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Early Harvest: A literary journal made by children



The *Early Harvest* editorial board. Photography by 100 Story Building

Increasing literacy in young people

Early Harvest is a dynamic after school program that engages upper primary aged students in the process of creating a literary journal for children. This unique program and publication provides many rich learning and development opportunities for children. It showcases the work of emerging young writers, featured alongside popular children's authors. However, the most special part of *Early Harvest* is that the editorial board is made up of 13 kids in grades 4 to 6, who are aged between 9 and 12 and are from Melbourne's inner west.

The founders of *Early Harvest* – Lachlann Carter and Jenna Williams of 100 Story Building, artist Emma Hewitt, and children's book editor and author Davina Bell – are all passionate about increasing literacy and self-confidence in young people, particularly in students from low socio-economic and culturally and linguistically diverse backgrounds.

Early Harvest (named after Melbourne literary journal *Harvest*) has benefitted from the diverse backgrounds and experiences of its founders. Lachlann, Jenna and Emma all completed internships at, and were influenced by, 826 Valencia, a not-for-profit organisation based in San Francisco that focuses on assisting children and young adults to develop their writing skills. 826 Valencia is in many ways an exemplar model of a literacy enrichment program that celebrates children's writing in projects that are developed to the point of completion and publication. As Emma Hewitt puts it:

A lot of the time children's writing exists in school and exists in the home but doesn't get out there. Giving kids the chance to create a publication they can hold in their hand, that looks smart and has beautiful illustrations, is a really amazing way of acknowledging their writing. And young people get really excited about reading other young



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Early Harvest: A literary journal made by children (cont.)

*people's writing in a space [in which]
they've only seen adult authors' writing.*

An editorial board...of kids

For this year's program, the group behind *Early Harvest* sourced their students through the expertise of teachers in Melbourne's inner west. The collaborators were looking particularly for students who were excited about writing and literature. Children were approached through their teachers at five schools: Dinjerra Primary School, St John's Primary School, Footscray Primary School, Footscray City Primary School and Footscray West Primary School. These schools all have diverse populations of students, with a variety of cultural and socio-economic backgrounds. It was up to the teachers to decide how to select the students – some went through an expression of interest process, whereas others were selected when teachers had identified a student need or particular benefit to be gained from involvement and consulted with parents in this process.

Each week, students were assisted by different publishing professionals, learning about all aspects of creating a literary journal, from concept to design, commissioning to editing, printing to marketing. The editorial board put out a call for submissions to their respective primary schools and to some well-known authors. Students were then facilitated through the process of sorting through submissions, selecting works for inclusion, and writing feedback letters to any unsuccessful authors. The students edited the stories with assistance from a team of volunteer editors. The student-led editorial board made decisions on the theme of the publication, commissioning illustrators and worked with a designer to develop the layout of the magazine.

Guest publishing professionals this year included Kat Muscat, editor of *Voiceworks*, Paul Callaghan, former director of Freeplay and games expert, and Imogen Stubbs, designer at Text Publishing. These expert contributions were an excellent basis for interesting discussions among the students about *Early Harvest*. One young editor suggested that the editorial team should be writing the stories, and this led to extensive debate about how one can assess story

quality if you're friends with the author. This decision-making process, founded on debate and exploration, is what makes the *Early Harvest* project so special. The editorial team hail from five different schools, and the editors talk about teamwork, cooperation and meeting new people as being the best things about the project so far. Much like in the adult world, sometimes collaboration works seamlessly, and at other times compromises need to be made – but the outcome is always authentic, and always the result of the decision-making processes of *Early Harvest*'s young editors.

Why writing projects matter

Jean Corr, Principal at St John's Primary School in Footscray has observed the benefits of involvement in *Early Harvest* in terms of student confidence, and explained that one student, although not previously a confident writer or even an assertive member in his cohort, 'did assert himself when speaking about the things he learned during those [*Early Harvest*] workshops. He took a lot of that away with him, and it made a big difference in his confidence'. Jean has also commented on the 'deep level of literacy skill focus' provided through the *Early Harvest* program, and how this aligned with parents understanding of the needs of their children.

Lyn Wilkinson, Literacy Coach at Footscray West, commented that she had 'never seen [this student] reading so much – she spent the best part of term four in a book!' Lyn also made reference to the confidence gained by the students participating in the program and how eager they were to share what they were learning and doing. Lyn also commented on the 'rich, purposeful writing experience' which the students were involved in through *Early Harvest*.

Publishing in the classroom

Early Harvest is a publication edited by students aged 9–12, but it is intended as a resource for students from a range of age groups and backgrounds. It is especially intended for students in middle and upper primary school, but could also be used successfully in secondary contexts. It is an invaluable resource for teaching and also specifically in a library setting, as an exemplar for the value of student voice in contemporary literature. It provides

students with proof that their thoughts, opinions and ideas about the texts that they read are significant and valued, and that reading is not a passive process, but an interactive one, where each child brings to a text their own perspective and background.



Making tough editorial decisions. Photo by 100 Story Building

DIY: Children's literary journal

For educators and teacher librarians, *Early Harvest* is a wonderful example of a tool that can be used to enrich literacy learning through fostering student voice. Providing access to the publication gives students an example of what they would be capable of producing, and the fact that the editorial board is made up of young people ensures its relevance for a similar readership. But the opportunities inherent in producing a publication like *Early Harvest* are also transferable for teachers and teacher librarians when producing new literacy resources. Some tips for developing student confidence through similarly enriching literary experiences are:

- **Always consider the end purpose when constructing activities:** developing student voice, self-confidence and engagement through rich literacy experiences
- **Invite experts and creative professionals into the classroom,** not just to present, but also to involve students in the creative process, for example collaborating with a children's author to write a story. Building working relationships between students and authors or editors fosters a deeper understanding of what is involved, and values the students' expertise in a way not possible if they are just passively observing a presentation. When there is a partnership between students and

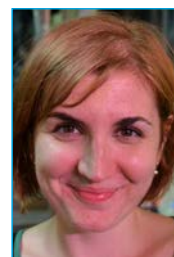
Early Harvest: A literary journal made by children (cont.)

experts, children are motivated and inspired to create and collaborate.

- **Replicate the process undertaken by publications like *Early Harvest*.** Encourage students to be the instigators of the research and review process, assist them in developing the voice of an expert as they review their favourite books or contribute their ideas. This process always involves literacy but may be used across curriculum areas as appropriate, for example you may have students involved in the construction of a school science journal.
- **Value children's work by publishing it.** The sense of pride gained by students

when they see their work in print or bound and laminated cannot be underestimated. This pride is amplified further when children have had a modicum of creative control. There are countless ways that student work can be published, but the process should be collaborative and there should be a quality control process in place, where students are involved in editing and revising.

To find out more about the *Early Harvest* project and 100 Story Building, visit www.100storybuilding.org.au/category/early-harvest.



Sofia Makin is the Literacy Leader at St Michael's Primary School, North Melbourne. She is a long term supporter of 100 Story Building and its affiliated projects.

Connections readers can pre-order copies of *Early Harvest* edition 2 by emailing info@100storybuilding.org.au. Sets of 5 or more receive a 20% discount.

Helping Australian book creators

Each year, Educational Lending Right (ELR), an Australian Government cultural program, makes payments to thousands of book creators across Australia. These payments compensate Australian book creators and publishers for income potentially lost as a result of their books being available for loan in educational lending libraries. As numerous Australian authors and illustrators have attested, ELR enables them to continue doing what they do best – creating great books.

Libraries and library staff: ELR's cornerstone

Australian school libraries are the cornerstone of ELR, and in the coming weeks 600 schools will be invited to participate in the 2013–14 school library survey. The survey collects data to estimate how many copies of particular titles are held in Australian school libraries. This data is used to determine appropriate payments for book creators.

School library staff play a critical part in the data-collection process – without their assistance to extract the book count data from their library management systems, the ELR scheme would not be possible. We are always humbled by the willingness of school library staff to participate, and ever grateful for their continued support of Australian book creators.

What if my school is selected?

Selected schools will be mailed an ELR invitation package designed to make the data-extraction process efficient, painless and easy to follow. The pack will contain an invitation letter, explanatory flyer and step-by-step instructions on how to extract the book data from the library management system.

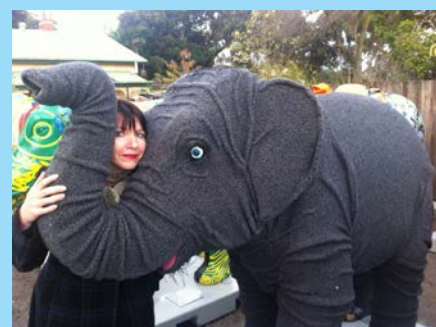
Feedback from participants

We encourage all participating schools to provide us with feedback about their experience, via a quick online form, to enable us to improve future ELR surveys.

Australian authors and illustrators value ELR

When a school is invited to participate in the ELR school library survey, it is a fantastic opportunity to directly support Australian book creators and publishers. Many authors and illustrators have told us how much they appreciate the financial support from ELR. We have published some of these statements in previous issues of *Connections* and on the ELR website. Read them at www.esa.edu.au/scis/elr_value_statements.html.

What Mini Goss says about ELR



I have been a practising children's book author and illustrator for nearly twenty years. It's a wonderful job and it's a pleasure to create books and give joy to children. I visit many schools every year. At each school I am constantly amazed at the children's love of the magic of picture books and the teachers' dedication to fostering this love. But despite having over thirty books to my name, the ELR payment is still a major part of my income, without which it would be even harder to survive in this difficult industry.



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Gold Coast study links school libraries and teacher librarians to literacy



Katrina Germein reads her latest book, *My Dad STILL Thinks He's Funny*. Photograph by Medea Patyi. Used with permission.

A recent study conducted by the School Library Association of Queensland (SLAQ) in partnership with QUT's Children and Youth Research Centre has created an invaluable snapshot of contemporary school libraries in Australia, and provided further evidence of the positive impacts that school libraries and teacher librarians can make to school communities and students' learning and social wellbeing.

Entitled *School libraries, teacher librarians and their contribution to student literacy in Gold Coast schools* (Hughes, 2013), the study responded to the recent parliamentary inquiry into *School libraries and teacher librarians in Australian schools*, which called for Australian research to ascertain numbers of teacher librarians in schools, identify gaps in provision and 'extrapolate the links between library programs, literacy (especially digital literacy, which is as important as regular literacy and numeracy skills), and student achievement' (House of Representatives, 2011, p. 118).

Research design

Undertaken in 2012, the study addressed two research questions:

- What is the current nature of school library provision and staffing in Gold Coast schools?
- How do school libraries and teacher librarians contribute to school students' literacy development in Gold Coast schools?

As the Gold Coast constitutes a relatively small, well-defined area with a representative range of schools of varying types and sizes, 97 Gold Coast schools were invited to participate. Twenty-seven principals responded to the invitation (28% of principals contacted), which included:

13 primary, 5 secondary, 7 combined P–12, 1 special school P–12 and 1 senior secondary college. 59% were from government schools and 41% were from non-government schools. Data was collected anonymously and confidentially via surveys and telephone interviews.

Limitations

Since this study was designed as a small-scale pilot study, its investigative scope and sample size were limited. As exploratory research, it did not set out to test any hypothesised relationships between learning outcomes and school libraries and the findings cannot be considered generalisable to schools outside the 27 Gold Coast schools, nor do they rule out other explanations for associations between school libraries, teacher librarians and NAPLAN scores. Notably however, the survey returned quantitative data that suggested relationships consistent with those found by other studies.

Findings of the Gold Coast study Nature, size and staffing

The 27 Gold Coast school libraries varied in nature and size. Levels of library staffing differed markedly in terms of full-time equivalent (FTE) staff and qualifications. In particular:

- 59% of the 27 schools had an FTE library staff greater than 1 that included a teacher librarian.
- 78% had at least 1 part-time teacher librarian.
- 22% had no teacher librarian.

The research indicated that non-government schools tended to have larger FTE library staffs that included a paraprofessional library technician or administrative assistant, as well as teacher-librarian.

Of the six schools without a teacher librarian:

- two were run by library aides with no professional qualifications in teaching or librarianship.
- three were run by a teacher (without librarianship qualification).
- one was run by a library technician (with Certificate IV but without professional library or teaching qualification).

Student to library staff ratios:

- The government schools had higher ratios of students to FTE library staff (i.e. fewer staff per enrolled students).
- Library staff at non-government schools tended to rise in line with student enrolment.
- In contrast, FTE library staff at the government schools tended to cluster between one and two irrespective of size of student enrolment.

Literacy and reading activities

The libraries provided a varied and often extensive range of activities related to literacy development and reading promotion. There appeared to be a strong association between higher FTE teacher librarian and higher number of activities provided.

In contrast, there was no apparent association between total FTE library staff and the number of literacy development activities offered by the library. Seemingly, a critical mass of at least one FTE teacher librarian and support staff was required to provide a varied program of activities.

- The association between higher FTE teacher librarian and higher number of activities was particularly distinct for government schools.
- School libraries with a teacher librarian tended to provide a greater number of activities.
- Significantly the six schools with no teacher librarian provided few or no activities.

Literacy and reading activities	% schools offering
Special events + displays	14
Information literacy	10
Whole school literacy plan	10
Book clubs	9
Book challenges	9
Author visits	9
Web-based materials	8
Literature festivals + excursions	7
Literature circles	6
Cross-curricular wide reading	6
Writing skills	5
Research – reading & literacy	4
Other	3

Range of literacy and reading activities provided by Gold Coast school libraries

Gold Coast study links school libraries and teacher librarians to literacy (cont.)

NAPLAN scores

The study found that NAPLAN¹ scores for reading and writing were generally higher when (a) student to library staff ratios were lower (i.e. better) and (b) the school had a teacher librarian. These findings are consistent with US studies that have centred on standardised testing (summarised in Hughes, 2013).

- Schools with fewer students per FTE library staff tended to have higher NAPLAN scores.
- Schools with the highest NAPLAN scores for the Year 3, Year 5, and Year 7 year groups tended to have lower students to FTE library staff ratios. (Data for Year 9 year groups was not sufficiently complete.)

The principals' views

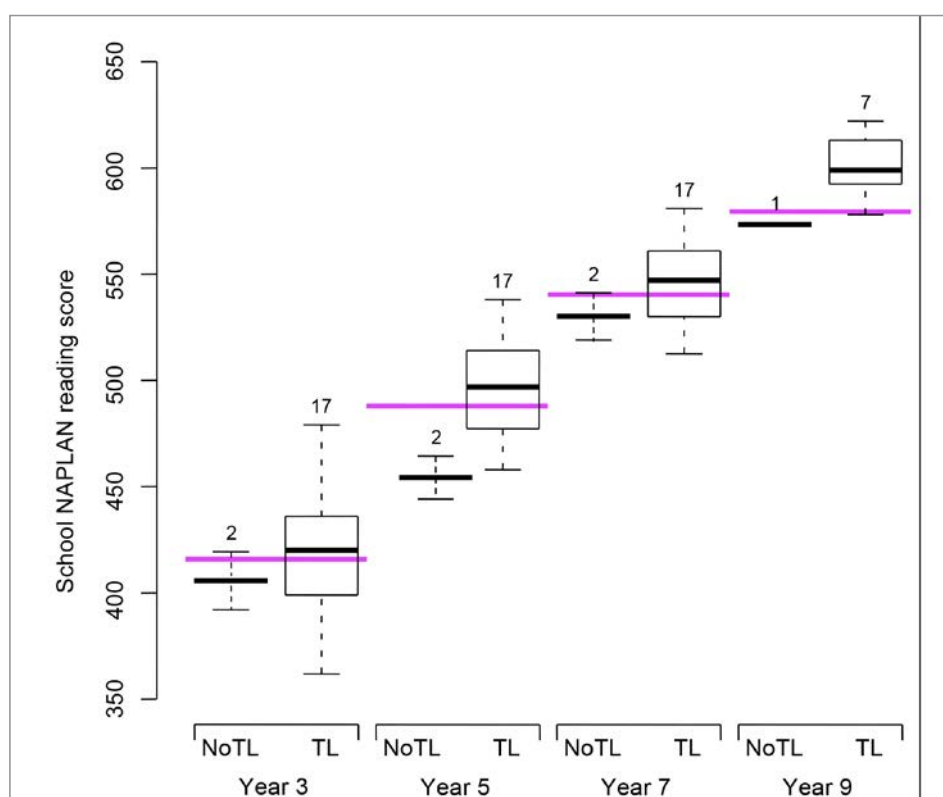
Ninety-three per cent of the school principals considered that their school library had some influence on students' literacy development:

- 67% considered that it had a great/very great influence.
- 26% considered that it had a little influence.
- one principal considered it had no influence.

Similarly, 93% of the principals indicated the need for a library to support students' literacy development in their school, while over two-thirds considered it to be essential. For example, one principal commented: 'A well-resourced library and a good teacher librarian are essential to a whole-of-school approach to literacy development'. Two principals, both in government schools, considered the library to be unnecessary. One principal, at a non-government primary school, considered that libraries 'have limited use past class 5'.

The principals were generally well-informed about the varied and changing nature of the teacher librarian's role, with an increasing focus on managing learning and literacy. Several principals recognised that for teacher librarians, literacy encompasses the use and promotion of digital information. Several commented that teacher librarians play an important role in contributing to students' literacy development, including as:

- leaders of pedagogy, curriculum, literacy
- collaborative literacy teachers



Comparison of NAPLAN reading scores for schools with and without a teacher librarian. The magenta horizontal bars are the Australian national mean reading and writing scores for 2011 for the corresponding year groups.

- promoters of information and digital/ICT literacy
- promoters of reading
- peer educators
- resource experts
- student-focused library managers
- learning space creators.

While the principals generally recognised that the school library can contribute to students' literacy development, they also indicated further needs must be met for it to fully achieve the school's literacy goals. These needs often related to resourcing, as one principal commented: '[it] all comes back to strategic plan and money'. Principals needed increased funding for staffing, resources, digital technologies and improved library spaces. Several indicated the need to either appoint or increase the hours of a qualified teacher librarian.

Gold Coast findings consistent with other research

The findings of the Gold Coast study were broadly consistent with those of over 20 studies conducted in the US, Canada and

Britain, which provide compelling evidence of school libraries' positive impacts on student literacy, reading and learning outcomes (summarised in Hughes, 2013).

Australian research about the impacts of school libraries and teacher librarians is still quite limited. Student learning through Australian school libraries (Hay, 2005, 2006) indicated that the school library and teacher librarian help students learn by providing access to a range of current resources and technology and developing information literacy. The *School libraries futures project* (Hay and Todd, 2010) provided extensive examples of teacher librarian activities that support information literacy and learning in New South Wales government schools. Australian school library surveys conducted annually since 2010 by Softlink (2012) show links between higher school library funding and higher than national average reading scores and a significant positive correlation between the number of school librarians employed and the NAPLAN Reading results for the school.

1 (a) 2011 NAPLAN scores. (b) NAPLAN score refers to the average of the NAPLAN scores achieved by the year group of individual students enrolled at the school.

Gold Coast study links libraries and teacher librarians to literacy (cont.)

Implications

Findings of the Gold Coast study, along with those of many other international and Australian studies, highlight the potential of school libraries as vibrant hubs for learning, information, reading promotion, creativity, student leadership and social interaction within their communities. The parliamentary inquiry recognised the importance of school libraries and teacher librarians in light of national initiatives such as Building the Education Revolution, Digital Education Revolution and the new Australian Curriculum. Therefore, the uneven and often inadequate resourcing of school libraries around Australia raises serious questions around sustainability and equity. The consequence of not having a teacher librarian was compellingly described by one principal who noted a decline in growth of the school's NAPLAN reading scores over 4 years following discontinuation of the teacher librarian's position. The principal commented:

We lost our librarian 4 years ago and now we recognise the need for one, particularly since the negative growth in reading on NAPLAN Year 7–9 declined by 30% from 2010–12, double the percentage of negative growth for the previous cohort.

In response to the question 'What do you need to achieve literacy goals?' this principal wrote: 'Re-appointment of a teacher librarian'. Significantly, this principal's view is consistent with similar findings of a US study which concluded:

At schools where library programs lose or never had an endorsed librarian, students suffer as a result. (Lance & Hofschire, 2012, p. 9)

Taken together, findings of all this research provide compelling evidence that school libraries and teacher librarians bring fourfold value to their school communities in terms of:

- **Educational outcomes:** they can make a significant contribution to student literacy and learning outcomes. Teacher librarians who engage in collaborative curriculum development and teaching 'Support and implement the vision of their school communities through advocating and

building effective library and information services and programs that contribute to the development of lifelong learners' (ASLA & ALIA, 2004).

- **Equity:** they support the social interaction and wellbeing of all students. The school library is one of few places in a school open to all students, teachers and parents. In addition to providing a congenial learning environment and 'safe haven', the school library often offers a venue for extra-curricular activities, as well as school community events and meetings. For students from lower socio-economic backgrounds, it provides access to print and electronic resources that might otherwise be unavailable to them.
- **Economic value:** by employing one teacher librarian, a school effectively gains two specialists who can respond to diverse learners' needs and the affordances of evolving technologies. With dual qualifications as teachers and information professionals, teacher librarians are well placed to support the Australian government's priority to raise national literacy standards and to enable the implementation of the new Australian Curriculum, especially with regard to inquiry learning and ICT competency. By taking a 'bird's-eye view' across the curriculum (Lupton, 2012) teacher librarians enable students and teachers to use the library's resources and spaces to their fullest potential.
- **School leadership:** through their dual-focused role many teacher librarians develop extensive pedagogical and managerial experience of value within and beyond the school library.

Teacher librarians and ICT

The increasing emphasis on ICT competency is sometimes accompanied by an assumption that school libraries are becoming less relevant with advancing technologies and online access to seemingly boundless information. However, although technology supports literacy development it cannot offer a complete solution. For example, one of the Gold Coast principals stated the need for: 'A balanced delivery of books, ebooks, IT tools and writing. Removing all books won't fix literacy concerns'. In addition, to ensure that learning technologies are used to their

fullest potential, there is an evident and continuing need for leadership of ICT literacy development and reading promotion. A professionally qualified teacher librarian, with specialist expertise in applying learning technologies, is well placed to provide this leadership.

Conclusion

The research-based evidence presented in this paper has demonstrated the significant advantage that a well-resourced school library run by a professionally qualified teacher librarian can bring to a school, in terms of student literacy and learning outcomes. These findings are particularly relevant in light of the Better Schools Plan. It is evident that school libraries can play a major part in achieving 'ambitious national targets for a high quality and high equity schooling system' to place Australia in the top five countries internationally in reading, mathematics and science by 2025. (Better Schools Plan, 2013, www.betterschools.gov.au). However, the findings also indicate that adequate and consistent resourcing is needed to ensure that school libraries and teacher librarians can assist students to achieve their full potential. This point was emphasised by the parliamentary inquiry into *School libraries and teacher librarians in Australia* (House of Representatives, 2011). It was echoed by Gold Coast principals, one of whom stated: 'If the government truly values school libraries they need to fund specialised staff to complete training and also designate earmarked funds for library purchasing'.

In addition to increased funding, there is an evident need for more extensive Australian research about school libraries and teacher librarians. This would support policy making and implementation of a high quality and high equity schooling system as envisaged by the Australian Government.

Acknowledgements

The research partners express sincere thanks to the Gold Coast school principals for giving their time and thoughtful responses to this research.

The Gold Coast school libraries study is available in full at:
www.slaq.org.au/research.

Gold Coast study links libraries and teacher librarians to literacy (cont.)

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SAFE SCHOOLS HUB

Working towards safe and supportive school communities

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Students' safety and wellbeing is paramount in Australian schools, but with the number of resources and websites available, how do you choose the most effective tool for your needs?

The **Safe Schools Hub** brings together on the one website a vast array of information to help schools provide a safe and supportive learning environment. It provides an interactive version of the National Safe Schools Framework, a nationally agreed policy, endorsed by all Ministers of Education to ensure that all Australian schools:

- nurture student responsibility and resilience
- build a positive school culture
- foster respectful relationships
- support students who are impacted by anti-social behaviour, including bullying and cyberbullying.

Safe Schools Hub covers:

- positive behaviour management and social and emotional skill development
- student engagement and ownership
- leadership and school culture
- partnerships with families and the wider community.

The **Safe Schools Hub Resources Gallery** is of particular relevance as it selects the best and most pertinent resources and presents them using a powerful search tool. You can refine your search by using filters such as audience, school level, Australian Curriculum, resource type and education sector. The resource gallery includes links to other sites with a short synopsis of the resource. It also identifies the resource type, for example document, website, etc.

Safe Schools Toolkit provides support for teachers and school leaders. It includes:

- video case studies showcasing schools that have implemented effective safe school practices

- the School Audit Tool, where schools can assess how they are doing on each of the nine elements of the Framework and can use this information to inform their safe school plans
- resources that unpack in detail each of the nine elements of the Framework
- activities that further suggest how to introduce safe school practices in a school setting.

The **Safe Schools Hub** project is being developed by Education Services Australia for the Australian Government, working in partnership with state and territory governments and the non-government school sectors.

What's next?

- Professional Learning Modules for teachers, school leaders and pre-service teachers
- Information for parents
- Ideas for students.

Visit www.safeschoolshub.edu.au to discover how you can make your school a safe and smart school.

Educating the educators: a disaster resilience education project

The Australian Red Cross, in partnership with the Australian Emergency Management Institute (AEMI), has launched Educating the Educators: A Disaster Resilience Project. The project aims to build teacher confidence in teaching disaster resilience, thereby developing disaster resilience within primary and secondary school students.

Recent natural disasters such as the Tasmanian bushfires, Black Saturday bushfires, devastating floods in Queensland and New South Wales, and a spate of tropical cyclones in Queensland have all highlighted the need for individuals and communities to be prepared for these events. The increased frequency and severity of these hazards means that all levels of government and emergency services agencies may not have the resources to provide immediate support to everyone affected by disaster. It is crucial for communities, families and individuals to take responsibility for knowing how to respond to a disaster.

Research suggests that educating students in disaster resilience is a key part of creating a culture of preparedness in communities. Educating the Educators seeks to help teachers to do exactly that. The project has identified and sourced relevant, existing Australian Disaster Resilience Education (DRE) curriculum resources produced by Australian Emergency Management (EM) agencies, educational publishers, subject associations and other sources.

These resources have been mapped to the Australian Curriculum across all currently available learning areas – English, maths, history, science and geography – using general descriptors and elements, general capabilities and cross-curricular priorities. Geography has been mapped to the sub-strand level because of the specific reference to natural hazards in the curriculum.

The mapping report (which will be publicly available on the AEMI Schools website listed adjacent, via the 'National Curriculum' button), features a detailed summary of each resource. An example of a DRE resource available is shown above.

AEMI Disaster Mapper: an interactive resource for schools



AEMI Disaster Mapper. Screenshot used with permission.

Resource owner	Australian Emergency Management Institute (AEMI)
Description	The Australian Natural Hazards Disaster Map has been created to improve the presentation of hazard information and increase awareness of past disaster events within Australia. The Disaster Mapper is an interactive map of Australia which can be viewed and searched by location, by disaster type or date. Each event icon has facts, statistics, photographs, videos and links available. All of the statistics have been sourced from the Attorney-General's Department Disasters Database that can be accessed on the Australian Emergency Management website.
Relevance	National / Rural / Remote
Resource type	Webpage / Interactive
URL	http://schools.aemi.edu.au/Disaster-Mapper
Stage of school	3–6 / 7–10
Audience	Teachers (either professional learning or teacher advice) / Students
Access	Free
Type of activities	Whole class / Individual / Group / Student / Teacher / Assessment

Details of specific curriculum links are also included for each resource – for the above resource, there are 66 links across general capability and cross-curricula priority elements, and learning area content strands and sub-strands.

Educating the Educators highlights the broad range of opportunities for educators to incorporate DRE messages across the curriculum. The mapping report will enable teachers and teacher librarians to select at a glance the DRE resources that are most suited to the specific needs of their students and curriculum.

NEMP funding

Educating the Educators is a National Emergency Management Project (NEMP, www.em.gov.au/nemp). The Australian Government established the NEMP grant program as part of the National Strategy for Disaster Resilience – the aim is to strengthen communities, individuals, business and institutions to minimise the adverse effects

of disasters. Projects funded through a NEMP grant are designed to improve the ability to prevent, prepare for, respond to and recover from disasters across social, economic, environmental and governance elements.

Website links

- AEM Knowledge Hub www.emknowledge.gov.au
- AEMI Schools website schools.aemi.edu.au
- National Strategy for Disaster Resilience www.em.gov.au/DisasterResilientAustralia/Pages/default.aspx



Heather Bailie has over 20 years' experience as a Teacher Librarian, ICT Coach and Leading Teacher. She has taken leave from Mill Park Secondary College in Melbourne to work at Australian Red Cross as Project Officer for the Educating the Educators project.

The future of the school library catalogue

This article considers some key trends and themes from recent professional reading aimed at ensuring school library catalogues are in the strongest possible position to meet the next wave of challenge and change for school libraries and learning resources.

Serving school library catalogues

SCIS catalogue data is consumed by many different school library catalogues. There are currently 35 flavours of library system listed on the SCIS website and there may be others we are unaware of. Ours is a mutually dependent relationship. Catalogue data is rather unappetising and difficult to read without an interface that correctly interprets and displays it, and a library system starved of quality data has little of substance to feed its users.

Many of the library system providers SCIS works with specialise in systems for school libraries. Given the plethora of choice in catalogue systems across the library sector (Breeding, 2012), it is useful to ask the question:

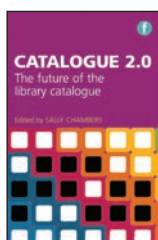
What is distinctive about school library catalogues that they warrant specialist systems and catalogue data?

Responses might include that:

- the community served by the school library catalogue has specific literacy and maturity constraints, and schools benefit from catalogue data and search interfaces that recognise this
- the content used in schools has specific characteristics, and requires systems that search smartly across diverse resource types to support curriculum, professional and literacy enrichment programs
- the school sector doesn't tend to participate in the interlibrary lending ecosystem that is a feature of collaborative services in other library sectors.

In reality, this market is often driven by limited budgets and issues with information management expertise and leadership. The same factors are the reason that school-specific systems are regularly implemented over enterprise finance, HR, student administration and asset management systems.

However, business reality should not limit vision and the following observations are



Catalogue 2.0: The future of the library catalogue, Sally Chambers (ed.), Facet Publishing 2013 Available from www.inbooks.com.au SCIS no. 1629150 ISBN 978 1 85604 716 6

intended to spark discussion on a vision for the school library catalogue.

Managing catalogue standards for schools

The same catalogue record can be used in multiple library systems only because each conforms to the agreed international standards detailed on pages 1–3 of the *SCIS Standards for Cataloguing and Data Entry* (2013). The standards for bibliographic cataloguing have been refined over many years to what some from non-library backgrounds consider an almost over-engineered state. Oliver (2010) decries that 'the library catalogue has been a silo. It contains very useful data, but this data has been caught within a library-specific record structure and library-specific database structure.'

This year the library world welcomed the introduction of a new cataloguing standard. Resource Description and Access (RDA) has been designed to blend better with standards from beyond the library community – and there is certainly no shortage of other standards that have developed as new resource formats, new technologies and new markets emerged. In his latest text, Hider (2012) has a list of metadata standards that stretches to six pages (pp. 205–12).

The semantic web or linked data has been cited as one recipe for libraries looking to break out of their silo. Breeding (2013) is 'optimistic that the library technology products of the next decade will be deeply rooted with the semantic web'. A Library of Congress initiative known as Bibliographic Framework Initiative (BIBFRAME) (<http://bibframe.org>) is looking to better accommodate future needs of the library community. It sees the old MARC 21 format as one ingredient that needs replacing if libraries are to realise this better future. As it has with RDA, SCIS is constantly reviewing emerging standards and technologies and working with school library system and

content providers on behalf of the school library community.

Creating catalogue records for schools



Information Resource Description: Creating and managing metadata, Philip Hider, Facet Publishing 2012 Available from www.inbooks.com.au SCIS no. 1624199 ISBN 978 1 85604 667 1

Hider (2012) discusses three ways of creating the means or the metadata to facilitate access to resources.

- 1. Professional description:** This is the means by which the majority of catalogue data is created - from scratch by professional cataloguers and then distributed from either a cataloguing service or direct from content providers.
- 2. Social metadata:** In this model cataloguing – particularly subject tagging – is contributed by users, or sometimes by authors or subject matter experts. SCIS OPAC incorporates social metadata from LibraryThing for Libraries www.librarything.com/forlibraries and is interested in other ways that users might contribute.
- 3. Content-based information retrieval:** As well as search engines that provide full document indexing and retrieval and bypass metadata creation, there are experiments into automated metadata creation. The DL2SL research project (<http://dl2sl.org/about/project>) is investigating machine-generated metadata for open education resources.

Dempsey (2012) also considers the value of transactional metadata as a source of information, and in educational projects there is increasing interest in the use of paradata and analytics (National Science Digital Library, 2013, ndsl.org). It is highly likely that the future will see library services using a combination of these methods to find the most cost-effective and user-focused catalogue data on which to build our discovery platforms.

Improving discovery of learning resources

First generation automated library management systems had a strong focus

The future of the school library catalogue (cont.)

on asset management. While management modules are still vital in a busy library where the crucial link between lending and literacy has been proven, the challenge for next generation library systems is end-user search.

There are two types of search: searching for a known item or searching for information 'about' a topic. The traditional library search was strong on the search for a known item, preferencing exact matches and providing field-based searching towards a goal of precision – possibly over recall. In a reaction against the negative usability reports of a 'no results' search, discovery layer products used in libraries now tend to be weighted heavily towards recall.

Schools can learn from research into search engines and from library search products being used in university libraries, but to ensure smart search of school sector resources we require research into the particular needs of the various types of searchers using school infrastructure. Our goals should be to ensure that users can search the library's collection from wherever they are – in the school's intranet, in the learning management system, on a browser or on a mobile device – and that digital content is only one click away from the OPAC search result.

This raises questions about how to integrate metadata records of different types, from different sources and in different repositories. This is not only about shared catalogues, but also about connecting the library catalogue to other learning resource databases that make up the school's learning infrastructure. How does the library catalogue receive updates from the student administration system, or integrate with

the school's learning management system and content repositories for digital video or apps? Most importantly how do systems work together to ensure that teachers and students need to search in only one place to retrieve school-based resources?

Valuing collections and content

Of course, no library system or catalogue record provider can facilitate one-click discovery of learning resources if there is no collection of high quality, age-appropriate curriculum resources to discover. If a school or educational jurisdiction has identified and selected content that supports its teaching and learning activities, then SCIS makes it a priority to provide a catalogue record for this resource so the school community can readily discover and retrieve the selected content. Without a successful resource discovery workflow the time spent selecting resources is repeated over and over.

It is a priority that catalogue data continues to be tailored to the educational and recreational content being used in schools. We know from the SCIS collection of 1.6 million catalogue records, that school collections currently include resources that may be both curriculum-specific and recreational; in digital and physical formats; commercially published and freely available. Most of the resources in school collections are owned by the school, but increasingly schools are *subscribing* to content – including 'bundled' content where they receive a large package of content selected by a third party. This presents its own challenges in terms of description and discovery.

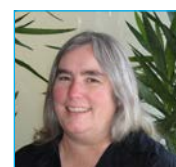
In order to help school libraries realise their vision for the school library catalogue of the future we need to be clear about:

- What resources are teachers and students looking for?
- Who is selecting learning resources for schools?
- What criteria do schools use to measure the effectiveness of the resource selection, acquisition and discovery workflow?
- What services are required to assist those looking for relevant, high quality and educationally sound learning resources?

References

You can contribute to a review of school library collections and catalogues by responding to the survey:
www.surveymonkey.com/s/scisresearch

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Pru Mitchell
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Australia

Connections

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

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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.



Website and app reviews

Read online for
links to the websites

50 best apps for kids from 2013 that parents can trust

www.theguardian.com/technology/appsblog/2013/jun/19/50-best-apps-kids-iphone-android-ipad

UK newspaper, *The Guardian*, has collated their top fifty apps for younger children. The engaging and entertaining apps are summarised and categorised by the subheadings: 'education', 'storytelling', 'creative' and 'playful'.



SCIS no. 1626229

Audrey Nay on Pinterest

pinterest.com/audreynay/

NSW teacher librarian Audrey Nay has compiled an extensive array of links, or pins, using Pinterest. The collection contains 140 boards and approximately 10,000 pins. Almost all the boards would be of considerable interest to teacher librarians, with subjects ranging from IWB resources, to apps and inquiry learning.



SCIS no. 1626081

ABC iPad

itunes.apple.com/au/app/australian-broadcasting-corporation/id376620068?mt=8

A free news app from the ABC, Australia's national broadcaster, features an intelligently designed layout and navigation system. The news content is regularly updated and is suitable for secondary students, or senior primary students with teacher guidance.



SCIS no. 1626092

Cool math

www.coolmath.com

Billed as the most popular maths site in the world, the website contains a huge variety of appealing maths games and lessons. Parents and teachers are not left out and have their own sections detailing how to best utilise this resource.



SCIS no. 1125529

Edmodo: where learning happens

www.edmodo.com

The possibilities of using this free resource in the classroom are endless. Teachers can use Edmodo to oversee assignments, send notes, use polls or continue discussions out of class time. Students are able to submit work, check timetables, view their marks and personalise their learning.



SCIS no. 1424354

FastFinga

itunes.apple.com/au/app/fastfinga/id320090110?mt=8

Developed in New Zealand, this appealing app allows users to make handwritten notes on their iPads or iPhones using their fingers or a stylus. The notes and sketches can be posted to Evernote, Twitter and Dropbox.



SCIS no. 1626127

Free technology for teachers

www.freetech4teachers.com

Applicable to both primary and secondary teachers, this award-winning site offers subscribers daily updates and information about free resources for classroom use.



SCIS no. 1402818

It's an honour

www.itsanhonour.gov.au/teachers

Teachers developing units of work incorporating the Australian honours system, Australia's national symbols and the Commonwealth Coat of Arms can access quality teaching material from this official website. Resources include lesson and activity ideas, quizzes and a glossary.



SCIS no. 1203336

LitPick

litpick.com

Young adult literature reviews are the focus of this website. The reviews are undertaken by young adults themselves, under the guidance of an adult sponsor (teacher, parent, librarian). Reviewers of hard copy

books need to be based in the USA; students in other countries are able to review ebooks.



SCIS no. 1626137

Out and about sight words app

deta.qld.gov.au/about/app/out-and-about.html

As the title implies this free app is designed for K-2 students to use with an iPad, iPhone or iPod – anytime, anywhere – to help them master the one hundred most common initial sight words.



SCIS no. 1626148

Ribbet! Online photo editing

www.ribbet.com

As the title states, this website offers students and teachers creative, fun and easy-to-use online photo editing tools. There are no downloads, installations or sign-ups and Ribbet works on Macs, Windows and Linux. Students will be smitten with the speed, effects, filters and borders.



SCIS no. 1626104

Science netLinks

sciencenetlinks.com

Designed for both students and teachers of science, this free resource emanates from the American Association for the Advancement of Science. Content includes podcasts, links, IWB-friendly interactives, and hands-on activities. An additional feature is the daily science news.



SCIS no. 1592856



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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.

SCIS is more...

From SCIS Annual Report 2012–13 Catalogue records added to SCIS

Thanks to our wonderful team of cataloguers, who catalogued a total of 50,217 resources for schools in the 2012–13 financial year. The SCIS database now contains over 1.6 million catalogue records. What a wealth of resources and literature that represents, demonstrating that school libraries continue to manage resources that support learning.

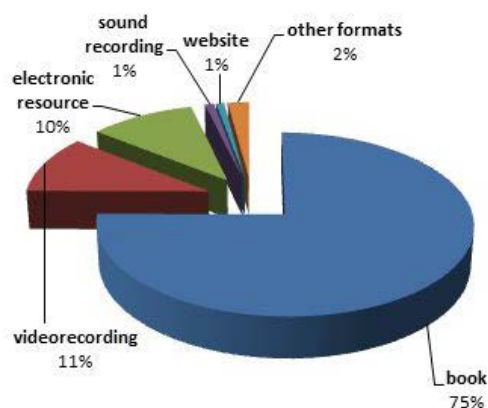
Types of resources catalogued

While there has been an increase in cataloguing of ebooks, there has been no noticeable decrease in demand for cataloguing of physical books. Video content remains steady at around 10–12% of the total requests for cataloguing.

If the resources sent for cataloguing this year reflect school collections, then print books continue to make up 75% of the collection, with video resources and electronic resources (ebooks, apps, learning objects and software) accounting for just over 10% each.

Catalogue records downloaded

Over 6.8 million catalogue records have been downloaded by SCISWeb users in this period. This SCISWeb download figure has been decreasing over the past 4 years, which is not surprising given the number of libraries now importing records directly via Z39.50, and will no doubt continue as more library systems offer this popular option.



Looking back

In July 2013 Trove added articles from *The Canberra Times* including one from 15 July 1978, which announced the pilot computer-based library cataloguing service funded by the Schools Commission known as the Australian School Catalogue Information Service. It would look at the feasibility of

introducing a computer-based catalogue card service for all Australian schools. In his launch speech Senator Carrick promised that 'by January next year, ASCIS will be producing library catalogue files on microfiche for use in all States'. (nla.gov.au/nla.news-article110897201)

For 35 years SCIS has supported school libraries through numerous transitions from the microfiche and catalogue card era. It has successfully met the challenges of major change in technology, education policy, school collections, staffing and cataloguing standards.

Farewells

Western Australian SCIS agency

On 16 September 2013 Education Services Australia received advice from the Director General of the Western Australian Department of Education that the department would be abolishing the WA central cataloguing service operated by the E-Schooling Branch as of 27 September 2013.

The Department of Education will continue to provide access to SCISWeb, Z39.50 and SCIS Authority Files for WA government schools.

Education Services Australia wishes to acknowledge the significant contribution

of the WA cataloguing service over many years. The team has not only catalogued records for all resources sent in by Western Australian schools, but also provided invaluable national policy work as part of the Information Services Standards Committee of SCIS, the Schools Online Thesaurus Consultative Group and all the support and training for WA school library staff in the use of SCIS. The service and its people will be greatly missed.

For 32 years the WA agency, led by Bev Blackwell has contributed a significant proportion of the total catalogue records in SCIS. Special thanks are due to the most recent cataloguing team members Bev Blackwell, Barbara Carle, Sabina Cull, Tina Hoyland, Charlene Plunkett and Suan Kui Yoong; past cataloguers Leonie Samuelsson and Barbara Shardlow, and to all those over the years who have been involved in this team. It is fitting on her retirement to single out Bev Blackwell and acknowledge her extraordinary vision, work and wisdom. Bev's contribution to school libraries was recognised by the Australian School Library Association in 2005 when she was awarded the ASLA Citation (www.asla.org.au/awards/Citation-awards/Citation-2005.aspx) for policy and program leadership in information access for school libraries.



Western Australian SCIS Agency. Photo used with permission.

SCIS is more... (cont.)

The contribution of CMIS, as it is still remembered by most Australian school library staff, has been profound. The evaluation team has developed resources such as Fiction Focus, resource evaluations and the CMIS website full of policy and professional support services that library staff internationally have benefited from over many years.

On behalf of school libraries we say thank you to all who have been part of this team over the years, and extend our best wishes to the current team as they move to new challenges.

SCIS cataloguing service for WA will continue

Education Services Australia will continue to provide a cataloguing service based in Western Australia. We are currently investigating options for schools that wish to send resources to be catalogued and to ensure Western Australian resources continue to be added to the SCIS database in a timely manner. Please contact scisinfo@esa.edu.au with any questions.

Tricia Nathan

After 16 years of service to SCIS we are sad to farewell Tricia Nathan, Marketing Coordinator. Tricia has been the face of SCIS for many of you, and we thank her sincerely for the years of support through phone and email support, workshops, conferences and meetings with our partners.

Looking forward

SCIS Asks consultation forum, 14 November 2013

The SCIS Asks consultation forum this year is happening on Thursday 14 November 2013 at 440 Collins Street, Melbourne. This is an opportunity for a range of SCIS partners to contribute to setting the direction of SCIS and services to school libraries. A selection of metadata specialists, library system providers, academics, policy makers and school library staff have been invited to consider the questions raised in *the Future of the School Catalogue* paper in this issue of *Connections*.

Please register your interest to receive details of the program, and if you have ideas on the future of school library catalogues, please complete the survey at: scis.edublogs.org/tag/scis-asks

2014 SCIS subscriptions

Schools who pay their SCIS subscriptions on an annual basis will receive their invoice for SCIS early in Term 4, and payment is due by the end of 2013 to ensure continuous access. Government school systems, except Victoria, and a number of Catholic Dioceses coordinate access to SCIS on behalf of all their schools.

Professional learning

Idea 13, 12–13 November 2013

Idea 13

The Idea 13 Conference, presented by Education Services Australia on behalf of the Department of Education, Employment and Workplace Relations, will showcase how current and emerging technologies can be integrated to improve teaching and learning across the Australian education sectors.

Idea 13 will feature a range of Australian and international speakers, and provide excellent opportunities for discussion, compelling practical workshops, and engaging panel sessions, with keynote sessions from Mark Pesce (author of *The Next Billion Seconds*), Thomas Squeo (Declar) and Steve Midgley (US Department of Education). With a second-day focus on 'Content Creation to Content Curation', and presenter Andrew Hiskins from the State Library of Victoria the Idea 13 Conference will address current opportunities and challenges facing education stakeholders as they try to create effective digital-age learning in Australian schools.

Making the most of SCIS

The following workshops will be held in North Queensland in Term 4:

- 17 October 2013, 9.30am–1.00pm, Mercy College, Mackay
- 23 October 2013, 9.30am–1.00pm, Yungaburra State School, Yungaburra
- 24 October 2013, 9.30am–1.00pm, Catholic Education Centre, Cairns
- 28 October 2013, 9.30am–1.00pm, Mercy Centre, Holy Spirit School, Cranbrook

You're invited to join us for...

Resourcing for the Australian Curriculum: Building Digital Collections

A one-day seminar presented by Lyn Hay and Pru Mitchell.



CANBERRA

Friday 21st March, 2014



BRISBANE

Monday 24th March, 2014

Brought to you by Syba Signs in partnership with SCIS



For more info or to register visit: www.sybasigns.com.au/academy



Pru Mitchell
Manager, SCIS
Education Services
Australia

How to judge a book by its cover

In school libraries we often discuss the work of authors and illustrators, but are your students aware of the other creative roles in the book industry? Connections editor Meelee Soorkia chats with award-winning children's book designer Allison Colpoys.

Allison Colpoys loves being in libraries. As a child, she remembers 'just hanging out' in the aisles of her school library, reading. It's appropriate then that we're hanging out at the State Library of Victoria café, Mr Tulk, indulging in two of life's great pleasures – drinking coffee and discussing books.

'When you're really little, libraries seem like a special and magical place – full of stories,' she says, recalling the excitement of being surrounded by tales and wonderlands she was yet to discover. Instantly likeable and softly spoken, Allison is just audible above the rabble of bookish conversations happening around us. Since 2009, she has won an astounding seven Australian Publishers Association (APA) Book Design Awards, but she's so humble that she's clearly more comfortable talking about her childhood infatuation with books than her accomplishments.

'I love *The Lion, the Witch and the Wardrobe* because there's the fantasy of going into another world. I think every kid likes to imagine they can go through their wardrobe into a new dimension.' The richly illustrated spreads and bold colours of artists such as Tove Jansson – 'amazing, fantastical worlds that you can get lost in for hours' – also captivated young Allison's imagination. Not surprisingly, this enchantment with books lead Allison into a book design and illustration career in which her early love of vivid images, colour and interesting patterns became strong influences in her work. The latest addition to her collection of striking and unique book designs is the Penguin Australian Classics series, for which she won the APA award for Best Designed Children's Book Series in 2013.

How did the Penguin Australian Classics series come about?

The idea of repackaging children's classics comes up often, but I think it's easy to put to one side. [Penguin children's book editor] Davina Bell and I just happened to have a conversation about it in her office and we got really inspired. Davina wrote me an excellent brief and I would go home after work and do one cover [rough] a night and



Titles from the Australian Children's Classics series published by Penguin Group (Australia), 2012/2013, Australia. Photograph by Allison

in no time we had a proposal. Then it was a long process of going to meetings and finally getting approved.

What did you have in mind as you were approaching the cover brief?

We wanted it to look nostalgic – a strong focus on colour: a mixture of vintage and modern colour, so rust red and some fluoro pinks. In the research that I did, lots of vintage kids' books actually have really poppy colours, even though you kind of think of them as quite muted. We had a good idea about the kinds of stock and finishes that we wanted to help convey that appeal as well – like grain emboss – and we knew we wanted them to be hardback. Then a lot of time was spent considering all of the elements that would tie the series together – kind of like the rules to make a series.

The illustrations are quite childlike. Why did you decide on that particular approach?

That just seemed like the right approach. If we made it look too kind of serious or silhouetted, it would speak to a different market. We wanted it to have a warm approachable feel, and wanted it to be really character-based because that appealed to us when we were little. And I love drawing characters, too.

What's the most important consideration when designing a cover?

It needs to speak to the market. When I first started designing book covers, I reckon I just wanted to make the covers look how I wanted them to look and I'm sure they didn't speak to the market at all! I just wanted to make a pretty picture and it took me a long time to learn the importance of markets and genres.

What most strongly influences your design work?

I'm really influenced by typography and patterns. I've always loved typography, so if I've got a cover design to do, I often think

about the typography first. If it's a really great title, then I'll really think about how I can make that part of the image, if I'm able to illustrate. I love incorporating illustration because it's more of a challenge.

What is it about designing children's books that you love the most?

The freedom, I think. I find that with kids' books, there's way more freedom and colour and playfulness – [it] can be crazy and beautiful and fun.

You know the old adage 'don't judge a book by its cover'? What do you judge a book by?

Its cover!

What do you think makes a good children's book cover?

I am drawn to more illustrative covers, more textural, and clever use of images. I'm drawn to that over photographic. For kids' books, it's about colour and playfulness and uniqueness, something to make them think: 'Wow, I haven't seen anything like this!'

And I think if it actually sparks your imagination as an adult, then, wow! When you're a kid, it's so easy – you're just in this amazing world all the time, but to be wowed by a children's book cover as an adult, for me it takes something really distinctive.

Which illustrator, living or dead, would you invite around for dinner?

Can I say two? Mark Boutevant and Tove Jansson. They both create those worlds that you can look at for hours – high detail and colour. Mark's probably got more colour available to him now than Tove did because back then, you were limited to printing only a few colours. But still the colours she chose were very bold and exciting.

Read a full transcript of our chat with Allison, at *Connections* online www2.curriculum.edu.au/scis/connections/issue_87/articles/how_to_judge_a_book.html See more examples of Allison's incredible work at jackywinter.com/artists/allison-colpoys/

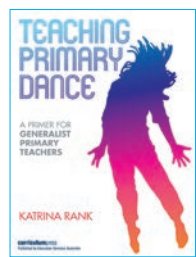


Meelee Soorkia
Communications & Projects Coordinator, SCIS
Education Services Australia

Resources for classroom teachers

This page features highly recommended professional resources, available through Curriculum Press, that support teaching practice. Please visit www.curriculumpress.edu.au for a full list of titles and to order online.

Teaching Primary Dance



112 pp / epub ebook
 Author: Katrina Rank
 Publisher: ESA
 RRP: \$39.95 print / \$31.99 ebook
 SCIS no: 1607398 print / 1607410 ebook
 ISBN: 978 1 74200 557 7 print / 978 1 74200 558 4 ebook
 Years: F–6

The most important message this book conveys is that dance is for everyone! It is based on the premise that all you need to teach a primary dance program is enthusiasm, an enquiring mind, energy, commitment and support. Ideal for teachers who want to teach primary dance but don't know where to start, this book unpacks the essential elements based on the requirements of the Australian Curriculum: The Arts. Covering everything you need to know from setting up a dance program, to learning to use the body as an instrument, this book is rich with creative ideas and practical advice.

The Contemporary Music Course The Complete Course



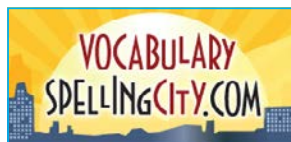
Online subscription
 Author: Clive Cockburn
 Publisher: The Contemporary Music Course
 RRP: \$119.95
 SCIS no: 1617076

Order code: CMCCOMPLETE
 Years: 3–12

The *Contemporary Music Course* is an online subscription-based music theory course, which can be used by teachers and students alike to reinforce key concepts. Through a series of video tutorials and printable activities this course will take you from the basics of music theory through to composing and sequencing your own music.

The complete course features 8 different subjects or alternatively you can purchase each subject separately. The initial subscription entitles you to use the course/subject with one class, but additional classes can be purchased.

Spelling City

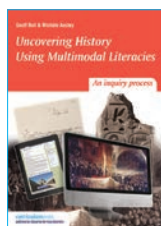


Online subscription
 Publisher: Vocabulary Spelling City
 RRP: Free & paid premium memberships available
 SCIS no: 1424314
 Years: F–12

Spelling City is an interactive website that is both engaging for students and invaluable for teachers. Membership is free; but to really get the most out of this resource, we recommend signing up for the paid premium service. Features of Premium Membership include:

- links to the Australian Curriculum: English
- ready-made and customisable activities
- the ability to set up and conduct spelling tests online, with automatic grading and instant feedback for your students.

Uncovering History Using Multimodal Literacies

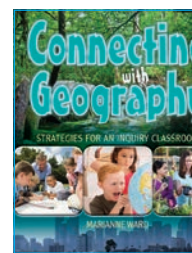


120 pp / epub ebook
 Author: Michèle Anstey & Geoff Bull

Publisher: ESA
 RRP: \$42.95 print / \$33.99 ebook
 SCIS no: 1526294
 print / 1526297 ebook
 ISBN: 978 1 74200 541 6 print / 978 1 74200 543 0 ebook
 Years: F–12

This book explains how to use multimodal texts and primary sources together with site visits in order to engage your students in critical analysis, making comparisons, drawing conclusions and applying their understandings to other settings. With links to the Australian Curriculum: History, this book also features teacher strategies and 'Theory into Practice' vignettes to assist you in exploring the concepts and understandings further.

Connecting with Geography



96 pp / epub ebook
 Author: Marianne Ward
 Publisher: ESA
 RRP: \$40.95 print / \$31.99 ebook
 SCIS no: 1603668 print / 1603670 ebook
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