Once upon a storytime...

Eric and one of his beloved elephants. Original artwork by Andrew Joyner. Used with permission.

On May 21st at 11am AEDT thousands of Australians all across the country will participate in National Simultaneous Storytime (http://www.alia.org.au/nss). In libraries, classrooms, bookstores, and even their own homes, people will read the same book at the time. The purpose of National Simultaneous Storytime is to promote literacy amongst children and expose them to the magic and excitement of reading. Aimed at Years 1-6, it addresses key learning areas in the Australian Curriculum such as: interpreting, analysing and evaluating texts, and placing texts in context.

National Simultaneous Storytime also provides a way for families and communities to get involved in children's literacy, by sharing in their reading experience and introducing age appropriate themes for discussion.

In its 14th year, National Simultaneous Storytime is held as part of Library and Information Week. A celebration of all things library, this event aims to raise the profile of information service professionals and their institutions and give them an opportunity to showcase their assets and achievements. The theme for this year is Join the Dots.

in this issue

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Once upon a storytime... (cont.)

Libraries have always been and will always be the main place that children will find books. Nothing rivals the library for the wide and rich availability of books to children. As a child, for me the library stood as a place in my mind where books were valued and important – in fact where books and reading are the most important things. It's only in a library that all children of all backgrounds can freely explore the huge range of books and where they have the freedom to find their own tastes and discover literature at their own pace.

Photography by Vicki Skarratt. Used with permission

I grew up in a small country town on the Murray River in South Australia. I still remember coming across a copy of Passport by Saul Steinberg, the oblique New Yorker cartoonist and artist, on the shelves of our modest local library. Looking back, it seems like a tiny miracle that it should have been there. But I'm sure these tiny miracles happen every day in libraries all over Australia. My reading life and my creative life have been built upon visits to the library. Libraries are vital to every community, and for children, they're like a friendly elephant of imagination and discovery.

Photography by Akos Major. Used with permission.

Ursula Dubosarsky and Andrew Joyner are author and illustrator of *Too Many Elephants in this House* (Penguin, 2012), this year's National Simultaneous Storytime title.

This issue we welcome Laura Armstrong as our new Connections editor. Laura was born and bred in Auckland, New Zealand. Before moving to Melbourne in 2011, she was completing a Masters degree in Art History at the University of Auckland, and working as a television scheduler and Art History tutor. Laura worked in customer service for Curriculum Press and SCIS before becoming editor of Connections. She is especially interested in war memorials and public art, and enjoys reading, drawing and all things movie related.

NATIONAL SIMULTANEOUS STORYTIME
21 MAY 2014
ALIA   Penguin Books Australia

TOO MANY ELEPHANTS IN THIS HOUSE
by Ursula Dubosarsky
Pictures by Andrew Joyner

Libraries and metadata in a sea of information

As libraries, metadata, books and the world evolve, it seems quite possible that libraries of the future may have a closer relationship with metadata than with books. People have access to more information now than any library has ever, or could ever, put on the shelf. What people need are effective ways to find and identify relevant information. Helping them do so has been the mission of libraries since their beginning and will most likely continue to be their mission well into the future.

Evolution of metadata along with evolution of collection

As we look back at the history of metadata for libraries we can see two significant factors at work: the increasing size and scope of collections, and technological advancement. These two forces have been at work in shaping the requirements for metadata and the methods by which metadata is delivered. A quick look at this twin evolution will prove instructive for both understanding the past and anticipating the future.

As libraries grew beyond an individual's ability to know or remember all of their content, librarians created ledgers of acquisitions, or 'book catalogues', ordered by date of acquisition. Book catalogues were helpful for inventory, but were a terrible tool for discovery.

Two ideas had to emerge before finding things became possible in larger libraries. The first was classification, or cataloguing, which encompassed principles for organising the items on the shelf, and opened the door for subject searching and other discovery. The second was the card catalogue. With metadata becoming a critical aspect of the discovery process, there had to be a way to organise it for effective use. With each entry on a separate card, sorting and interfiling the information became relatively easy. Multiple cards for a single item allowed materials to be searched by author, title, subject, call number and other access points. Metadata changed to

Libraries and metadata in a sea of information (cont.)

Young woman browsing the shelves, c1950. State Library of Victoria digital collection. Public Domain. **http://handle.slv.vic.gov. au/10381/24689**

Phase 2: the card catalogue. Photography by Jason Pearce. **http://flic.kr/p/7AnRKj**. Licence **http://creativecommons.org/licenses/by-nc-sa/2.0/**

accommodate this growing new use, with call numbers, subject headings, added authors, series information, additional forms of title and numerous other fields added.

As computers became more readily available, libraries took advantage of the new capabilities they provided. Early automation in libraries focused not on discovery, but on inventory control. The first widespread automation systems supported circulation, and usually not much else. There were some early forays into automated acquisitions, but these were separate from the circulation systems. Both types of systems were used exclusively by the library staff.

As the concept of an integrated library system (ILS) emerged, so did the primary principle of using a single record to describe an item from ordering until end of life. As the importance of a single record grew, increasingly detailed and consistent standards were developed for encoding cataloguing data, including MARC, AACR1 and 2, and more recently, RDA.

The idea of making the information in the ILS available to library patrons came later. The first Online Public Access Catalogues (OPACs) were clunky and limited, but they augmented the card catalogue, leveraging the investment in technology. The systems were originally designed for back office inventory control and the need to track materials through acquisitions, cataloguing, and circulation. This dictated both the way the data was stored and organised, and the required format and content of the metadata. Still, OPACs were incredibly powerful compared to the card catalogue, and many libraries ceased maintenance of the card catalogue and focused more resources on their OPAC.

Printed journal indexes were converted to electronic databases and interfaces

were created to search this new class of metadata. Expert searchers were trained to search multiple arcane journal indexes to uncover information. At first there was no integration between these interfaces and the library systems. Customers and vendor developers worked together to define standard methods for searching data, which led to the ability to search multiple resources with a single search, or 'federated searching'. Integrating the results from diverse indexes and library catalogues was and is as much an art as a science. This is because different systems respond at vastly different speeds, with different metadata, and sometimes through different protocols.

Libraries have been cooperating for many years through Interlibrary Lending (ILL). By permitting patrons to borrow materials from other libraries, all participants benefit. While a library's main collection consists of items it has acquired and which are stored on its shelves, its 'virtual collection' includes the collections of other libraries, whose catalogues can be easily searched remotely.

More recently, libraries have begun to replace their ageing OPACs, which provide limited flexibility and customisability and do not reflect the advances in computer-user interaction learned from experience with the World-Wide Web. New discovery platforms 'harvest' the data from the ILS and other data sources, augment it and provide a robust, flexible, customisable and inclusive interface. These platforms incorporate modern user interface technology, such as search scoping, facets, images, integrated external links and easy customisation — features which would require most OPACs to be rewritten from scratch. They also include metadata for materials that are not covered by an ILS, such as digitised and born digital

materials, licensed e-journals and pay-per-view eBooks, providing a single platform from which to search virtually everything the library has access to.

Significant advances in computer storage technology and computing power have made it possible to create what have been termed 'mega-aggregate indexes' to replace slow and problematic federated searching. These indexes harvest metadata and full-text content for hundreds of millions of items from a plethora of databases covering journal, eBook, newspaper, publisher and other content. The data is transformed into a consistent format and indexed, then integrated seamlessly into discovery systems to providing searchers with massive amounts of data in a single interface.

This brief overview shows how the increasing size and scope of library collections and the availability of new technologies have played off one another in the shaping of library catalogues and the metadata they contain. As more is possible technologically, patrons come to expect and demand easier and more comprehensive access to information, and as the size and scope of library collections increases, new solutions must be developed to manage these collections and the growing requirements of their users.

The shifting purposes of metadata

Increased availability of materials in electronic form has thrown a profession that grew up around the concept of collecting materials into confusion. When people at home can have access to most of the sources they can access within the walls of the library, the utility of physical libraries is called into question. When the full text of a vast array of materials can be searched through the web, the purpose of metadata becomes less clear as well.

The purpose of library metadata needs to shift to fulfil the evolving needs of information seekers. When many web searches return more than a billion results based on the full text of web pages, documents and eBooks, discoverability of materials is no longer a primary concern. The primary purpose of metadata today must be to help users find the most relevant, authoritative, best quality materials available. A web searcher needs clues to help them determine which hits to pursue and

Libraries and metadata in a sea of information (cont.)

Catalogue at City of Canada Bay Library, NSW. Photography by State Library of NSW Public Library Services. http://flic.kr/p/5CpWwC. Licence http://creativecommons.org/licenses/by-nc-sa/2.0/

The purposes of metadata
Authorise
Limit
Evaluate
Categorise
Link

Quick reference: The purposes of metadata

which to ignore. The most helpful clues are those that indicate that a reliable source has examined the material and rated it highly. While reader reviews are helpful, searchers are more likely to trust metadata from a library than from an individual.

Library metadata is created according to standards which can make searches more focused. Material with subject headings from a controlled vocabulary can be discovered more reliably than material where the full text is searchable, but which has no metadata. Books which use a variant form of a title can be easier to find when metadata includes a uniform title. Authors whose names have been normalised through a name authority file can be more readily identified than those with only an uncontrolled form of name.

Finally, metadata that links related resources together is invaluable in winnowing down a huge set of results to manageable proportions. For example, if metadata existed that collated books and other resources applicable to a particular Australian Curriculum code, it could save teachers time in identifying and evaluating resources. Peer reviewed articles and award winning books could be identified by their metadata and thus brought together through an appropriate search interface.

Some of these uses for metadata are possible, but some of them may not be easily achieved within current metadata content and formatting standards. As new purposes for metadata emerge, the content and format for metadata will eventually morph to support these new purposes. Formats (such as MARC) and content standards

(such as RDA) will be extended to accommodate them, or new formats and standards will be introduced to meet the changing needs.

The role of SCIS in this evolving environment

SCIS is in a good position to provide leadership in this area for a number of reasons. As part of Education Services Australia, SCIS has organisational support for making changes that support the educational mission of Australian schools. The organisation is small enough to allow staff to consult, to decide on best practices and to monitor their implementation, and adapt them as needed. The fact that SCIS subscribers are school libraries allows metadata practices to be effectively targeted to an audience with common requirements and priorities. School libraries tend to have common characteristics:

- They take an active role in fulfilling the school's mission.
- They provide materials that are closely tied to the curriculum.
- They focus strongly on promoting learning and literacy.
- They participate in supporting schools' vision of a diverse but unified student body and community.
- They protect their young patrons from materials with inappropriate subject matter, treatment, or audience.
- They lag behind the cutting edge of technology adoption and tend to be underfunded.
- They serve learners who generally do not require a specific resource; rather any resource that covers the subject will usually do.

Decisions made by SCIS and its members will automatically and immediately affect a large number of school libraries. Building on its long history of providing high-quality

cataloguing services for its members, SCIS could experiment with linking library resources to specific curriculum codes and grade levels, and to link to related resources on the web. Items that meet specific criteria could be marked as providing rich multicultural perspectives suitable for children and youth. It would be worth exploring the possibilities for incorporating quality ratings into the metadata.

Conclusion

The content and form of metadata has been continually evolving due to the interplay between the increasing scope and size of library collections and rapidly changing technology. This transformation of metadata has a great deal to do with the purposes for which it has been used, which have been changing as well. With massive quantities of information readily available at everyone's fingertips, metadata serves to validate, authenticate, categorise, limit and evaluate resources.

With its tight focus, lean staffing and close ties to Australia's educational infrastructure, SCIS has a unique opportunity to introduce new standards and practices in cataloguing that will help its members achieve their missions more efficiently and effectively. The learning that will arise out of this leadership will prove invaluable to the entire library profession, as it seeks to remain relevant in a world of too much information.

This article records and expands on themes covered in the author's presentation at the SCIS Asks forum in November 2013.

Presentation slides available at: www.scis.edublogs.org/2013/12/03/future-of-discovery-sytems

Alan Manifold

From Manager of Library Enterprise Applications at Purdue University to Primo and Voyager Support Manager at Ex Libris to Digital and Library Applications Manager *at the State Library of Victoria, Alan has more than 30 years experience in library automation. Off-hours, he bakes, sings, composes and arranges choral music, and serves as an officer of the Banyule Baha'i Local Spiritual Assembly.*

Growing, harvesting, preparing, sharing and learning

Focus on sustainability

It's the start of a kitchen class, and the kitchen teacher is at the front of the Year 3 class explaining how to make bread. She says, "Show me your food processors!" and on cue, 24 sets of fingers wiggle in the air.

Is this about sustainability? Well, yes it is. In the Stephanie Alexander Kitchen Garden National Program, students learn to grow their own garden, harvest and prepare the produce, share fresh seasonal food with their peers and have fun along the way. They know how to make flatbread just as well as they know how to grow a huge variety of plants and to look after the living web of creatures in healthy soil.

The Kitchen Garden Program is a powerful medium for health behavioural change in the fight against obesity. Independent university research shows that it increases students' willingness to eat fruit and vegetables.

It is also an authentic and persuasive context for education for sustainability.

The Stephanie Alexander Kitchen Garden Foundation provides teaching resources that link all subjects of the Australian Curriculum for Years 3-6 and provide frameworks for sustainability education in the kitchen, the garden *and* the classroom, for all types of learners.

A curriculum matrix listing every activity in the Foundation's *Tools for Teachers* series against the relevant learning area and strand of the Australian Curriculum is available at http://www. kitchengardenfoundation.org.au/about-us/ the-program/curriculum-resources

Again and again, teachers tell us that the hands-on nature of the program and its curriculum-linked activities motivate students who are not engaged by school.

In an organic school garden, students see cause and effect at work. They observe the natural world and take part in an ecosystem in action. The garden is not grown *for* them, it's built and grown entirely *by* them, so they take charge and make change. How can we best capture water for the hot months? When do the rains usually come, so how much capacity do we need? If the vegetables aren't growing well, students might test the soil pH, look for pests and build habitat for their predators. They become resilient – if something fails they look for reasons, replant and move on with the seasons.

The garden is a system: nutrients cycle around through soil, plants, worms and sometimes chickens. In the kitchen, students return food scraps to the compost and the worm farm. At the table students try new tastes and learn to appreciate the connections – biological, environmental, community and cultural – between food and the natural world.

In their first classes they often say things like: "I didn't know pumpkins could be made into more than just soup" or "The ingredients look quite gross really but they always taste great".

As the Kitchen Garden Program continues over several seasons they start to say things like:

"I think all schools should have edible gardens because it teaches you how to look after a garden. If you don't know how to look after a garden at school then when you grow up you won't know how to look after your own garden."

Did you notice that she didn't even question that she would have a garden when she grows up?

Because that is the attitude her love of the garden has created: I will be an adult, and my part in this world will involve looking after the natural world.

Making connections

Students are learning implicit and explicit knowledge in the garden. They observe the complex web of connections, discuss and consider these connections before deciding whether to take action. They check and adjust and try again. They develop responsibility, resilience and a connection to a place.

Many schools start with a garden and habitats are created as the students decide what comes next: a frog bog, an insect hotel, a wild strip on the edge of the school.

These kids are aware of food security and food miles. We can teach curriculum outcomes for sustainability but we are pitching them to those who are already invested in the natural world and their

Students from the Kitchen Garden Program sit down with Stephanie Alexander to enjoy a meal they prepared. Used with permission of the Stephanie Alexander Kitchen Garden Foundation.

Students devise adjectives to compare and contrast different colours and varieties of the same vegetable in a literacy activity from *Tools for Teachers 4 – Years 5 & 6.* Used with permission of the Stephanie Alexander Kitchen Garden Foundation.

Growing, harvesting, preparing, sharing and learning (cont.)

	EARLY PRIMARY	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Cross-Curriculum Priorities	**Sustainability**				
	Window on the World	Window on the World	Window on the World	What is a Garden?	What is a Garden?
	Twenty-Five Curriculum Ideas for Kitchens and Gardens	Twenty-Five Curriculum Ideas for Kitchens and Gardens	Twenty-Five Curriculum Ideas for Kitchens and Gardens	Twenty-Five Curriculum Ideas for Kitchens and Gardens	Twenty-Five Curriculum Ideas for Kitchens and Gardens
	What is a Garden?	What is a Garden?	What is a Garden?	Seeds of Change	Seeds of Change
	Curriculum Links with Kitchen Garden Art	Practical Numeracy in the Kitchen and Garden	Practical Numeracy in the Kitchen and Garden	Seasonal Cycles and Australia's History	Curriculum Links with Kitchen Garden Art
		The Driving Force: Water in the Landscape	The Driving Force: Water in the Landscape	Habitats for Life	Designed to Dig: Tools and Simple Machines
		All Abuzz: Bees in Australia	All Abuzz: Bees in Australia	Curriculum Links with Kitchen Garden Art	A Good Egg
		Materials in the Kitchen and Garden	Materials in the Kitchen and Garden	Designed to Dig: Tools and Simple Machines	
		Curriculum Links with Kitchen Garden Art	Habitats for Life	A Good Egg	
			Curriculum Links with Kitchen Garden Art		
			A Good Egg		

Sustainability curriculum coverage as featured in *Tools for Teachers*. Used with permission of the Stephanie Alexander Kitchen Garden Foundation.

own small patch. They're learning to ask questions like "Why does our food have to come from so far away?" These are *exactly* the kinds of questions environmental educators want students to ask, and they happen after a season or two of participation, observation, and – let's face it – delicious persuasion at the table.

Gardeners constantly monitor their gardens and adjust their inputs to achieve a hoped-for outcome. It requires observation, data collection and judicious change towards a predicted or hoped-for outcome. It's more organic than controlled science, but the skill of a gardener is not dissimilar to that of a scientist.

From the Australian Curriculum Science Rationale (2014): "Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems".

Does that sound like your garden? Kitchen Garden Program students know it's true. And if you get it right, you get tomatoes.

Growing together

The Stephanie Alexander Kitchen Garden National Program is open to all Australian schools with a primary curriculum and runs in 561 schools, teaching students the joys of growing, harvesting, preparing and sharing their own food.

It supports schools at every stage: some schools already have gardens while others start small, grow gently, let the momentum of the students and community grow so that more hands are working together. Changes to the program have made it affordable, accessible and flexible, and schools running the program range from the Top End to the bottom of Tasmania.

And as for the 70,000 students in the Kitchen Garden Program? You can find them outside. They're actively building the framework for a sustainable world view.

They know that all living energy comes from the sun. Their hands remember how to gently tie back a plant, what the soil feels like when it is adequately hydrated. They know what a good harvest smells like. They know resilience – things fail and it can't always be explained. They try again.

Most importantly, they are proud to be capable, to know that good food comes from the earth, to have grown the snapping fresh produce themselves. The kitchen and the garden knit us to the natural world that provided the produce, and our outlook for the future – it's fresh and green.

Students explore their garden in the Window on the World activity from *Tools for Teachers 3 – Years 3 & 4*. Used with permission of the Stephanie Alexander Kitchen Garden Foundation.

Growing, harvesting, preparing, sharing and learning (cont.)

Red lentils with tomatoes & pumpkin

This simple curry is a great way to use classic autumn garden produce with a recommended Kitchen Garden Program staple – dried legumes.

Serves:

30 tastes in the kitchen classroom or 6 serves at home

Fresh from the garden:

450g butternut pumpkin, diced

Small knob of ginger, enough for 3 teaspoons finely grated

2 garlic cloves, or enough for 3 teaspoons finely chopped

6 medium tomatoes, chopped

Large handful of coriander, chopped

From the pantry:

500g red lentils, soaked in lukewarm water for 2 hours

3L freshly made chicken or vegetable stock

Salt to taste

3 teaspoons chilli powder (medium heat)

300ml tomato purée

1½ tablespoons garam masala

1½ teaspoons coconut sugar

100 ml light coconut cream

Equipment:

Large bowl

Measuring scales, jug and spoons

Colander

Large saucepan or stockpot (or pressure cooker)

Chopping board

Clean damp tea towel, placed under the chopping board to prevent slipping

Cook's knife

What to do:

1. Rinse and drain the lentils. Put them in a pot with the pumpkin and ¾ of the stock, bring to the boil and then simmer for 1 hour or until the lentils have completely broken down. (You can also do this in a pressure cooker for 25 minutes.)
2. Add remaining stock if the lentils become too thick.
3. Add the ginger, garlic, salt, half the fresh tomatoes and chilli powder, and simmer for 15 minutes.
4. Add the tomato purée and simmer gently for another 15 minutes.
5. Add the garam masala, chopped coriander, the rest of the tomatoes and sugar.
6. Check for seasoning, stir in the coconut cream. Serve with rice and naan.

Ingredients for Red lentil, tomato and pumpkin curry. Photography by Leonie Bourke. Licence. **http://creativecommons.org/licenses/by-nc-sa/2.0**

For more information on teaching resources related to sustainability and the Kitchen Garden National Program go to www.kitchengardenfoundation.org.au

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ACARA. (2014) *The Australian Curriculum v6.0 Science: Rationale.* www.australiancurriculum.edu.au/science/Rationale

The Stephanie Alexander Kitchen Garden Foundation. *Curriculum Resources*. www.kitchengardenfoundation.org.au/about-us/the-program/curriculum-resources

Bev Laing is the Curriculum Officer at the Stephanie Alexander Kitchen Garden Foundation and the author of the Tools for Teachers book series.

The Arts and Geography

Free, practical digital resources that support the Australian Curriculum

Education Services Australia partnered with Australian teachers' associations and other national not-for-profit organisations to develop practical, classroom-related digital resources that are aligned to the Australian Curriculum. Created by teachers for teachers, the free resources below will help educators to implement the Australian Curriculum across the Phase 2 key learning areas of The Arts and Geography.

Funded by the Australian Government, these resources aim to support teachers to develop flexible learning approaches and to integrate digital resources into classroom teaching.

ARTS:LIVE

www.artslive.com.au

ARTS:LIVE enables students and teachers to access in-depth, Australian Curriculum aligned, classroom-ready, interactive learning from anywhere in Australia, regardless of their existing skills and knowledge.

The website provides an interactive learning platform that promotes active collaboration between teachers and students across five Art Forms: Dance, Drama, Media Arts, Music and Visual Arts.

The Song Room, a national not-for-profit organisation, worked in partnership

with leading arts organisations and arts education specialists to produce ARTS:LIVE, a major national initiative aimed at achieving sustainable music and arts learning in school communities.

www.songrooom.org.au

ARTS:LIVE features:

- over 400 media-rich interactive resources available for the delivery of Dance, Drama, Media Arts, Music and Visual Arts lessons, ranging from one class to a whole term for all year levels from early years to Year 10
- resource content developed in collaboration with arts expert partners, such as Heide Museum of Modern Art, Australian Teachers of Media (ATOM) and AusDance

The Arts and Geography (cont.)

- resources in a range of formats including videos, text, audio files, images and much more, all featuring expert musicians, or performing and visual artists
- educational content in a range of 'ready to use' resources, including teacher notes, activity guides and Australian Arts Curriculum alignment documents
- guidance and support to incorporate the arts content into the classroom
- opportunities to further develop skills in teaching The Arts or link with Song Room workshop programmes.

All resources are free and available via the ARTS:LIVE website.

Arts: Packages of Practice (Arts POP)
www.artspop.org.au

Arts-POP is a site to turn the idea of Arts education into the practice of Arts education. It was developed by the Creative Industries Faculty of the Queensland University of Technology and Education Services Australia in partnership with leading Arts education specialists. The site supports the introduction of the Australian Curriculum: The Arts, Foundation to Year 10.

The site, which delivers expert advice in the arts through Packages of Practice (Arts-POP), helps Australian teachers develop lessons, units of work and classroom strategies. Arts-Pop is making a deep and lasting impact, ensuring the place of the arts in the mainstream of Australian education.

Of the ten packages that make up Arts-POP, five are art-form specific, with a package dedicated to Dance, Drama, Media Arts, Music and Visual Arts. These packages illustrate how a unit of work can be designed, delivered and evaluated to show how specific aesthetic knowledge and skills can be achieved and made visible. The packages contain lesson plans, rich film modelling the delivery of key content episodes, Australian Curriculum Content descriptors, advice for teachers as well as opportunities and extensions, references and resources.

The five art-form Arts-POP packages

Metamorphosis, the Dance Arts-POP outlines a unit of work which has been designed to allow young children at Foundation level to explore their ideas and understandings of the life cycle of the butterfly.

The Treasure of Trivandrum, the Drama Arts-POP, comprises 5 x 1.5-hour sessions for Year 4 and has been devised to demonstrate how students can simultaneously learn multiple subject areas and general capabilities through drama. In schools, students learn in and through their play, which transforms into making dramatic art and sometimes presenting it to others. As students engage in responding to and reflecting upon their own and others' drama work, they learn about drama.

'Multimodal storytelling' the Media Arts-POP, provides an opportunity to experience newer forms of creation and communication. It involves creating representations of the world and telling stories through communication technologies. The Year 4 class package consists of three 40-minute lessons, one 120-minute lesson, plus extra time to allow for follow up and completion of tasks.

'African Drumming: Making and responding to rhythms, notation and compositions', the Music Arts-POP, outlines a unit for Year 6 level. This unit engages students in learning about rhythmic notation, composing musical phrases and performing African drumming patterns using real and constructed djembe drums. African Drumming consists of music lessons over six weeks where students compose, notate, perform and record music using digital and information communication technology.

Abstractable Me, the Visual Arts-POP outlines a Year 5 unit of work, devised to demonstrate how students can engage in the interrelated processes of making, presenting and critiquing visual art works. Students explore the elements, materials, techniques and processes that can be used to shape their artworks and communicate ideas through their artworks. Students communicate ideas through exhibition of their artworks in both informal and formal environments. 'Making, Presenting and Critiquing' involves:

- observing, reflecting on, and evaluating in oral, written or visual form the student's own visual artworks and those of others
- the elements of art and the principles of design and composition
- critiquing visual artworks.

The package is implemented over eight weeks, and comprises 8 x 45–60 minute lessons and one full-day excursion to an art gallery.

The five behind-the-scenes Arts-POP packages

The remaining five packages address the challenges of implementing The Arts curriculum for teachers, school leaders and school communities. By exploring the 'Managing space', 'Managing time', 'Managing resources' and 'Teacher expertise' packages teachers will be able to develop

Artwork in the process of completion from the *Abstractable Me* curriculum unit. Photography by Andrew Thomson. © Education Services Australia.

The Arts and Geography (cont.)

Wanguri Primary School, Darwin – Year 6 drumming ensemble. Photography by Andrew Thomson. © Education Services Australia.

Geogspace homepage. Pinnacles formations in Nambung National Park, Western Australia. © Rob Berry. Used with permission.

strategies that address their use of space, time and resources deployed, and build their own expertise in arts education. 'Impact and value', the final package, demonstrates the value and impact of high-quality arts education on students, classrooms, schools and communities.

GeogSpace

www.geogspace.edu.au

GeogSpace is an initiative of the Australian Geography Teachers Association (AGTA) supported by the resources of Education Services Australia (ESA).

GeogSpace provides materials to support primary and secondary teachers in implementing the Australian Curriculum: Geography. It has been developed by AGTA's team of practising geography teachers are, dedicated to ensuring all schools across Australia have access to a unique resource that reflects best practice using current technology and pedagogies.

GeogSpace offers quality primary and secondary geography resource materials for all teachers of geography, including those that are very experienced and those just commencing their involvement in the discipline. The materials support teachers to develop their knowledge, skills and pedagogical capacity to teach geography of the highest quality

GeogSpace comprises two major resource sections, Core units and Support units.

Core units

Core units have three sections for each of the stages of schooling.
- Key understandings
- Inquiry and skills
- Exemplars

Units from the Australian Curriculum: Geography illustrated on Geogspace	
Years F–4	**Year 1 and 2:** Places have distinctive features **Years 3 and 4:** Field and photo sketching
Years 5–6	**Year 5:** Factors that shape the human and environmental characteristics of places **Year 6:** A diverse and connected world
Years 7–8	**Year 7:** Water in the world; Place and liveability **Year 8:** Landforms and landscapes; Changing nations
Years 9–10	**Year 9:** Biomes and food security; Geographies of interconnections Y**ear 10:** Environmental change and management; Geographies of human wellbeing

Core units comprise illustrations of practice for stages of schooling described in the Australian Curriculum: Geography.

The illustrations contain classroom-ready ideas and resources that reflect the dynamism of this exciting learning area. Each illustration is linked to the Australian Curriculum: Geography and provides opportunities for students to actively engage in learning, whether it be through undertaking class research, practical activities, field investigations or through taking local action.

Support units

Support units provide illustrations of practice designed to support teachers' professional learning and provide guidance, information and resources in eight areas of geographical education.
- Thinking geographically
- Why teach Geography?
- Professional practice
- Fieldwork
- ICTs in Geography
- Assessment in Geography
- Language of Geography
- Geographical inquiry

The GeogSpace resources can be accessed directly via the GeogSpace website, and through Scootle.

References
ARTS:LIVE www.artslive.com.au
Arts: Packages of Practice (Arts POP) www.artspop.yodelservices.com
GeogSpace www.geogspace.edu.au
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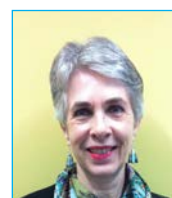
Gabrielle England
Senior Manager
Education Services Australia

New and revised subject headings

What's so important about subject vocabularies?

Catalogue records from SCIS contain subject terms from two controlled vocabularies: the SCIS Subject Headings List (scisshl) and the Schools Online Thesaurus (ScOT). The power of SCIS lies in the fact that a human being (a qualified cataloguer) has assessed each resource and assigned subject terms that represent the key concepts of that resource. Instead of retrieving every resource in your catalogue that contains the keywords 'climate' and 'change', a subject search for 'climate change' will return highly specific resources with significant content about the concept of climate change.

SCIS authority files update 2014

SCIS authority files provide the SEE and SEE ALSO reference structure for subject headings in your local library catalogue. By providing suggested narrower and broader terms they enhance subject searching by students and staff, improve the retrieval of appropriate resources and increase use of your library's resources. For example, if a student searches for 'farming' in your library system and you do not have the authority files loaded, there will be no SEE reference linking the student to the full set of resources in your collection related to the preferred term 'agriculture'. With SCIS Authority Files loaded the student will locate more relevant resources because their subject searches will automatically map their 'farming' subject term to all related subjects under 'agriculture'.

The first release of the SCIS authority files for 2014 is available for subscribers to download. This is an important release because it contains the significant changes to the Bible and Qur'an headings specified in the Resource Description and Access (RDA) guidelines. These changes were explained in detail in Connections Issue 88, p.12. More information about SCIS authority files is available from: www2.curriculum.edu.au/scis/authority_files.html

Schools Online Thesaurus updates

ScOT terms are used to describe learning resources in both SCIS and Scootle. Importantly the thesaurus is also used to describe the Australian Curriculum and the Australian Professional Standards for Teachers. Updates to ScOT terms are thus closely tied to updates to the Australian Curriculum, and recent releases support curriculum documents for:

* Technologies
* Health and physical education
* Visual arts
* Media arts
* Drama

Details of new ScOT terms can be found on the blog: schoolsonlinethesaurus.edublogs.org

Scootle records in SCIS

SCIS provides MARC records for all learning objects held in Scootle and the New Zealand Digistore NZ. By loading links to this content into your library system you will alert teachers to relevant digital content that directly supports the curriculum.

Log in to SCISWeb and click on the Special Orders tab: http://scis.curriculum.edu.au/scisweb/specialorder.php

Select the appropriate set of files for your school. Links for other jurisdictions that use their own portal (eg Queensland and Western Australia) are also available.

Check out these Special Order files loaded in 2014:

* ClickView files
  – 2014 Term 1 secondary update
  – updated full secondary file
  – updated full primary file
* Scan journal free e-resources and websites
  – Vol. 33, no.1, 2014

National Digital Learning Resources Network learning objects

Scootle

Links within records go directly to Scootle.

Primary file, 1849 records (.dat file, 3 MB)

Process order

Secondary file, 2113 records (.dat file, 3.5 MB)

Process order

Digistore NZ

TE PĀTAKA **MATIHIKO** DIGISTORE

Links within records go directly to Digistore.

Primary file, 1849 records (.dat file, 3 MB)

Process order

Secondary file, 2113 records (.dat file, 3.5 MB)

Process order

Ben Chadwick
Systems Librarian
Education Services Australia

Stories from the stacks

Using weeded and recycled books in Margaret River Senior High School Library

This is the book wall that we built in the library. We had joined the school waste wise committee and we were inspired by the many pictures on the internet of art and objects made from recycled books, so decided to create a new look for our library. To this end we collected hundreds of books via weeding, dumpster diving and donations from our local Vinnie's store (they find it very difficult to sell books).

At the direction of a hard task-master and concept artist, Society and Environment teacher Martin Keen made the wall over a period of three days, using lots of glue, a band-saw blade and some gap filler. It is fairly weighty and won't be moved without a chain-saw.

It has created an alcove that hides the photocopier and is one of the first things you see when you walk into the library. We love it! It has been much admired and has even featured in our local paper. The "vase" that you see on top of it was made by our computer technician, Garry Pusey, and is made out of four old science books that they were throwing into the skip. The "flowers" were created by two of our students from old magazine pages.

We are still collecting encyclopaedias and other books to create legs for tables and other library sculptures. Our Art teachers, Kate Marzohl-Duffy and Caroline Juniper, also use the books in their class to create art works and visual diaries.

Petra Stene with Judith Westaway.

The finished book wall with vase and flowers. Photography by Judith Westaway. Used with permission.

A work in progress. Photography by Petra Stene. Used with permission.

Connections

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

Submissions to *Connections*

SCIS welcomes submissions of articles to be considered for publication in *Connections*. Articles may range in length from 500 to 2,000 words. Work outside these specifications will be considered.

Please forward submissions and correspondence to connections@esa.edu.au and include your contact details.

Advertising in *Connections*

Contact SCIS for specifications and advertising rates.

Connections online

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

SCIS is more

Budget planning 2015

Does your school pay a SCIS subscription directly to Education Services Australia?

We wish to advise schools that a moderate price rise is planned for the 2015 calendar year SCISWeb subscription. It is over 10 years since SCISWeb subscription prices have changed and regretfully it is necessary to fund increased costs of cataloguing and school support services, as well as ongoing technical enhancement.

Early in Term 2, individual school subscribers* will receive a letter advising of their new price for 2015. We are pleased to offer all schools access to SCIS Subject Headings as part of their 2015 SCISWeb subscription.

If you do not receive your school's letter by the end of May, please contact finance@esa. edu.au.

We look forward to continuing to provide your school with high quality cataloguing services in 2015 and beyond.

Western Australian Catholic Library supports SCIS

SCIS is pleased to announce a partnership with the library at the Catholic Education Office of Western Australia (CEOWA). A trial service allows WA Catholic Schools to send their resources for SCIS Cataloguing through the existing CEOWA courier mail system. The Catholic Library is acting as a drop off point for SCIS resources and provides a venue for a SCIS Cataloguer to work onsite as required.

This service adds significantly to the efficiency of school library operations in the 157 WA Catholic schools that use SCIS. The convenience of the courier system reduces the costs of sending resources in for cataloguing, and the central location improves the turnaround time for new resources. It also contributes to an increase in Catholic resources on the SCIS database which benefits the entire Australian Catholic school sector. Education Services Australia wishes to acknowledge the support and work of Vicki Tkacz, Manager of the Catholic Library of

Western Australia, in providing this service.

The CEOWA courier picks up and delivers on Friday at all schools during school term. Instructions on how to label resources for the courier as well as special arrangements for Kimberley schools can be found on the SCIS Cataloguing services web page: www. esa.edu.au/scis/cataloguing_services.html.

Western Australian government and independent schools can send resources clearly labelled with school name and ATTN: SCIS Cataloguer to one of the Campion depots:
- Campion Education, Door 4, 7 Oxleigh Drive, Malaga WA 6090
- Campion Education, 28-30 Kembla Way, Willetton WA 6155

Professional standards for library staff

A popular question at conferences and workshops is where teacher librarians fit in the Australian Professional Standards for Teachers. The Australian Institute of Teaching and School Leadership (AITSL), in collaboration with the school library profession, has developed a range of illustrations of teacher practice to bring the Australian standards to life. Here are some 'Illustrations of Practice'** videos showing teacher librarians at work.

Engaging students in literature, St Francis of Assisi Primary School, Mill Park, Victoria
www.teacherstandards.aitsl.edu.au/Illustrations/Details/IOP00242

Information literacy, Mercy College, Coburg, Victoria
www.teacherstandards.aitsl.edu.au/Illustrations/Details/IOP00248

Selecting resources, St Francis of Assisi Primary School, Mill Park, Victoria
www.teacherstandards.aitsl.edu.au/Illustrations/Details/IOP00247

Ethical information use, Department of Education, Tasmania
www.teacherstandards.aitsl.edu.au/Illustrations/Details/IOP00202.

*Individual school subscriber currently refers to:
- all international schools, including New Zealand schools
- all independent schools, including independent Catholic schools
- all Catholic schools in South Australia, Tasmania and Western Australia
- all Catholic secondary schools in Victoria
- all government schools in Victoria

**Content provided by Australian Library and Information Association (ALIA). ©Australian Institute for Teaching and School Leadership (AITSL), 2012.

SCIS is more (cont.)

SCIS professional learning

SCIS professional learning activities seek to address the following professional standards and library sector attributes. These are outlined on certificates for each SCIS workshop.

Australian Professional Standards for Teachers

www.teacherstandards.aitsl.edu.au/OrganisationStandards/Organisation

3.4 Select and use resources
- Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.

6.2 Engage in professional learning and improve practice
- Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.

7.2 Comply with legislative, administrative and organisational requirements
- Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.

ALIA Library and Information Sector: Core Knowledge, Skills and Attributes

alia.org.au/about-alia/policies-standards-and-guidelines/library-and-information-sector-core-knowledge-skills-and-attributes

Information organisation and access
- enable information access and use through systematic and user-centred description, categorisation, digitization, storage, preservation and retrieval.

- facilitate the acquisition, licensing or creation of information in a range of media and formats
- create accurate and standards-driven metadata for enhanced and persistent access to information resources in an online environment.

Information services, sources and products
- assess the value and effectiveness of library and information facilities, products and services
- facilitate the promotion of reading and literacy across all sectors understanding the use of online resources, databases and relational databases.

LIANZA Professional practice domains and bodies of knowledge

www.lianza.org.nz/registration/bok

BOK 4: The information access process
- Understanding how people find information
- Developing literacies for accessing and using information.

BOK 5: Organisation, retrieval, preservation and conservation
- Describing, categorising and storing information

BOK 7: Application of information and communication technologies (ICTs)
- The changing nature of ICTs and their application.
BOK 8: Information resource management and knowledge management

- Collection development and content management principles.

Professional learning Term 2

Term 2 schedules for professional learning include *Making the most of SCIS*, *Cataloguing update including RDA overview*, *Social media for school libraries* and *Digital content*. Check out the SCIS professional learning page for dates, venues and how to register: www.esa.edu.au/scis/professional_learning.html.

- Friday 2 May, 9.30am-12.30pm, Making the most of SCIS, Melbourne, VIC
- Friday 2 May, 1.30pm-4.00pm, Cataloguing update, Melbourne, VIC
- Tuesday 6 May, 9.30am-12.30pm, Making the most of SCIS, Melbourne, VIC
- Thursday 12 June, 10.00am-1.00pm Social media for library staff, Melbourne, VIC
- Tuesday 24 June, 10.00am-1.00pm SCIS and digital content, Melbourne, VIC

SCIS staff will also be attending key events including the MANTLE conference in Newcastle on 9 May 2014, the Christian Schools Conference NSW on 2-3 June 2014, and the School Library Association of Victoria conference on Virtual Learning Commons, with speakers Carol Koechlin and David Loertscher on 8 August 2014. We hope to meet you there.
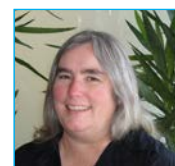
Pru Mitchell
Manager, SCIS
Education Services
Australia

ALIA conference, 15-19 September 2014

nationalconference2014.alia.org.au

The programme for the Australian Library and Information Association conference is available. Keynote presenters include Roly Keating, Chief Executive of the British Library and there are plenty of topics highly relevant to school libraries, including analytics, collaboration, copyright, digital learning, guided inquiry, Minecraft, school library design and World War I initiatives. Communicating library value to your parent body is also a key theme, and ALIA provides a template to use when you make your case for release to attend a national conference.

nationalconference2014.alia.org.au/content/conference-registration#pdp

Read online for links to the websites

Website and app reviews

Australian children's books

http://australia.gov.au/about-australia/australian-story/austn-childrens-books

An accessible account of the rise of both Australian children's books and publishing is available on this authoritative site. Links are provided to the early works of Ethel Turner, Norman Lindsay, Dorothy Wall, Ruth Park and Ivan Southall, and to more contemporary authors including Simon French, John Marsden and Shaun Tan. Additional information includes videos, awards and references.
SCIS no. 1345999

Duolingo

https://www.duolingo.com

Learning another language is much easier with apps such as Duolingo. Judged as an Apple App of the Year and a Google Play's Best of the Best, this free resource has been independently tested and currently features five languages, with several more being trialled.
SCIS no. 1651280

Gliffy

http://www.gliffy.com

Teachers and students can use this subscription-based application to create high quality flowcharts, Venn diagrams, floor plans, class diagrams and organisational charts. The interface is simple to use and is browser-based.
SCIS no. 1435695

Hairy Maclary and friends

www.hairymaclary.com

The irrepressible Hairy Maclary features on this endearing website. Aimed at Years K-3, students can view the latest news associated with Lynley Dodd's character and his friends, explore the stories, download the app, gather details on eBooks and audio books, or even investigate the resources to host a themed party.
SCIS no. 1651289

Maths monkey's quest

http://www.schoolatoz.nsw.edu.au/about/mobile-applications/maths-monkey-s-quest

Produced by the NSW Department of Education and Communities, this engaging app has been devised for students in Years 3-8. Strands covered include: addition, multiplication, division, subtraction, percentages, Roman numerals and ratios. A highlight is the random questions generated each time you play.
SCIS no. 1584691

Nearpod

http://www.nearpod.com

Promoted as "an all-in-one solution for the use of mobile devices in education", this free app allows teachers to teach a multimedia lesson without a projector. Students interact on their device via quizzes, polls, videos and image generation. Nearpod is also suitable for bring your own devices.
SCIS no. 1591692

The newspaper clipping generator

http://www.fodey.com/generators/newspaper/snippet.asp

Students can create a variety of captions and articles to place on the supplied templates, including a newspaper and a clapper -board. Another feature is adding dialogue to various animated creatures for in-class tasks or even publishing on the school blog.
SCIS no. 1651310

Numbl: number jumble fun

http://numbl.com

A creative, addictive number game app suitable for use on an iPad or iPhone that aims to improve mental capability, memory and concentration. Students can challenge themselves, use the split function to play a friend, or see how their own scores relate to other scores from players around the globe.
SCIS no. 1651323

Popular baby names – NSW Government

http://www.nsw.gov.au/about-nsw/popular-baby-names

Created by the NSW Government, this site has details of the 1200 most popular given names registered in the state from 1900-2011. As a name is searched its popularity is graphed against corresponding decades. Teachers can also utilise the website as a teaching example for history, graphs and timelines.
SCIS no. 1651327

Smore

https://www.smore.com

Teachers and administration staff wanting to create quality, stylish online flyers, reports and newsletters can trial this product before subscribing. Easily used by primary and secondary students.
SCIS no. 1651335

Sungazer

http://sungazer.net

The Internet offers many high technology, extravagantly funded astronomy resources. However this intriguing website showcases an observatory housed in a tiny shed, yet offering stunning solar astro-photography that has been published and exhibited worldwide.
SCIS no. 1651348

Teaching resources – ABC Splash

http://splash.abc.net.au/resources

This section of ABC Splash houses a quality array of resources for both primary and secondary teachers. These comprehensive units are linked to appropriate curriculum strands and also offer related items to explore.
SCIS no. 1656377

Nigel Paull
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South Grafton
Public School
New South Wales
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The internet sites selected in *Website and app 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 are subject to change.

Resources for classroom teachers

Education Services Australia (ESA) markets and distributes educational resources under the Curriculum Press imprint. ESA's products and services support schools, teachers and local communities in the delivery of high quality teaching and learning programs.

ebooks

Curriculum Press is excited to announce that our ebooks are now available for purchase via Wheelers Books and OverDrive ebook platforms. This is great news for schools and libraries, as it means these ebooks can now be integrated into your library management system. After registering with either of these platforms, you can select Curriculum Press ebooks for your students or library users to access.

For further details and to view our range, please visit:
- Wheelers Books at au.eplatform.co
- OverDrive at search.overdrive.com

Supporting the Australian Curriculum

In February 2014 the Australian Curriculum, Assessment and Reporting Authority (ACARA) released updated Curriculum for a number of learning areas. Foundation – Year 10 Curriculum for the Arts, Civics and Citizenship, Economics and Business, Health and Physical Education, and Technologies are now available online at www.australiancurriculum.edu.au.

Our 2014 range of titles promoting the effective teaching and learning of the Australian Curriculum can be viewed at www.curriculumpress.edu.au/sample/pages/AustralianCurriculum.pdf

Our bestselling Australian Curriculum range includes:

Geography:
Connecting with Geography

Years: 3–6
Author: Marianne Ward
Publisher: Education Services Australia
ISBN: print 9781742005591 ebook 9781742005607
SCIS no: print 1603668, ebook 1603670

Designed for primary teachers who are not geography specialists, this book provides practical, adaptable scaffolds to make geography inquiry stimulating and accessible.

The Arts/Health & Physical Education:
Teaching Primary Dance
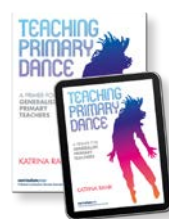
Years: F–6
Author: Katrina Rank
Publisher: Education Services Australia
ISBN: print 9781742005577 ebook 9781742005584
SCIS no: print 1607398 ebook 1607910

Ideal for teachers who want to teach primary school dance, but don't quite know where to start; this book covers everything you need to know from setting up a dance program to learning to use the body as an instrument of dance.

History – What a Drama!
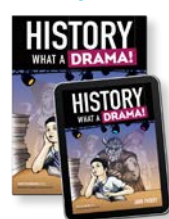
Years: 3–8
Author: Ann Parry
Publisher: Education Services Australia
ISBN: print 978 1 74200 552 2 ebook 978 1 74200 553 9 SCIS no: print 1577151 ebook 1577155

Designed for teachers of history looking for techniques to construct quality learning experiences for their students, this resource features role-plays, simulations and dramatic activities to engage students in reconstructing the past.

English:
Guiding Thinking for Effective Spelling

Years: F–8
Author: Christine Topfer & Deirdre Arendt
Publisher: Education Services Australia
ISBN: 978 1 74200 481 5
SCIS no: 1414400

This book provides clear direction for educators looking to improve their students' reading and writing by establishing a spelling culture. Within a supportive community and as active participants in their own learning, students learn to love language, become confident spellers and independent communicators.

History:
Uncovering History Using Multimodal Literacies

Years: F–12
Author: Geoff Bull & Michèle Anstey
Publisher: Education Services Australia
ISBN: print 978 1 74200 541 6, ebook 978 1 74200 543 0, SCIS no: print 1526294 ebook 1526297

By focusing on developing and applying concepts through historical inquiry, this resource will help ensure students are learning history, rather than doing history.

Connecting with History

Years: 3–6
Author: Geraldine Ditchburn & Stacey Hattensen
Publisher: Education Services Australia
ISBN: print 978 1 74200 542 3 ebook 978 1 74200 544 7, SCIS no: print 1524112, ebook 1524119

This book is designed for teachers who are not history specialists, and includes adaptable scaffolds and ideas to make history inquiry stimulating and accessible.

Mathematics:
Lighting Mathematical Fires 2

Years: 2–8
Author: Derek Holton & Charles Lovitt
Publisher: Education Services Australia
ISBN: print 978 1 74200 550 8 ebook 978 1 74200 551 5, SCIS no: print 1577137 ebook 1577144

This resource provides stimulating material in the form of a series of problems – some of which are really investigations or explorations – which can be tackled by students of different ages and abilities, giving them the chance to think like a research mathematician.

Michelle Harvey
Promotions Officer
Education Services Australia

Visit www.curriculumpress.edu.au for a full list of titles

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