality
- flexible displays

The *Report* also outlines key trends and challenges associated with the adoption of these technologies.


Key trends

- Technology is increasingly a means for empowering students, a method for communication and socialising, and a ubiquitous, transparent part of students' lives.
- Technology continues to profoundly affect the way we work, collaborate, communicate and succeed.
- The perceived value of innovation and creativity is increasing.
- There is increasing interest in just-in-time, alternate, or non-formal avenues of education, such as online learning, mentoring and independent study.
- The way we think of learning environments is changing.

Critical challenges

- Digital media literacy continues its rise in importance as a key skill in every discipline and profession.
- Students are different, but educational practice and the materials that support it are changing, only slowly.
- Many policy makers and educators believe that deep reform is needed but, at the same time, there is little agreement as to what a new model of education might look like.
- A key challenge is the fundamental structure of the K-12 education establishment.
- Many activities related to learning and education take place outside the walls of the classroom – but these experiences are often undervalued or unacknowledged.

The *Report* is available on the NMC website and can be accessed at <http://horizon.nmc.org>.

The CoSN website also features a page dedicated to the *Report* and the *Toolkit* www.CoSN.org/horizon. 



Education Services Australia

A merger of  Curriculum Corporation and  Education.au

Valuing the next generation of screen creators

Remember that popular and funny Australian film *Kenny* that came to our screens in 2006? It became the year's highest grossing box office hit, creating an icon out of Shane Jacobson's lovable, naive dunny cleaner. It should have been a fairytale ending to the three years of solid labour Shane and his writer/director brother Clayton gave to the project, but for one major problem: following the release of the film, tens of thousands of people pirated the film, including family and friends who would freely admit to the Jacobsons, watching or owning illegal copies of the film months before the official DVD was released.

'Why are you telling me that you bought an illegal copy of my movie?' the director asked them. 'Well,' they said, 'I went to the cinema and it did really well, so you got my dollar there, so I thought it would be okay to burn it.'



The studio tour as part of 'Nothing Beats the Real Thing!' – Gold Coast 2010

Perhaps these family members and friends confessed to being seduced by the media coverage of the film that showed that it had earned a cool A\$7.5 million at the box office. Perhaps they believed all that cash was going straight back into the pockets of the Jacobsons – enough for a new mansion, sports car and yacht – or two?

Unfortunately, the film industry works in a much more complex way. There were a whole lot of people and businesses to pay back before the filmmakers saw a cent, not least the cinemas, which take approximately 50 cents in every dollar at the ticket office. They, of course, have to hire ushers and candy-store staff – often students – along with the other significant costs of running a cinema. Then there's the film's distributor, whose share amounts to 30 or 35% of total ticket sales and, importantly, the investors, who put up the original money to fund the making of the film.

After some calculation, showing how the theatrical earnings of the film were divided between the investors, cinemas, distributors, advertisers and promoters of the film, Clayton and Shane came away with about \$125,000. Divided over the three years it took to make the movie, that's an average of \$42,000 per year, less than a first-year secondary school teacher and, ironically, less than Jacobson could have earned cleaning toilets every day.

The frightening thing, however, is that the *Kenny* story is a common one for filmmakers, and most films, especially Australian ones, are in no way as successful at the box office as *Kenny*. Filmmaking is already a risky business without having to compete with the theft of one's intellectual property after all of the hard work and commitment.

The challenge for filmmakers, distributors, cinemas and the whole range of businesses affected by piracy is that a lot of people don't believe that any harm can come from pirating a film or television show. The first-hand experience of someone who downloads an illegal copy is that there appear to be no directly related negative consequences for their actions – whether legal, commercial or moral – so what's the problem?

On the contrary, the collective consequences of film and television piracy are far-reaching and damaging: if you're not paying for a movie (going to the cinema, buying or renting a DVD, or downloading it from a legitimate site) then film producers will have less to invest in new films and television shows. It affects a whole range of jobs supported by the film industry – from the actors, to the popcorn makers and the truck drivers who deliver the new DVDs to the video store; and it limits the number of opportunities for new and emerging talent to realise their potential. Many young people dream of a career in the screened entertainment business, whether it be as a reporter for a television news channel, a concept-artist for animation films, or as a lighting technician in a studio.

Current generations of young people have grown up with easy access to online content, and come to expect that all content accessed online must be free. This notion has been reinforced by the 'hive' philosophy spread by some free-internet proponents who suggest that people automatically have a 'right' to

access everything on the internet at no cost. This leads to the devaluing of intellectual property, especially in comparison to 'physical' property. Young people now find themselves struggling to put a value on a digital file of say, the movie *Avatar* (which cost approximately US\$250 million to make and another US\$150 million to market) versus the value of 2.5 hours experiencing the same movie in a cinema, or taking a copy of the genuine DVD home to add to their library. People struggle with the notion that the value lies in the film itself, not in the format by which it is delivered, ie digital file, DVD, or cinema projector.

There is also a misplaced concept of 'sharing' on the internet. Social networking sites have promoted this as inherently positive behaviour, all the while conscious of the fact that growing massive databases of information is the key to increasing the commercial value of their website. Little heed has been given to discerning the relative value of various pieces of information and compensating the rights owner of that property. YouTube, now that it has reached a critical mass of users, is in the process of adjusting its business model, fully aware that their future cannot be sustained only by 15-second contributions of someone's kitten in Yugoslavia falling into the toilet bowl. On the contrary, they recognise the potential revenue return from quality investment in storytelling, and are looking at deals which will see them offer pay-per-view screenings of the *Avatars* and *Alice in Wonderland*s produced by professionals.


This process of the devaluing of intellectual property works like a slow-moving avalanche that buries creative endeavours in its path. A young person looking to conceive their first short film, webcast or TV show retains an instinctive awareness that their creative ideas and the hard work required to realise those ideas on screen have an intrinsic value, and that value should be recognised for its creative, moral and commercial attributes. Those wishing to pursue a career in the field make a distinction between the 15 minutes of fame possible following the upload of a funny YouTube video versus a longer term financial reimbursement which rewards their creative contribution.

Valuing the next generation of screen creators (cont.)

How we value creativity and protect the interests of our creators while satisfying the demands of a public hungry to consume content via a wide range of technologies is one of the crucial questions of our transition to a digital economy. Governments around the world are wrestling with the question in the context of protecting their own intellectual property, as are international organisations struggling to manage the flow of information on a platform that does not recognise national boundaries.

Whatever legislation is put in place and however technology advances, how we as a society value intellectual property will determine whether or not people with creative ideas will flourish, or fail.

On 11 and 12 February 2010, students attended the 'Nothing Beats the Real Thing!' Civics and Citizenship Youth Challenge at the Warner Roadshow Studios on the Gold Coast. The Youth Challenges are conducted around Australia by Ryebuck Media and ATOM. They bring to life the educational

resource 'Nothing Beats the Real Thing!', which is available in every secondary school nationwide, and looks at how we view creativity and copyright in today's society. 

Stephen Jenner
Producer and consultant to the Australian film and television industry

For more information go to www.copyrightorcopywrong.info and learn about the educational resource 'Nothing Beats the Real Thing!' created by Ryebuck Media and ATOM for the Intellectual Property Awareness Foundation (IPAF). The purpose of IPAF is to raise public and industry respect for film and television content in Australia. Its vision is to increase awareness for the cultural, creative and economic value of the Australian film and television industry through national consumer and educational initiatives.



So You Think You Can Dance? finalist and actor Kat Risteska with students attending 'Nothing Beats the Real Thing!' at the Gold Coast 2010

Educational Lending Right

Looking forward to 2010–11 survey

Requests to participate in the Educational Lending Right school library survey 2010–11 will be distributed to 600 sample schools in October this year. Education Services Australia, formed by the merger of Curriculum Corporation and Education.au, has been running the ELR survey on behalf of the Australian Department of the Environment, Water, Heritage and the Arts (DEWHA) for ten years.

The process begins each year with Australian book creators – authors, illustrators and publishers – submitting claims for their books for ELR, on the basis that income is lost from their books being available in school and other educational libraries. ELR also supports the enrichment of Australian culture by encouraging the growth and development of Australian writing and publishing. These books are then surveyed to determine the estimated number of copies held in school libraries. The results of the survey are used to calculate payments to Australian book creators, so providing them with a valuable source of income. This year will be the eleventh survey year for the ELR scheme, which commenced in 2000.


Who will be selected?

The ELR survey is a representative sample survey in which schools all over Australia may be considered for participation. Schools selected meet specified criteria based on enrolment size, location and library system used. Schools of varying sizes, based on numbers of students enrolled, are represented (other than those with fewer than 100 enrolments). All states and territories are represented. All sectors (primary, secondary and combined) are included, with the numbers of schools selected within those sectors being proportional to their total numbers. Only schools with an automated library system supplied by one of the participating vendors will be approached. The library systems include Alice, Amlib, Athena, Bibliotech, Bookmark, Circ/Cat, Destiny, Libcode, OASIS and Oliver.

We are not able to predict which schools will be selected. Schools are randomly selected and are approached with the approval of relevant education authorities. A small number of schools have been selected in more than one year's survey. Schools

usually respond positively to the request to participate having discovered how easy it is to perform the survey.

If you receive the package

Only 600 ELR survey packages are distributed each year. If your school is approached to participate we hope you consider the request and are able to run the survey in your library management system. It would be a wonderful achievement to have 600 schools participate, supporting our Australian book creators to continue providing books for our children. 



Australian children value books created by Australian authors and illustrators

ELR – Encouraging the growth of Australian writing and publishing

New digital curriculum content

National Digital Learning Resources Network (NDLRN) has partnered with the Australian Children's Television Foundation (ACTF) and RealTime Health to make available to teachers and students across Australia, a wide range of digital resources. The two separate sets of resources will add to the pool of content that NDLRN develops and distributes to education jurisdictions across Australia.

My Place for Teachers

The My Place for Teachers website is designed to support teachers in exploring issues and contexts presented in *My Place*, a children's book (written in 1988 by Nadia Wheatley and illustrated by Donna Rawlins to celebrate Australia's bicentenary), and the *My Place* television series. The website is designed for Years 3–6 with a focus on the Australian Curriculum for English and History. All resources available on the website are aligned to the draft national curriculum. Teachers can access this website – and are able to view or download the clips, stills, teaching activities and digital curriculum resources – without any fee.

The main features of My Place for Teachers are:

- A timeline that highlights events of each decade through the stories of the children in the clips and development of Australia as a nation through time. Teachers can delve further into historical and political, social and cultural as well as scientific and technological contexts over time.
- 39 digital clips and associated teaching activities and student activity sheets. The activities have rich curriculum content that relates directly to the Australian Curriculum for the studies of English and History.
- Three main themes and 22 sub-themes, which teachers can search for relevant resources to support their teaching.
- Aligned resources and links to the content of cultural organisations where teachers will find other information to clarify and support historical and literary ideas about the book, TV series and associated topics.
- Our Place which is an interactive online teacher forum where teachers can share their strategies for using the My Place for Teachers website in the classroom, and upload their students' stories.

Teachers can use the teaching activities as they stand or adapt them to their own classroom needs. Primary teachers, in particular, may like to search for content by theme: for example, Australians at War, Identity, and Character.

Since 1988, thousands of Australian teachers have used the *My Place* book to support the teaching of English and Australian History. The My Place for Teachers interactive website extends and enlivens the teaching potential of this brilliant resource and the TV series.

Visit the website at www.myplace.edu.au. Teachers can also view clips from the series by searching for 'My Place' in their education authority's portal.

Speaking from Experience

Speaking from Experience is a collection of digital video clips documenting Indigenous and non-Indigenous young people's experiences of living with a chronic illness or caring for someone with one. They speak openly about their day-to-day challenges and give insights into their feelings and coping strategies. The series sensitively captures the impact of their illnesses and their emotional journeys. Topics include Type 1 diabetes; families and chronic illness; epilepsy; asthma; mental health; and hearing impairment.

Suggested use

The clips can be used by teachers and students in supportive learning environments, also in professional development sessions for teaching and non-teaching school staff who may need to better understand the issues faced by students with a chronic illness. They can be viewed online or downloaded for whole-class use, and are available free of charge for non-commercial educational purposes.

Support and advice

Each clip has accompanying online education notes and a transcript. Further support for teachers is also available free of charge such as clips of a school counsellor and a classroom teacher discussing points to consider before using the resources and providing a range of ideas for how to use them one-on-one, in the classroom or in professional development sessions. There are also downloadable activities in PDF and Word formats, so that teachers can use them as they are or customise them.

Access

Teachers and students across Australia can access these resources by searching for 'Speaking from Experience' in their education authority's portal. Alternatively, teachers can register for full access at <http://education.realtimehealth.com/register/signup>.

Accessing other NDLRN curriculum content

Information on how you can access NDLRN's entire range of digital curriculum content is available at: www.thelearningfederation.edu.au/for_teachers/access_information/access_information.html. For any specific enquiries email info@thelearningfederation.edu.au.

Rohini Mehta



**Communications officer
National Digital Learning
Resources Network
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.

Thinking through Mathematics: Engaging students with inquiry-based learning

104 pp
 Authors: Sue Allmond,
 Katie Makar and Jill Wells
 RRP: \$39.95



Book 1 (ages 6–8)
 SCIS No: 1448390
 ISBN: 9781742004839

Book 2 (ages 8–10)
 SCIS No: 1427960
 ISBN: 9781742004822

Book 3 (ages 10–13)
 SCIS No: 1427960
 ISBN: 9781742004846

Inquiry-based learning in mathematics immerses students in solving authentic, complex problems. Through this process, students are challenged to build on their own contextual knowledge and experiences to engage with the problem, devise and implement a plan, and finally justify and communicate their solution.

Thinking through Mathematics provides practical ideas and contexts for developing the process of a mathematical inquiry. It contains 12 inquiries organised into four phases of inquiry:

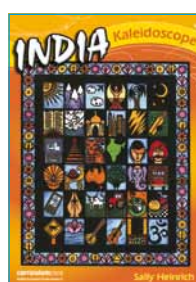
- Discover (engaging with the problem)
- Devise (creating a plan)
- Develop (implementing the plan)

- Defend (justifying and communicating solutions)
- Diverge (an optional fifth phase for exploring alternative pathways).

Further support is provided for scaffolding students to pose questions, work collaboratively, represent their understandings, present their process and thinking, communicate results and compose meaningful reflections.

India Kaleidoscope

112 pp
 Author: Sally Heinrich
 RRP: \$42.95
 SCIS No: 1427984
 ISBN: 9781742003122
 Years: 4–8



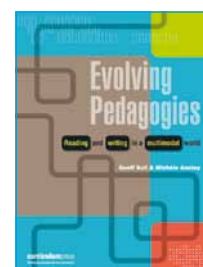
India is a rich and diverse country with a rapidly growing economy and a strengthening influence in our region. *India Kaleidoscope* follows the journey of Jack, an Australian boy spending a year travelling around the country, and his discovery of what's similar and different about both countries.

This practical resource, including narratives, fact files and hands-on activities, presents units of work around the following topics:

1. Many Voices – an introduction to Indian citizenship, government, population and diversity of language.
2. Place and Space – the diversity of the Indian environment and food.
3. In the Wild – the native fauna, issues of conservation and animals in mythology.
4. Temples and Towers – the variety of people's beliefs and the ways they live.
5. Song and Dance – entertainment and art as seen in Indian cinema, puppetry and traditional dance.
6. Learning and Leisure – questions of education and leisure time, as seen by what some Indian kids do both in and out of school.
7. Family and Celebrations – themes of family life and important events across the year.

Evolving Pedagogies: Teaching reading and writing in a multimodal world

160 pp
 Authors: Geoff Bull
 and Michèle Anstey
 RRP: \$45.00
 SCIS No: 1458244
 ISBN: 9781742003436




How do you support the types of learning that are necessary for students to be literate in a multimodal world?

Evolving Pedagogies supports teachers in acquiring knowledge about texts, communication technologies and how they design and redesign text. This information should be used to identify 'what students need to know and be able to do' in order to be literate in a multimodal world.

Each of the six chapters includes a section known as 'Theory into practice'. Through these activities the content of the literacy curriculum may be investigated, explored and developed, allowing teachers to analyse and reflect upon their classroom talk and practices and those of their students.

Technology is the vehicle through which text is realised and conveyed, and knowing and being able to use the technology is only one part of the process of being able to read and write multimodal texts.

The complexity of multimodal texts and the range of knowledge and interrelationships must be understood by both teacher and learner. This book successfully guides the teacher to assist the 21st century learner in this quest. 



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