connections

In this issue…

So What's This About Online Curriculum Content?

The Schools Online Curriculum Content Initiative has been incubating for close to three years. The name has grown in that time along with the concept. Building consensus has involved ever-extending networks. Online curriculum content development is more like producing a film than publishing a book in that it involves teamwork and collaboration between many players, involving curriculum, Internet, information management, learning technologies, business and IT expertise. Recognised by curriculum and learning technologies workers around the country by the inevitable acronym SOCCI, we hope soon to find a name easier to say and more evocative.

There are many aspects of the Initiative that will be of interest to Teacher Librarians – detail and documentation is on the website at <http://socci.edna.edu.au>. This article looks at some of the likely implications for resource use in schools.

The concept of online curriculum content

At first, the concept was formulated as 'online content'. *Content* is a much-used term in Internet business, referring to interesting 'stuff' – information, tools and toys – often used to attract users to a website so they can be exposed to advertising. So fairly quickly 'curriculum' became part of the title to identify the educational qualities. The Initiative is not simply looking for materials that can be used for teaching and learning (EdNA Online already does that) but is also focused on digital materials that are specifically designed to achieve curriculum outcomes that have an inherent teaching and learning capacity. The Initiative is seeking to do something quite specific – to exploit the capability of digital multimedia to create experiences and convey concepts that are very difficult to define or problematic to communicate.

Curriculum content has a teaching and learning purpose. We expect it will become closely associated with teachers, teaching practice and pedagogical discussion – a tool intrinsic to learning in schools.

Online curriculum content may not always be transmitted or accessed online, but it must be capable of online transfer, particularly once we have affordable and adequate bandwidth.

Challenges

The first challenge in the concept is to design, develop and deliver online curriculum content that the majority of teachers throughout Australia will find immediately relevant, useful and attractive enough to incorporate into their regular teaching repertoire. The second challenge is to develop effectively content without imposing one State's or Territory's framework on all teachers in Australia, and to be relevant to the curriculum within which each teacher must work. The Initiative aims to maximise the life of expensive multimedia

So What's This About Online Curriculum Content? (cont. from page 1)

without locking teachers into repetitious use of materials. The aim is to fully exploit the capacity of the medium to achieve learning breakthroughs where possible. Finally, the Initiative aims to integrate content seamlessly into any information system or school provision – to belong to the user, rather than being 'SOCCI' material.

The approach

The approach that has gradually gained consensus is one based on standards and learning objects.

Standards

Standards are well understood by librarians. Teacher Librarians will have a grasp of both the educational and technical standards on which we are working to reach agreement. We are seeking agreement across all schooling systems and sectors on issues like educational soundness, pedagogical approaches, production quality, discovery metadata (including thesauri and limited vocabularies), intellectual property rights metadata, accessibility standards and interoperability standards (including, for example, file formats, publishing languages, file sizes and exchange protocols). While this is tedious and time consuming, agreeing up-front on at least a first version on most of these issues means we are going to have – perhaps for the first time – content or data that can be widely transferred, not just from one State or Territory to another, but, potentially, from an e-learning system to a library system to a management system.

Learning objects

One of the most promising aspects of the online world is its capacity to deliver tiny packages of data in highly accessible and different ways. It can be used to create learning sequences that are educationally valuable within certain contexts, which can be broken down by the teacher into component parts and recombined to meet the needs of a particular student or class. This is the strategy used by good teachers for decades – they have taken bits of books and other media, things they have collected, ideas from colleagues, things they have made, and combined them in the way that meets the needs of a group of students in a particular year in a particular context – sometimes the Teacher Librarian is the only one aware of the copyright hazards in the practice.

A learning objects approach constructs online learning sequences to achieve particular learning goals, but ensures that the components of the sequence are able to be identified and dis-aggregated into digital objects to the smallest object that has a specific educational purpose. So, for example, we could create a sequence about the generation of electricity, and one component of that might demonstrate how an electrical circuit is constructed. It would enable a student to select components and construct a circuit on the screen. If the sequence is correct a light bulb will come on. The construction of the circuit constitutes a learning object. It is only one part of our unit on the generation of electricity, but it has a learning value and purpose. A light bulb graphic, however, although it may be useful to a teacher in the context, has no intrinsic learning purpose and therefore is not a learning object.

By constructing content so it can be dismantled down to the learning object, and also identified, tagged and tracked to the learning object, teachers are provided with a repository of specifically learning-purposed material that they can identify in curriculum terms (for example by topic, year level, approach, skill) and link to other objects (within copyright) to create their own sequences and units of work. It is a fine-grained approach to resource-based learning.

Priorities

The Curriculum Directors of all State and Territory schooling systems have collaboratively identified a set of priorities for the development of online content over the next five years. These currently are Science P–6 and 9–10 (the missing years have been developed as a prototype by Victoria); LOTE Chinese, Japanese and Indonesian P–10; Numeracy and Maths P–10; Literacy 5–9; Creativity, Innovation and Enterprise P–10; Australian Studies P–10. The first materials are likely to be in Science for years 5–6, LOTE Chinese for years 7–8 and Australian Studies.

The standards framework is designed so that learning objects can continue to be added beyond the national funding. It will be designed to cope with commercial materials as well as learning objects from cultural institutions and specific education sectors,

provided they meet all standards and are agreed upon.

Market research

The Initiative is committed to market research to identify the products that will meet student and teacher needs into the future. The Initiative aims to produce learning objects of high learning value which endure the test of time, that most teachers will be drawn to use – not just the true technology believers. In addition to user testing of development in each subject area, market research will be conducted to identify how teachers use resources, what they currently cannot do with resources and what would help them achieve learning breakthroughs.

Timeline

The Commonwealth announced funding of $34.1 million over 5 years as part of the Prime Minister's statement on 29 January, Backing Australia's Ability: Innovation Action Plan for the Future, on the understanding the States and Territories will match that. This would provide $9 million in 2001–2002 and over $14 million in each of the following four years. If these figures are agreed upon, by 2006 we would hope to have enough online curriculum content for it to be taken for granted in schools. By the end of 2002 all States and Territories should have some Science, LOTE Chinese and Australian Studies sequences operating in trial schools.

Relationship to other resources

The learning objects developed as part of the Initiative are very specifically focused. They assume teachers will continue to construct broad experiences to help students learn. Just as the introduction of big books in the early years assumed that libraries and excursions, sandpits and water play would continue, so learning-objects-based online curriculum content assumes that EdNA Online, libraries, textbooks, local and wide area networks, community involvement, database and software use will continue.

We expect that the standards work of the Initiative will, over time, lead to an easier interface in schools between all electronic services – library, curriculum and management. The thinking that will enable this to happen relies on the information management intelligence applied to standards

✓ SCISWeb Handy Hints

1. Quick method for downloading catalogue records for websites

We would like to advise customers that we have compiled monthly lists of catalogue records for websites. These are listed in Abridged Dewey Decimal Classification 13 order. Customers may access these lists on a regular basis if they wish to download all catalogue records that have been added to the SCIS database in the previous month. *SCISWeb* customers will be able to download catalogue records located at <http://www. curriculum.edu.au/scis/catalog/webupdat.htm>. This method allows Teacher Librarians to quickly add websites to the library catalogue. As of 31 May 2001 over 2100 websites will have been catalogued.

2. Timeouts in SCIS OPAC

An automatic timeout function is used by Voyager to ensure that unused or forgotten SCIS OPAC connections are automatically disconnected after a set period of time. This ensures that the Voyager system has sufficient resources to respond efficiently to search requests and new connections.

Normally the timeout period for SCIS OPAC is set to 10 minutes, the optimum time recommended for Voyager. However in times of excessive system demand, we may reduce this setting by a few minutes to allow all customers efficient access to the service. As soon as is possible the timeout is returned to the optimum 10 minutes. You can assist the process by clicking on the *Exit* button (located on the right of the top menu bar) within SCIS OPAC once you have finished searching. This will return you to the Online ordering part of *SCISWeb.* Unlike closing the browser, clicking the *Exit* button closes SCIS OPAC connections and frees up system resources for other users. (This information does not apply to the ordering of records.)

3. Subject headings

SCIS Subject Headings Fourth Edition is now out of print and out of stock. Prior to the release of the next edition customers can use *SCISWeb* to verify allowed subject headings. Log onto *SCISWeb*. Click on the *SCIS OPAC* button. Click on the *OK* button. SCIS OPAC defaults to a *Heading* search. Select *Subject* (check radio button). Type in the search term, eg education. Search results are displayed in a list. The headings that are underlined in blue font are allowed subject headings. Click on the *References* icon beside the blue underlined link and scroll down to view the scope notes. Below the scope notes are the references (Narrower Terms, Broader Terms and See Also references). Headings in black and not underlined are non-allowed terms. Click on the *References* icon beside a non-allowed term to view the *See references.* SCIS OPAC will display the correct allowed headings to use instead of the non-allowed terms.

ASLA XVII: Forging Future Directions (1–4 October 2001)

This year, the 17th Biennial ASLA conference will be hosted by the School Library Association of Queensland at Novotel Twin Waters Resort on the Sunshine Coast. The conference introduces the theme 'Forging New Directions' and delegates will hear international and Australian speakers present diverse perspectives on the directions and opportunities for school libraries in the future.

The ASLA conference provides a vital forum for school library professionals in which they may assess, develop and explore ideas with peers and ultimately enhance learning outcomes for students.

The anticipated outcomes of the conference will be:
- to provide direction and leadership in school-based curriculum development and the innovative use of learning technology in the delivery process
- to create an awareness of the impact on reading resulting from the changes in literature in an information-oriented society

- to identify and acknowledge the changing nature of knowledge management
- to forecast and develop the skills to manage information in a dynamic technological environment
- to focus on the student learning outcomes in the planning, teaching and evaluating of integrated information skills programs
- to acquire the skills to work in collaborative environments to develop student-oriented learning outcomes
- to provide opportunities for creative networking and development of professional relations.

Delegates at the conference will be able to attend workshops and a trade exhibition and liaise with colleagues in Special Interest Groups.

Curriculum Corporation will be sponsoring Dr Ross Todd's SCIS oration at the ASLA conference. Ross Todd is currently a Visiting Associate Professor in the Department of Library and Information Science at Rutgers University in New Jersey, where he is researching adolescent information-seeking behaviours.

Other keynote speakers at the conference include futurist and strategist Dr Peter Ellyard; Pam Berger, an educational technology consultant and school librarian from New York; Dr Roy Lundin, Senior Lecturer in Education at the Queensland University of Technology; and Jo-Anne LaForty, an educator in School Librarianship at Queens University, Ontario, Canada, and former President of the Ontario School Library Association.

We look forward to seeing you at the SCIS stand at the ASLA conference trade exhibition, where SCIS staff will be available to answer your questions and demonstrate the latest SCIS products.

For registration details visit the ASLA XVII conference website at <http://www.sunweb.net/slaq/asla/>.

Education Lending Right (ELR) School Library Survey

In **Connections 35** we reported that Curriculum Corporation had commenced working with the Commonwealth Department of Communications, Information Technology and the Arts (DCITA) to conduct the Educational Lending Right School Library Survey in November 2000.

Background

The objective of the ELR scheme is to make payments to Australian creators and publishers on the basis that income is lost from the availability of their books for loan in school libraries. The scheme complements the existing Public Lending Right (PLR) and supports the enrichment of Australian culture by encouraging the growth and development of Australian writing and publishing. The primary objective of the survey project was to provide DCITA with an estimate of the number of holdings in Australian school libraries of selected book titles.

Survey process

A rigorous statistical survey methodology required that Curriculum Corporation survey 385 schools (with a minimum target of 300 for the number of responses) to identify their holdings of the list of titles supplied by DCITA. The schools were selected on the basis of a number of criteria including State or Territory,

school type and size. All selected schools had to have a minimum of 100 students and use an automated library system supplied by one of the five participating vendors. The survey was to be an automated process requiring the school to download and run a software program supplied by the vendor, or in the case of some library systems simply to provide the vendor with a copy of the database backup file. Further processing and analysis of results was done by Curriculum Corporation.

The short time frame for preparation meant that the software was not delivered in time for many schools to undertake the survey in November and December 2000. The survey was therefore extended into February 2001. Neither of these times was ideal for schools and consequently the response rate was not as high as we had anticipated. Some schools also experienced technical difficulties in running the software, although in most cases the process was straightforward. However, the basic methodology of the process is sound and it is recommended that it be used as the basis for future surveys. The report of an independent statistician has stated that the survey results are sufficiently accurate to be used as the basis for payments in the ELR for 2000.

Multiple copies

The issue of how to deal with multiple copies of specific books within a given school had been recognised as problematical from the outset. It was known that schools followed different practices in this regard and it was

subsequently determined that the survey results could not accurately estimate the holdings of class sets. On the basis of information obtained during the survey, it was recommended to the Minister that a cap of five copies per school be placed on the data for the school library survey. The Minister agreed to this recommendation.

Improvements to future surveys

It is recommended that the following steps be undertaken to improve the process and the results in future surveys:

- start the process earlier in the year
- conduct the survey at a more suitable time of year, preferably late October or early November
- explore other ways by which the response rate can be increased, for example by offering some incentive for participating and responding on time
- raise the number of participating vendors to allow more flexibility in the actual selection of participating schools
- raise the number of schools selected in the initial sample to 450
- select the sample of schools anew for each survey.

Curriculum Corporation would like to extend its sincere thanks to all schools that dedicated some of their scarce resources to providing information for this survey in 2000 and 2001.

Leonie Bourke is Cataloguing and Special Projects Manager in the SCIS Unit at Curriculum Corporation.

So What's This About Online Curriculum Content? (cont. from page 2)

and specifications within a curriculum context – this is essentially a job description for a Teacher Librarian. The project design and development to date owes much to Teacher Librarian expertise.

Collaboration

Agreement on standards, priorities and methodology are cornerstones of the Initiative. Such agreements have to be 'owned' deep in an organisation, not by a few people on a committee. Networks – technical and human – take a lot of nurturing and applied intelligence in addition to goodwill; no one knows this as well

as effective Teacher Librarians. It is appropriate that in the centenary year of Federation we commit to the national work to achieve a significant educational outcome for Australia. Putting the resulting content to use in schools will also require the collaborative leadership of Teacher Librarians if we are to achieve the potential of online curriculum content.

Conclusion

The Schools Online Curriculum Content Initiative contains many components valued by Teacher Librarians – good information management principles, interoperability,

resource-based learning assumptions, networks and collaboration – which makes it interesting and exciting. Two features make it revolutionary: the achievement of real learning breakthroughs by harnessing the capacity of new media to communicate concepts; and truly shared, high quality, public domain curriculum content that is used by all Australian students. One hundred years after Federation, this will help to achieve a truly 21st-century public provision of schooling.

Jillian Dellit is Director of Schools Online Curriculum Content Initiative Secretariat.

CC News

1. SCIS Authority Files

Over 30 per cent of schools have now subscribed to *SCIS Authority Files* for 2001. Depending on the library software, references are automatically added to subject and name headings, which saves Teacher Librarians a significant amount of time. Any schools interested in using the product for the remainder of the year will be able to subscribe at a discounted rate. For further details, email <scisinfo@curriculum.edu.au>. Please contact your system vendor to obtain details about compatibility. Further details are found at <http:// www.curriculum.edu.au/scis/ scisaf.htm>.

2. Subscriptions 2002

At this stage we have not finalised arrangements for subscriptions for 2002. As further information about subscriptions becomes available, we will place an announcement on our website at <http://www. curriculum.edu.au/scis/subscrib.htm>.

Invoices will be despatched in October 2001. Payment is preferred within 30 days of receipt of the invoice. Schools must pay by 28 February 2002.

Library staff who are preparing budgets for 2002 will be able to locate information about SCIS subscriptions in Term 3, hopefully by the end of July.

Customers will be able to commence using *SCISWeb* in 2002 on Monday 7 January. You will be able to use the same password in the year 2002 as for 2001, but the counter for records will be reset to zero.

Contact SCIS to have the password reset if necessary (but only if misplaced or unknown). Email: <scisinfo@curriculum.edu.au> Fax: +61 3 9639 1616; Tel: +61 3 9207 9600 or 1800 337 405 (within Australia a free call outside the Melbourne metropolitan area).

Customers subscribing to *SCISCD* will receive the first edition for 2002 by 8 February 2002. We would also like to advise customers that we have extended the expiry date for Edition 5, 2001 to accommodate the January holiday period. Edition 5, 2001 will expire on 28 February 2002 to coincide with the delivery of the first edition in 2002.

3. What's New

Remember to check *What's New* every time you connect to *SCISWeb*. This will alert you to updates including catalogue records for website lists, SCIS products, demonstration dates, Library Conferences and notices about scheduled server maintenance rendering *SCISWeb* temporarily unavailable.

4. Contributions from schools

SCIS would like to promote 'best practice' or 'outstanding achievement' in school libraries. If you would like to submit an article (of approx. 500–1500 words) for possible publication in future issues of *Connections*, please email to SCIS at <scisinfo@curriculum.edu.au>.

5. Selection criteria for adding websites to SCIS database

The following explanation is an extract from *SCIS Standards for Cataloguing and Data Entry 2001*.

> Only websites that have been through a quality control mechanism should appear on the SCIS database. Current sources of websites are:
>
> Web based, eg EdNA (directory), EduList (Qld.), SOFweb (Vic.), CMIS Evaluation website (WA), HSC online (NSW)
>
> Print based, eg SCAN (NSW), Technology Focus (WA), Xpress (SA)
>
> Sites with expiry dates should be catalogued only if they are of a popular topical (though ephemeral) subject, eg events such as the 2000 Olympic Games.
>
> If no quality control mechanism has been applied, the website should be suggested to either the state website review coordinator or to EdNA, whichever is appropriate for the particular cataloguing agency, and only catalogued if accepted into a quality control process.

The following URL points to the standards for material to be included on the EdNA site. <http://www.edna.edu.au/edna/publish/ aboutedna/schools/contstands.html>.

Following are some excerpts from this site. Reprinted with permission, © 2001 Education Network Australia (EdNA).

CONTENT CRITERIA
Minimum content standards

The minimal content criteria which must be met by all school content available through EdNA are considered to be:

- relevance to the Australian school curriculum;
- accuracy and recency;
- evidence of authority;
- visibility and balance of perspectives;
- upholds social justice and equity principles, human rights and copyright regulations; and
- compliance with the EdNA schools Code of Practice.

Characteristics of quality content

Top quality content will exhibit exemplary standards for each of the minimum standards as well as the additional criteria of:

- writing style, language, interest level and curriculum levels all relevant to the audience and the purpose of the material;
- actively fostering best practice in the learning process and pedagogy; and
- exploiting the opportunities provided by technology for effective learning.

CONTENT CONTRIBUTIONS
Code of Practice

This code applies to all EdNA content contributors and participants in EdNA collaborative activities.

The code is based upon the principles of limiting students' exposure to harmful or unsuitable materials and protecting the freedom of expression of all individuals in society.

- Contributions to EdNA should:
  - make a positive contribution to education in the schools sector; and
  - foster constructive exchanges.
- Contributions to EdNA should not:
  - use obscene language;
  - harass, insult or attack others;
  - be defamatory;
  - involve or advocate illegal activities;
  - violate human rights;
  - violate copyright laws;
  - display offensive and pornographic material;
  - harm or disturb students;
  - help depictions that condone or incite violence, particularly sexual violence;
  - portray persons in a demeaning manner.

SCIS and the SOCCI Project
Developing a Schools Online Thesaurus

This article outlines the involvement of SCIS in developing a Schools Online Thesaurus for the Schools Online Curriculum Content Initiative (SOCCI) project. It also summarises the background of the SOCCI project and the initial work on the Schools Online Thesaurus. This newsletter will regularly update readers on developments.

Background
The Schools Online Curriculum Content Initiative (SOCCI) aims to provide high quality online curriculum content for delivery to schools. This ambitious and challenging project will deliver, over five years, a collection of learning objects that can be selected, sequenced and organised by teachers for use within schools. The learning objects will be designed for learning efficiency and effectiveness and will be constructed using agreed standards.

There are two initial phases to this project. Phase One involved the scoping of the project, including the management framework, information brokerage and standards, and the quality assurance processes. Curriculum content priority areas have also been identified by the States and Territories.

Phase Two will initiate projects in the agreed strategic curriculum areas. These include Mathematics; Science; Creativity, Innovation and Enterprise; Australian Studies; LOTE Chinese; and Literacy for students at risk.

SCIS Subject Headings has been chosen as the thesaurus tool that will be used to facilitate the creation of metadata and assist users in online curriculum content discovery.

SCIS in the online environment
It is appropriate that *SCIS Subject Headings Fourth Edition* has been chosen for use as the controlled vocabulary for the SOCCI project as well as EdNA Online, given their widespread use in schools.

SCIS Subject Headings Fourth Edition will be reviewed and developed to meet the requirements of the SOCCI project, EdNA Online and other markets such as State and Territory departments of education to ensure that they can operate effectively in an online environment. Secondly, the provision of an online thesaurus will require the development of new management processes to facilitate this.

Deployment and service models
A number of models are being considered for delivery of an online thesaurus. There are a number of thesauri already available online including the *Australian Pictorial Thesaurus*, which is used for the Australian Pictorial Database. Another thesaurus is the *Getty Thesaurus on Art and Architecture*. Their websites are, respectively, <http://www.picturethesaurus.gov.au/> and <http://www.getty.edu/research/tools/vocabulary/aat/index.html>.

A real time model
Given the availability of various thesaurus management software packages, such as MultiTes, which enable the provision of a 'real time' thesaurus on the web, this is one model that is being considered. This means that any additions or alterations to headings in the thesaurus will be immediately available to users. Another advantage is that users will not need to spend time keeping records of changes to the thesaurus.

A challenge is to ensure that the integrity of the live thesaurus is not affected by potential unauthorised access on the web and to ensure that the software is robust enough to be accessed across Australia at any time.

A stand-alone model
Another alternative is to develop a stand-alone model whereby a copy of the thesaurus is prepared and loaded on the user's server. Regular updates are then provided by SCIS. An advantage of this model is that a thesaurus file can be easily generated and supplied to users at relatively little cost or effort. This could be facilitated through FTP or CD-ROM formats. An obvious disadvantage, particularly from a user's perspective, is that they will not have access to the most up-to-date version of the

thesaurus unless updates are provided on a short time frame, for example monthly.

Other delivery mechanisms
Even though it is intended that a Schools Online Thesaurus will be developed for the SOCCI project, a number of other deliverable mechanisms should be considered. The potential for CD-ROM and even print versions of the thesaurus will be considered.

Review of the SCIS subject headings
A major component of the implementation of *SCIS Subject Headings* into the SOCCI project will be a major review of the headings and thesaurus structure. This will involve two elements.

First, it is important to determine the structure of the headings. Given that *SCIS Subject Headings* uses a pre-coordinate approach to its headings, this format may not be suitable for use in an online environment. This is due to the inflexibility of some search engines to search across a phrase heading that may include punctuation marks such as commas or hyphens.

On the other hand post-coordinated headings, which are used in many thesauri, such as *APAIS* or the *Australian Thesaurus of Education Descriptors*, may not be suitable for some users when browsing through a list of terms. Browsing a list of pre-coordinated constructed headings is more effective than using a post-coordinated list to find relevant subjects.

Therefore, SCIS has asked Cherryl Schauder from RMIT to undertake an independent analysis of the strengths and weaknesses of pre-coordinated and post-coordinated heading structures in an online environment. Cherryl's report will make a significant contribution to the structure of the thesaurus.

Another significant area of work that has commenced is a review of the content and what is known as the 'granularity' or details of the existing *SCIS Subject Headings*. Until now, SCIS headings have been primarily aimed at the subject analysis of material held in school libraries. A small percentage of this material may have included some curriculum material in the past, such as curriculum guides housed in the library.

The nature of the online content for the SOCCI project will mean that the headings will need to be reviewed to see if they adequately describe the online content that is being developed. To do this, an initial review of the headings has been undertaken by SCIS using curriculum topic grids prepared by Curriculum Corporation. The topic grids outline curriculum topics that are covered in Australian schools and are mapped across each of the State and Territory specific curriculum frameworks. This snapshot view has been a useful start to see where *SCIS Subject Headings* fits in relation to the curriculum areas that will be covered in the online content in SOCCI.

The investigative work undertaken to date will provide a useful framework for a new consultative group that is being established, with representatives from all States and Territories, including government, independent and Catholic sectors, SCIS Agencies and SCIS, to undertake a more detailed review and propose new headings for the *Schools Online Thesaurus*. For example, areas such as mathematics and science may need more detailed terms than are currently in *SCIS Subject Headings* – this could include terms for mathematical theories, more specific units of measurement, and names of shapes.

Management issues

Other issues that will need to be considered include the ongoing maintenance and management of the *Schools Online Thesaurus*. Given that the online content for SOCCI will cover a diverse range of subjects and formats, there is potential for new headings to be developed as new curriculum material is created.

This ongoing review and deployment of headings will need to be undertaken in a timely and effective manner. One of the tasks of the new consultative group is to provide advice on this and ensure that the vocabulary in the *Schools Online Thesaurus* is relevant and meets the needs not only of the content creator but also of the user.

This leads to another important aspect of the project. The idea is that metadata for the online content will be developed at the point of the learning object or content being created. In other words, subject headings from the *Schools Online Thesaurus* will be added in a distributed environment. Therefore it is important that the online help and user documentation is robust enough for inexperienced users of controlled vocabulary to understand.

The future

It is a tribute to the quality of *SCIS Subject Headings* that it has been selected as the thesaurus tool to aid resource discovery in the SOCCI project. The development of the *Schools Online Thesaurus* will see a robust and user-effective resource discovery tool for users of SOCCI, but also a thesaurus that can be easily adopted for use in schools and other educational sectors.

Steven Haby is Manager, Metadata Initiatives, SCIS Unit, Curriculum Corporation.

For further information on the SOCCI project visit the website at <http://socci.edna.edu.au/socci/content/index.asp>.

For further information on the development of the *Schools Online Thesaurus,* contact Steven Haby on
Tel: +61 3 9207 9600
Email: <Steven.Haby@curriculum.edu.au>

Did you know that SCIS now catalogues websites?

SCIS catalogues a variety of resources which now includes websites.

- Add over 2100* new resources to your library catalogue at no extra charge.
- Websites selected by teaching professionals for their educational value.
- Catalogue records for websites are added to the SCIS database on an ongoing basis.

* Figure current at May 2001

Reference Services or Interfacing

This article deals with the process and provision of reference services at Wesley College to provide an efficient and timely delivery to staff and groups of students. SCISWeb *is the ideal solution for Teacher Librarians looking for a quick and easy method of adding quality records to their library systems. In addition to downloading records, the use of* SCIS Authority Files *ensures references are created. The use of both products optimises the location of all resources by the reference librarians for staff and students.*

Consider the quality of a well-tailored jacket: how it fits around you and moves with you, and how it has just enough support to give it strength and shape. A neat drape around the shoulder, a nice smooth cut of collar – the result a relaxed but appropriate fit and a happy customer.

The secret? Immediately we think of the cut, but more importantly it lies in the choice of interfacing. The shape of the jacket is created by the right density of interfacing, adding weight but not stiffness.

And so it should be with a reference service: interfacing with individuals and matching them with resources that provide a smooth fit and raise their experience a cut above the ordinary. In the library, our cloth may well be our collections, but it's the interfacing that makes it 'fit'.

Translating the analogy into action

Wesley College libraries serve a large staff and student population – over 4000 potential users. With six libraries and eleven librarians, the librarian preparing with the teacher may not be the librarian on duty who delivers to the class. In this situation communication between staff becomes vital to ensure a professional standard of reference service.

Our shared goal is to deliver to all a service that is tailored to need. Our users must leave our library:
- with something tangible
- with a visible result
- with a plan of action
- with a defined time frame for follow up and support services
- with further contact details.

We have the goal, but how do we make this practical?

All librarians – whether they work in school, public, academic or special libraries – offer their clientele a range of services:
- Research – retrieving accurate information and identifying the gamut of criticism and opinion on a subject
- Selection and Acquisition – identifying resources required by their clientele
- Cataloguing – providing locators to the collection
- Reference – assessing the client and the needs of the client at that particular time and identifying the best resources for that client
- Instruction – showing the clients how to help themselves, whether this is by using the catalogue, using indexes, choosing a search engine, or conducting intelligent searches.

And in a school library:
- Curriculum support – working with teachers in cooperative teaching and planning.

School library environments are unique in that it is not only students and teachers who seek help individually, but also groups that visit the library with a shared purpose.

The beginning of a unit of work or the introduction of an assignment is the time when teachers often plan a visit to the library and this is the perfect time for librarians to assess the students' knowledge and competence in the use of research tools and relevant resources.

Our process – reference interview, communication, handouts

At Wesley we have standardised our processes to ensure optimal communication between library staff, teachers and students.

We employ a standard device to assess the needs: the reference interview, in which an instant assessment is made and ideas discussed with the teacher. The record of the interview is then forwarded to the librarian who will be on duty during the visit.

The record of the reference interview includes:
- Class, Level, Subject, Teacher's name, phone extension and email address

- Topic of research. Is there a worksheet? What work has been done so far? Has it been introduced by the teacher? Have they already been working on it? Textbook?
- Purpose of assignment. What is the emphasis, eg analysis, group work, independent work, presentation skills?
- Purpose of library visit. Data gathering? Internet access?
- How will students be expected to use their laptops while they are in the library: for word processing, creating spreadsheets or email; and do they need access to scanners and printers?

The librarian conducting the interview suggests ways to help the class by:
- naming types of useful resources such as reference books, networked CD-ROM and appropriate Internet search engines
- offering the class a five- to ten-minute introduction to a particular resource like *Britannica Online*, *EBSCO Host* and *Newscan* as appropriate
- offering the teacher a starter kit
- asking the librarian on duty to inform the teacher as to which staff member will be available during their class (by consulting the roster).

After the interview, the librarian:
- summarises the reference interview
- summarises what has been offered
- emails the librarian on duty.

Before the class, the librarian on duty:
- prepares for the class, eg checking resources, or preparing an introductory talk.

Often this process means that at least two people have contributed their professional knowledge to the outcome and ensures the sharing of professional activity and the knowledge of the curriculum.

Example
A year nine class studying comparative population and economic conditions in various countries may be introduced to or reminded about:
- *Encarta World Atlas*, which creates maps of economic and population, and conditions in any country

Internetting Corner

All About Fractions

<http://www.aaamath.com/fra.html>
Almost all facets of the operation of fractions at K–8 levels are covered on this interactive site. Students are offered feedback after they have undertaken activities.
SCIS 1046999

BBC Online – Education WebGuide

<http://www.bbc.co.uk/webguide/servlet/start?pathinfo=education/home_edu.shtml&IN_CAT=EDU_GUIDE>
An extensive and varied collection of educational sites that have been vetted and assessed under the auspices of the BBC. Although the site is divided into categories to encourage browsing it also contains a search engine.
SCIS 1047028

The Bloke on the Bike – Highway One: A Federation Journey

<http://www.abc.net.au/bloke/default.htm>
An absorbing site which looks at the impact of Federation on Australian people and places through the eyes of a motorcyclist touring Highway One. Students can follow the trek on the web and catch excerpts on ABC TV's Behind the News and ABC Radio's JJJ.
SCIS 1040062

Convert Inches, Feet, Meters, and Other Length Units with UnitWiz

<http://www.unitwiz.com>
Students and teachers can easily convert between units of measurement within the fields of length, area, density, energy, force, mass, power, pressure, speed, temperature and volume using this site.
SCIS 1047020

Gene Technology in Australia

<http://genetech.csiro.au/>
The science of gene technology, particularly in the Australian setting, is covered on this CSIRO site. Also included are Australian research, aspects of the public debate on gene technology, a glossary and associated biotechnology links.
SCIS 1047011

Google

<http://www.google.com/>
Google is an amazingly fast, efficient and thorough search engine with over a billion URLs in its index. Well worth bookmarking and comparing results with your current search engine.
SCIS 1008619

Governor General of Australia

<http://www.gg.gov.au/>
The official website of the Governor-General of the Commonwealth of Australia covers the role of the Governor-General, previous Governors-General, vice-regal news, the Governor-General Designate and a variety of other pertinent links.
SCIS 1047012

How Volcanoes Work

<http://www.geology.sdsu.edu/how_volcanoes_work/>
This multi-award-winning site emanating from the Department of Geological Sciences, San Diego State University, uses text, graphics and movies to present a vast array of material relating to volcanoes and volcanic processes. Suitable for teachers and senior high school students.
SCIS 1046995

In the Footsteps of Douglas Mawson

<http://www.mawson.sa.gov.au/ie.htm>
The inspirational contributions of Sir Douglas Mawson to the fields of science and exploration in both Antarctica and Australia are covered in detail on this engrossing site. Comprehensive information is presented using text, sound, archival photographs and graphics.
SCIS 1037437

James Moloney

<http://www.home.gil.com.au/~cbcqld/james.htm>
Australian author James Moloney talks about himself and his books and answers frequently asked questions. Of particular interest is his section on getting boys involved in reading.
SCIS 1023146

Magic Eye Image of the Week

<http://www.magiceye.com/3dfun/stwkdisp.shtml>
Students who love the popular Magic Eye series of books will be keen to log onto this website to solve the weekly image. The history of random dot stereogram images and the success of Magic Eye books is also outlined.
SCIS 1046993

NASA Human SpaceFlight

<http://www.spaceflight.nasa.gov/>
Another superb NASA site, this one details the involvement of humans in space. Contents include history, news, images and audio, current events, tracking information, links to experts who will answer questions, teaching programs and virtual tours.
SCIS 1047024

PictureAustralia

<http://www.pictureaustralia.org/index.html>
Hosted by the National Library of Australia, PictureAustralia provides searchable access to the image collections (art, posters, photographs, sculptures etc) of several leading Australian cultural institutions.
SCIS 1033729

Selby's Site

<http://www.selby.aust.com/>
Author Duncan Ball's irrepressible canine creation, Selby, now has his own website. Primary students will enjoy finding out more about Selby, Emily Eyefinger and Duncan Ball and undertaking some of the activities and competitions featured.
1035223

Reviewed by Nigel Paull, South Grafton Primary School.<paull@turboweb.net.au>

The Internet sites abstracted in Internetting Corner are often of a professional nature and should be initially viewed by teachers and Teacher Librarians to determine suitability for students. The links, content and addresses of sites reviewed may not be permanent.

Resources

Reading Enriches Learning

Middle school literacy

From reading, students gain many skills and a great many aptitudes are used and developed: interpretation, prediction, research, projection, word skills, contextual interpretation, arrival at conclusions, comprehension and critical literacy. Curriculum Corporation has collaborated with Lothian Books to offer a fresh approach to resourcing school libraries with engaging reading materials for students.

The middle school reading package

The presentation of this concept provides a fresh, practical approach to involve students with books. Two collections of brand new titles have been chosen specifically to meet the reading interests and levels of upper primary and lower secondary students. The different writing genres will appeal to the full middle school student spectrum, and the titles have been chosen to stimulate a sense of identity, worthwhile personal values, enjoyment and an appreciation of the wealth of writing styles that, through understanding, become a part of everyday life.

Separate collections have been tailored for primary and secondary audiences. The publications are all brief novel length or less and cover non-fiction, detective fiction, illustrated formats and more conventional novel forms.

Online support

Online teacher guides and activities designed for students will help teachers introduce students to these publications. The activities have been created to support each title in each package at the appropriate level and may be printed and distributed in the classroom. In profiling the packages and titles, the site will:

- provide a general review of each book
- recommend the age group and interests of the intended audience
- offer reasons for including a particular book in this collection
- outline what will be achieved by pupils in reading and include a separate 'certificate' showing the skills and outcomes achieved upon completion of the title

- provide a list of challenging and interesting activities that will engage and stimulate the reader
- offer further strategies to broaden students' interests and desire to read.

The reviewer

All books have been reviewed and chosen to meet Australian school education competencies. Well known for her many years of active involvement in the field of literacy and literature, Nancy Mortimer has been an English Coordinator, taught years 7–12 and been a teacher of English in Australia and overseas. Nancy has been on the committee for English Teachers' Associations at both State and Territory and national levels and has written reviews for educational journals, contributed to school library journals and advised several states on curriculum issues. For many years Nancy was the National Education Consultant for a large publishing house and she is a passionate reader, believing that reading is a life-long occupation.

For further information

The collections will be launched this July, and information will be posted on the website to keep you up to date with developments.

Visit <http://www.curriculum.edu.au/scis/index.htm>.

If you wish, you can register your interest in receiving news bulletins by emailing <sales@curriculum.edu.au>. We are interested in feedback on the concept of providing reading collections supported with online resources and suggestions offered will be incorporated where possible.

The Anzacs at Gallipoli is one of the titles included in both primary and secondary collections and is available separately and as part of each collection.

Pre-launch offer – purchase one of the collection titles separately for a limited time only

The Anzacs at Gallipoli, 32 pp, $12.95

Illustrated non-fiction title

The *Anzacs at Gallipoli* is packed with primary source photos, excerpts from soldiers' letters, extracts from poetry and speeches, and a map of the Turkish coast.

Historic events are outlined in sequence and provide a vivid, forthright account of Australian and New Zealand troops and their experiences at Gallipoli. From Mustafa Ataturk's famous tribute to Australian soldiers to a reference to Simpson and his donkey, this beautifully presented book will inform and inspire middle school readers and offer students a perspective on one of Australia's most significant historical events.

Mail or fax your order to:
Curriculum Corporation
PO Box 177,
Carlton South
Victoria 3053

Fax: 61 3 9639 1616

- *SBS World Guide* or *New Statesman's Yearbook* from the reference collection for basic statistics
- ABS homepage (for comparison with Australia)
- *CIA World Fact-Book* online.

These resources can be demonstrated in ten to fifteen minutes. This leaves time to help students individually and time for them to conduct their basic research.

Making it work
Offering reference services in this way, along with all the other functions of a busy school library, requires other commitments too.

Training
It is necessary for all staff to be able to conduct the reference interview, to be able to frame relevant questions, and to suggest ways to help a class or group.

Something tangible!
To promote reference work with students and teachers, staff must know about the scope of the tools and the skills required to use them. Wesley College libraries are developing a series of instructional brochures which will, among other functions, recommend standard reference tools of both the electronic and hard copy types. These easy reading guides are aimed at junior and middle school students. They serve also as handouts to students during a class as well as a library service to individuals. Written in a 'kid-friendly' style and designed to entertain as well as inform, they are also available on the Intranet.

Responsiveness online
With the increased electronic delivery of reference tools, complementary programs must be developed to meet needs in the classroom and in remote locations such as the home. Wesley College libraries use electronic 'Starter Kits' published on the library Intranet pages. 'Starter Kits' involve a template but are designed as a response to a particular assignment and class.

The kits include:
- references or links to reference tools
- keywords to use in the library web catalogue
- bibliography of the very best on the topic

- digital versions of journal articles from our databases
- very select URLs.

These 'Starter Kits' can be prepared in a short time, in direct response to a topic a teacher has devised. Once completed they can be up on the library Intranet page within the day, and readily accessed on all three campuses.

Documentation
The benefits of this process for students and teachers are obvious. Students get immediate direction for their research and reinforcement of research skills 'just in time' for immediate use. Teachers have the best resources identified for their students, an ally in the library to help students get the most out of their assignments and sometimes a chance to find out about a new resource relevant to their students' research.

But the real advantage of formalising and documenting the process is that this creates a permanent record of the core work of the library and its specialisation.

Librarians have a valuable resource to review their own professional work. They are easily able to analyse their response and evaluate their success. They can discuss with one another which strategies worked and which could have been handled better. This feedback enables them:
- to share their personal practical knowledge with one another
- to enhance their own skills
- to consistently raise their own standards and expectations of their performance.

The documentation can also be seen as an ongoing needs analysis of client groups and used as a preliminary to collection mapping. It is a primary source of information about where the collection meets or fails to meet the stated needs of students and teachers.

Documentation of effectiveness
Perhaps, the most valuable use of the documentation is in accountability. The librarian can report to Learning Areas – which Learning Areas are using the library; how they are using the resources; which information literacy skills are being called on or are necessary to achieve outcomes. Feedback on the changing nature of student information use

can be utilised in curriculum development, and to promote new ways of learning.

Reporting to administration
The record is also a basis for reporting to administration.
- Who uses the library?
- How do the library and its librarians contribute to the education of students?

This information can be taken from the documentation. As Lloyd and Bannister (2001) advise us in their article Commentary on the Perception of the Role of the Librarian in Education:

> *…the future role of librarians does depend on how well librarians are able to pro-actively market their well-developed and demonstrated professional skills. They must vigorously articulate and promote their educational contribution and enhanced service and technological roles … especially to college management and teaching colleagues.*

In conclusion
Our mission is to be responsive, be timely and offer the right resources that fit a range of staff and student needs. The reference service is the most effective way of interfacing between a school library collection and the users. It is the human element of a friendly library, but it also needs to be consistent and uniform. Standard processes of communication between staff ensure consistent delivery of that service.

This collaboration and seeking out of specific needs of teachers and students results in valuable tangible support in user assistance with the class, online packages for students on the Intranet, and the guidance of brochures for use on the spot, or later outside the library.

In a nutshell, what we have is a smooth fit to specific needs, a particular topic, and an urgent request …

Reference list
Lloyd, Anne and Bannister, Marion (2001), Commentary on the Perception of the Role of the Librarian in Education*, Access 15* (1): 8–11.

Wilma Kurvink is Director of Library and Information Services; Bart Rutherford O'Connor is Manager of IT Library; and Marie Turnbull is Technical Services Librarian at Wesley College, Melbourne.

Introducing SCIS in Queensland

AccessEd is the SCIS agency for Queensland and is currently situated next to the Brisbane Cricket Ground in Woolloongabba. It is a business unit within Education Queensland, and is part of the Queensland government. The SCIS Unit is located within Research Innovation and Access Services at AccessEd.

AccessEd supports Queensland's education community by providing a range of services:

- writing, producing and selling curriculum packages for all key learning areas, distance education coursework and professional development for groups within Education Queensland
- providing access to quality online resources and information for educators and learners through its Curriculum Exchange
- investigating the innovative application of information communication technologies to the teaching and learning process. The Virtual Schooling Service conducts online lessons that allow students to log in and attend real-time classes
- providing a range of digital, reference, research and loan services through its libraries
- running workshops to help educators use the Internet effectively.

Compared with SCIS agencies in other States and Territories, the Queensland SCIS Unit is a small agency and unique in that it has a close liaison with the existing library on site – the Curriculum Library. Originally part of the Curriculum Library, the SCIS Unit is now a separate identity as one of AccessEd's services <http://education.qld.gov.au/accessed/service/index.html>.

Three staff currently make up the SCIS Unit: Mary Gough and Frances Todd, who share the full-time position of SCIS Project Manager, and Lisa Dorney, who is the long-term casual cataloguer. Additional casual cataloguing staff are employed as required. The Unit reports to Edwina Dunn, Access Manager.

Mary is the longest-serving and most experienced officer in the SCIS team. Her keen interests include film, bushwalking and travelling in Asia. Lisa is the team's current cataloguer and spends much of her free time doing stitch-and-craft work. Frances is the newest recruit and is currently into house renovating, reading, and being a spectator at soccer matches.

Services provided by the SCIS Unit include:

- creating SCIS catalogue records for new curriculum resource materials produced by AccessEd, for new material purchased by the Curriculum Library, for websites reviewed by Evaluation Services, and for other publications published by Education Queensland
- liaising with Teacher Librarians and resource centre managers and staff in Queensland schools on new subject headings for the *SCIS Subject Headings* list
- participating as a member of Curriculum Corporation's SCIS Information Services Standards Committee, which continually monitors cataloguing and classification standards applied to the national database
- providing an accurate and fast cataloguing service for schools, which allows schools to send in new resources that do not have a SCIS record
- information sharing via email discussion lists
- telephone, email and website assistance offering technical advice on using SCIS in Alice and Oasis library systems. Softlink's software – Softlink Alice and OASIS – are the contracted library systems for Queensland government schools.

Mary, Frances and Lisa constantly pool ideas on ways to be proactive in delivering the SCIS Unit's services. A free postage trial for schools to send in their cataloguing is currently being undertaken. The Unit is working closely with the Curriculum Library, at the point of contact between teacher, library and resource, to advertise the SCIS service with flyers and by word of mouth. Discussion on the email discussion list for Queensland schools, the SCIS-Advice list, is increasing. New and updated cataloguing resources have recently been purchased. A revamped website for SCIS information on the Education Queensland website is in the pipeline.

Future directions in 2001 for AccessEd's SCIS Unit include representing Queensland in national SCIS initiatives such as the role of the *SCIS Subject Headings* in the online thesaurus for the Schools Online Curriculum Content Initiative – a collaborative project between States, Territories and the Commonwealth to provide learning objects that can be selected, sequenced and organised by teachers for use with students in schools. One of the team will attend the ALIA National Cataloguing Conference in November.

Later in the year, the SCIS Unit is moving with the rest of AccessEd to a new site at Coorparoo. On a more personal note, Mary is anticipating a trip to Vietnam and China, Frances is painting more walls, and Lisa is preparing a dedicated sewing-and-craft room at home.

For SCIS in Queensland, 2001 is proving to be an eventful year.

Mary Gough is the Senior Librarian with AccessEd, Education Queensland, Australia.

MultiTes – a Thesaurus Management Software Package

SCIS has recently purchased MultiTes, which is a thesaurus management software package, to effectively manage the *SCIS Subject Headings*. It will be used to facilitate the incorporation of *SCIS Subject Headings* in the Schools Online Content Curriculum Initiative (SOCCI) and this will make the headings more accessible and user-friendly by enabling Internet access.

MultiTes enables the effective management of authority files, subject headings and thesauri. The adoption of a thesaurus management tool such as MultiTes will enhance the maintenance processes of the *SCIS Subject Headings* and make the entry of new terms a relatively simple process.

The package was developed in the United States by MultiSystems but represented locally by Triad Data Magic in Melbourne. Australian customers of MultiTes include the Australian Road Research Board in Melbourne.

Reporting features

MultiTes enables the production of a number of useful reports: an alphabetical report which prints each term followed by all its relationships; a top term report which prints families of descriptors based on the hierarchical relationships BT/NT; hierarchical reports, similar to the alphabetical report but incorporating the full hierarchy for all hierarchical relationships; and a rotated index (KWOC) report. The user also has the option to produce custom reports if required. All reports can be printed to the screen, sent to a printer or saved as a text or HTML file.

HTML reports

One of the most useful functions of MultiTes is the generation of flat HTML files. MultiTes also has an optional package MultiCGI that will enable the *SCIS Subject Headings* to be placed on the Internet live, and therefore eliminate the need to regenerate the HTML files constantly when changes are made to the database. MultiCGI also allows literal searching of terms, and queries can be posted to other search engines such as Google.

The flat HTML file is generated from the *SCIS Subject Headings*. The heading for the main page, the email comments and links to other pages can all be customised as required. It is also possible to include links from each term to the Main Index and the Term Index (terms that start with the same letter and the top term index).

Other features of MultiTes

The functionality of the MultiTes software enables us to add some enhancements to the *SCIS Subject Headings* if required. The subject category option enables a term to be assigned to a broad subject category, for example Education. Terms including top terms and narrower terms can all be assigned a subject category number and phrase. An index of these categories with the relevant terms assigned to it can be generated.

Concluding comments

The commissioning of the MultiTes software will enable SCIS to ensure that the *SCIS Subject Headings* will have a consistently high degree of quality control and the ability of the software to publish a thesaurus on the web will provide opportunities to further expand and enhance the *SCIS Subject Headings.*

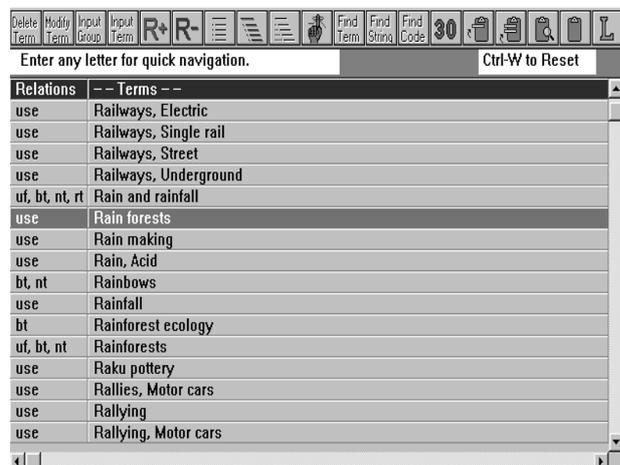*Steven Haby is Manager, Metadata Initiatives, SCIS Unit, Curriculum Corporation.*

Figure 1. Desktop window view of MultiTes showing selection of SCIS Subject Headings. Reprinted with permission, © MultiSystems 2001.
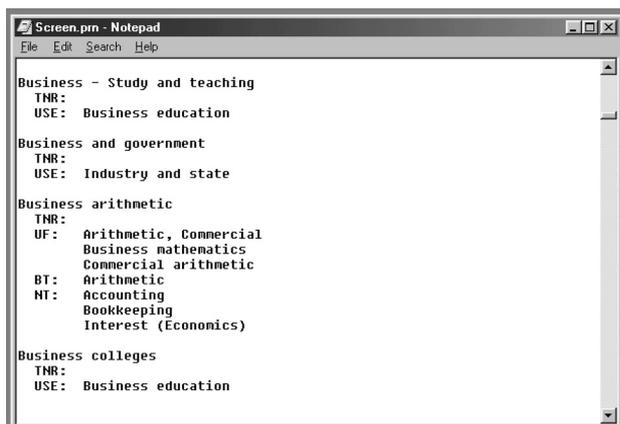

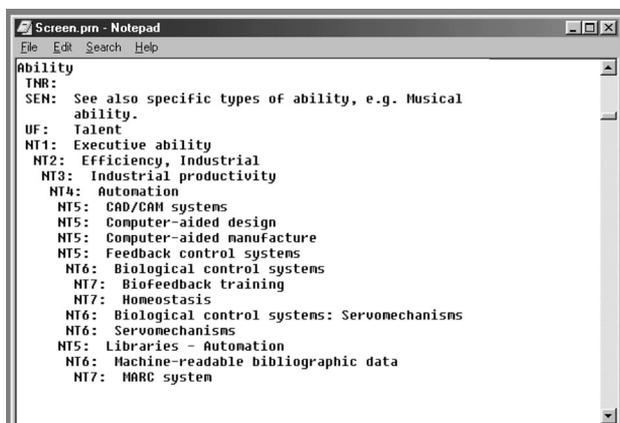*Figure 2. Alphabetical report showing term with all relationships with other terms.*

Figure 3. Hierarchical report for the term Ability *that displays the full hierarchy for all hierarchical relationships.*

SCIS Agency Profile – Victoria

In October 1984, the Statewide School Library Support Centre (the Victorian SCIS cataloguing agency) had the distinction of entering the first catalogue record online to the SCIS database. Over the years, the Victorian cataloguing service has continued to contribute records to the SCIS database with the recent inclusion of websites being a new challenge for cataloguers and a welcome service for school libraries.

The Statewide School Library Support Centre adds an average of 400 records each month to the SCIS database. Material received for cataloguing is mainly received from schools, the Department of Education, Employment and Training, and publishers and distributors. Resources are catalogued in order of receipt, with a turnaround time of three to six weeks. Priority is given to urgent items that are required by teachers. In 2000, the Victorian agency input a total of 5597 catalogue records to the SCIS database.

Victorian schools are reminded that resources not located on the SCIS database may be sent to the Statewide School Library Support Centre for cataloguing. Once the items have been catalogued, they are returned to the school and the bibliographic records may be ordered from SCISWeb immediately.

For all Victorian cataloguing inquiries, contact Mavis Heffernan at the Statewide School Library Support Centre's new premises at 150 Palmerston Street, Carlton.
Tel: +61 3 9349 3019, Fax: +61 3 9349 4428
Email: <heffernan.mavis.l@edumail.vic.gov.au>

School Libraries, Literacy Week and the Let's Read Expo

Statewide Literacy Week celebrations begin on Monday 3 September and continue through to Sunday 8 September. All Victorian schools and their communities will combine to highlight shared responsibility for literacy and a love of learning. This is accomplished through a range of school-based, local and statewide activities including the **Let's Read Expo** *at the Melbourne Exhibition Buildings from Friday 31 August to Sunday 2 September.*

Literacy Week is an excellent opportunity to demonstrate the leadership of library professionals in developing literacy and a love of reading as well as the key support they provide to colleagues, students and families across the curriculum. School libraries can be an exciting centre of local Literacy Week activities, displays and parent information. The School Implementation Kits, which arrive in all Victorian schools in Term 3, will provide library professionals and their colleagues with ideas and documents to support the celebration of literacy. The kits include banners, newsletter articles, activity ideas and parent letters. Bookmarks will also be provided for all students.

The celebration of International Literacy Day has been an important focus for school communities during Literacy Week in previous years. Many schools have taken on the slogan *Be well read and wear red*. In addition to special literacy activities on this day, schools have encouraged students and staff to dress up in red and celebrate with activities related to the colour red, including eating red foods (strawberries and apples are a healthy option) and creating red works of art. In previous Literacy Weeks, a number of school library professionals have made strong links with neighbouring schools and local libraries to share planning, ideas and activities. This has enabled them to have greater access to author and illustrator visits and created excellent opportunities to highlight literacy across the local community.

This year's *Let's Read Expo* also promises to be an exciting event, particularly for school library professionals. Many well-known authors and illustrators will be making appearances, presenting workshops and signing books. Children's book publishers will display recent and popular titles for children in all stages of schooling and there will be the opportunity to browse and to purchase. The latest in information technology related to education will be on display. Activities and interactive displays will promote a love of words, a love of reading and a celebration of learning.

School library professionals have the opportunity to network at the Expo and gather useful information and ideas. The *Let's Read Expo* is also a valuable activity for families, and a great opportunity for them to enjoy literacy and gather ideas about learning in a friendly and fun environment. School library professionals have an important role to play in promoting the *Let's Read Expo* to the school community.

This article was written by Judi Stanton, Project Officer at the Department of Employment Education and Training (DEET), Melbourne.

Please note that the information in the kits is also available at <http://www.sofweb.vic.edu/eys>. Kits can also be obtained from the Early Years Branch of DEET by contacting Mary Ellen Ray on
Tel: +61 3 9637 3639
Email: <ray.maryellen.m@edumail.vic.gov.au>

Cataloguing News

New and changed subject headings and references

In every issue of *Connections* SCIS publishes a list of those subject headings and references that have been added or changed since the last ISSC Teleconference. In addition to individual lists SCIS also publishes a cumulative list of headings.

SCIS Subject Headings Fourth Edition is now out of print and unavailable for purchase. Customers are encouraged to print the cumulative list for insertion as an addendum at the back of their *SCIS Subject Headings Fourth Edition*. This ensures customers are able to keep the Fourth Edition as up to date as possible prior to publication of the next edition.

These lists of headings can be located on the SCIS website at <http://www.curriculum.edu.au/scis/database/changes.htm>.

New, amended and replaced subject headings from the SCIS Information Services Standards Committee (April 2001)

Agriculture, Cooperative
Remove	BT	Cooperation

Arson
Change	BT	Crimes against property
To		*Example under* Crimes against property

Banks and banking
Add	NT	Banks and banking, Cooperative
Remove	RT	Savings and loan associations

Banks and banking, Cooperative
Remove	BT	Cooperation
Add	BT	Banks and banking
Add	RT	Savings and loan associations

Belgian Congo
Change	USE	Zaire
To	USE	Congo (Democratic Republic)

Collaboration
USE	Cooperation	

Collective settlements
Add	RT	Economic cooperation
Remove	BT	Cooperation

Communism
Add	RT	Economic cooperation
Remove	BT	Cooperation

Conflict management
Add	RT	Cooperation

Congo
Delete heading and replace with
Congo (Democratic Republic)
May be subdivided like Australia, except for the period subdivisions of history.
Also previously known as Congo Free State (1885–1908), Belgian Congo (1908–1960), Democratic Republic of the Congo (1960–1971 and 1997–) and Zaire (1971–1997).
Example under Africa
UF	Belgian Congo
	Congo (Kinshana)
	Congo (Leopoldville)
	Congo Free State
	Congo, Belgian
	Democratic Republic of the Congo
	Zaire

Congo (Brazzaville)
Change	USE	Congo
To	USE	Congo (Republic)

Congo (Kinshana)
Change	USE	Zaire
To	USE	Congo (Democratic Republic)

Congo (Leopoldville)
USE	Congo (Democratic Republic)	

Congo, Democratic Republic of
Remove this heading

Congo (Republic)
May be subdivided like Australia, except for the period subdivisions of history. Also previously known as Middle Congo (ca.1880–1910), part of French Equatorial Africa (1910–1960), Republic of the Congo (1960–1970 and 1991–) and People's Republic of the Congo (1970–1991).
Example under Africa
UF	Congo (Brazzaville)
	Middle Congo
	People's Republic of the Congo

Congo Free State
USE	Congo (Democratic Republic)	

Congo, Belgian
Change	USE	Zaire
To	USE	Congo (Democratic Republic)

Cooperation
Delete existing heading and replace with

Cooperation
Use for the social and psychological aspects of the process of working together for a common goal.
For works on economic cooperation, use
Economic cooperation
UF	Collaboration
	Cooperativeness
BT	Motivation (Psychology)
	Social psychology
RT	Conflict management
	Life skills

Cooperative distribution
Change	USE	Cooperation
To	USE	Economic cooperation

Cooperativeness
USE	Cooperation	

Crimes against property
Add		See also names of specific crimes*, eg Robberies
Change	BT	Criminal law
To	RT	Criminal law
Remove	NT	Arson
Remove	NT	Robberies
Remove	NT	Stealing
Remove	NT	Vandalism

Crimes against public safety
Add		See also names of specific crimes*, eg Riots
Change	BT	Criminal law
To	RT	Criminal law
Remove	NT	Riots

Crimes against the person
Add		See also names of specific crimes*, eg Murder, Stalking
Change	BT	Criminal law
To	RT	Criminal law
Change	NT	Victims of crime
To	RT	Victims of crime
Remove	NT	Murder
Remove	NT	Rape
Remove	NT	Wife abuse

Criminal law
Change	NT	Crimes against property
To	RT	Crimes against property
Change	NT	Crimes against public safety
To	RT	Crimes against public safety
Change	NT	Crimes against the person
To	RT	Crimes against the person

Cataloguing News (cont. from page 15)

Democratic Republic of the Congo
USE   Congo (Democratic Republic)

Disabled children
Add   UF   Handicapped children
Remove   NT   Intellectually disabled

Distribution, Cooperative
Change   USE   Cooperation
To   USE   Economic cooperation

Economic cooperation
Use for general works on economic cooperation and the cooperative movement. For works dealing with specific cooperative enterprises use **Cooperative societies.** For works on the social and psychological aspects of the process of working together for a common goal, use **Cooperation**.
UF   Cooperative distribution
         Distribution, Cooperative
BT   Economics
NT   Banks and banking, Cooperative
RT   Collective settlements
         Communism
         Socialism

Economics
Remove   NT   Cooperation
Add   NT   Economic cooperation
Add   NT   Globalisation

Education – Policy
Use for works about policies issued by education systems to ensure uniformity in administration and in meeting overall curriculum/educational goals and objectives. For works about government interaction with all sectors of education through funding, grants, aids, etc., use **Education and state**. For works about education policy in specific places use the form
Education – Victoria – Policy.
UF   Educational policy
RT   Education and state

Education and state
Add note   For works about policies issued by education systems to ensure uniformity in administration and in meeting overall curriculum/educational goals and objectives, use
         Education – Policy
Add   RT   Education – Policy

Educational policy
Add   USE   Education and state

Global approach
USE   Globalisation

Globalisation
Use for works about the process or effects of global integration of social, political and economic institutions, especially world economic integration and the international operation of business.
For works taking a global approach to specific topics also use the heading for the topic, eg for Global citizenship use both **Citizenship** and **Globalisation**.
UF   Global approach
         Globalization
         Internationalisation
         World economics
BT   Economics
         International relations
         Social change
RT   International economic relations

Globalization
USE   Globalisation

Handicapped children
USE   Disabled children

Intellectually disabled
Remove   BT   Disabled children

International economic relations
Add   NT   Globalisation

International relations
Add   NT   Globalisation

Internationalisation
USE   Globalisation

Life skills
Add   RT   Cooperation

Middle Congo
USE   Congo (Republic)

Motivation (Psychology)
Add   NT   Cooperation

Murder
Change   BT   Crimes against the person
To   *Example under* Crimes against the person

People's Republic of the Congo
USE   Congo (Republic)

Rape
Change   BT   Crimes against the person
To   *Example under* Crimes against the person

Riots
Change   BT   Crimes against public safety
To   *Example under* Crimes against public safety

Robberies
Change   BT   Crimes against property
To   *Example under* Crimes against property

Savings and loan associations
Remove   BT   Cooperation
Remove   RT   Banks and banking
Add   RT   Banks and banking, Cooperative

Social change
Add   NT   Globalisation

Social psychology
Add   NT   Cooperation

Socialism
Remove   BT   Cooperation
Add   RT   Economic cooperation

Stalking
Example under Crimes against the person

Stealing
Change   BT   Crimes against property
To   *Example under* Crimes against property

Trade unions
Remove   BT   Cooperation

Vandalism
Change   BT   Crimes against property
To   *Example under* Crimes against property

Victims of crimes
Change   BT   Crimes against the person
To   RT   Crimes against the person

Wife abuse
Change   BT   Crimes against the person
To   *Example under* Crimes against the person

World economics
Add   USE   Globalisation

Zaire
Delete heading and replace with

Zaire
USE   Congo (Democratic Republic)