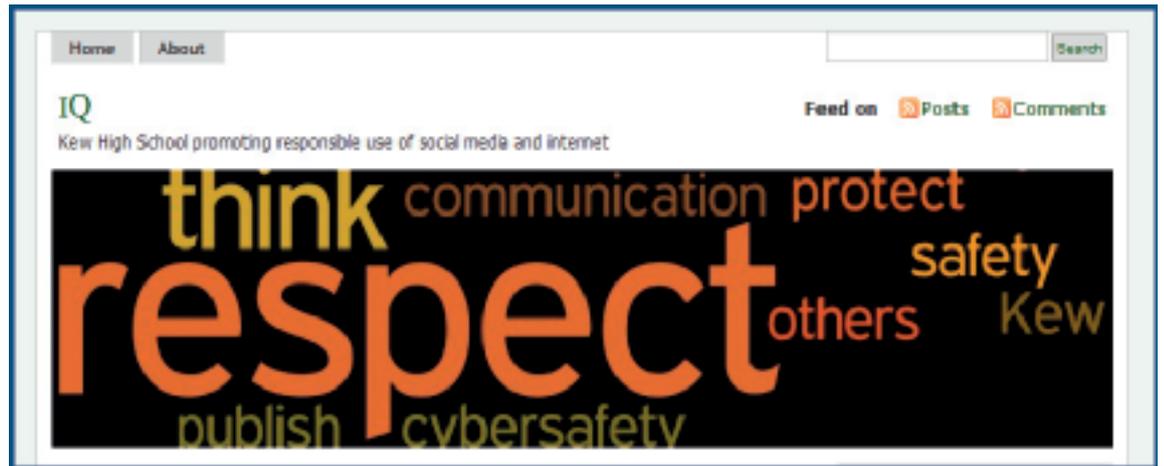# connections

Digital citizenship

Kew High School's cybersafety/digital citizenship blog printed here with permission

Risky business

I once read about an 11-year-old girl who had published a photo of herself, posing in a bikini, on a social-media website. On discovering this, her mother was horrified but couldn't seem to make her daughter understand why this behaviour was inappropriate. Eventually mum came up with this comparison: 'Would you stand in the middle of the Melbourne Cricket Ground on Grand Final Day in your bikini? With 100,000 people looking at you?' Then the penny dropped. The somewhat abstract idea of publishing online quickly crystallised into reality for the girl; a potential worldwide audience of both friends and strangers that have their own agendas was suddenly understood. And the ability of other social-media users to keep copies of the photo, even once deleted, was extremely worrying. Needless to say that certain photos were deleted and settings changed to private.

However, these follies have not only tripped up the youngest social-media users. Even the then , 28-year-old St Kilda Football Club captain, Nick Riewoldt, was left red-faced over the publication of an inappropriate photo. The photo of a nude Riewoldt was published via Facebook and then spread virally through Twitter

in this issue

Digital citizenship (cont.)

and other social-media outlets. Even after the photo was deleted from the Facebook account, it had been further disseminated over 20,000 times. The possibility that every person who saw the photo kept a copy of it can only be a nightmare for Riewoldt. However, that is the nature of social media today. The 'think before you click' slogan has never been more relevant.

The advent of social media has many advantages. The ability to create and share and to collaborate is liberating for many people. The contributions of so many people have enriched lives where previously the contributors voices would not have been heard. However with the internet and social media we are all publishers now, so the filters we used to have (book publishers and editors, newspaper editors) are non-existent. This means that what would often be rethought and discussed and possibly discarded, will be published now, often without a thought. The immediacy of social media is also an issue. The impetus we have to share our thoughts online when upset or annoyed can often make us look foolish. Wait five minutes before you tweet. Think about what the effects of your tweet may be. If you're still sure you want to share, then go ahead. The pause to consider ramifications is always useful, whether it be for child, young adult or adult.

Even though it is possible to delete photos, posts and comments after publication, often they can still linger. There are ways these posts can still be discovered online. And as mentioned earlier, once published, anyone can copy texts, videos or photos and store them on their own computer, publicly available or not. It is impossible to know how many people have copies or our information once it's been posted online.

Providing advice

In August 2011, I began writing daily cybersafety/digital citizenship posts. It had become apparent to me that a good proportion of parents (not specifically the parents of Kew High School students, but parents in general) were not social-media users themselves and therefore were unaware of the risks and responsibilities involved for their children. Although many students are very adept at using computers and social media, they are often unaware of

the implications of their actions, whether it be publishing photos, trolling, sexting or sharing private information. The blog by-line is Kew High School promoting responsible use of social media and internet.

Daily tips include information about Facebook privacy settings, online scams, changes to the terms of service of social-media sites, places to find support regarding cyberbullying, where to report cyberbullying, avoiding meeting people in real life that you've only met online, keeping passwords secret, how social media can affect our future and/or current employment, developing an appropriate and positive digital footprint, photo tagging and facial recognition. Using a mix of videos, infographics, news stories, information and links, my aim is that the iQ blog is the one-stop shop for parents in need of social-media advice.

These days employers, real estate rental agents and even potential boyfriends/girlfriends routinely Google us. For many employers, a lack of social-media presence is an issue in itself. If you are wanting to work for a progressive organisation, they will be wondering why you aren't publishing and sharing. However, a social-media presence is not just enough. A positive digital footprint is mandatory now as nasty comments, trolling, too much information and inappropriate pictures can sound the death knell to potential jobs, homes and relationships. I know of a person who missed out on a rental property after their Facebook profile stated their interests included drinking and partying. I know of another person who was interested in pursuing a relationship with a specific person. After his Facebook profile stating that he loved 'hooning' and street racing was viewed, their ardour quickly cooled. So before publishing, think 'do I really want the world to see this? Do I really want the world to view me in that way?'

My best tips for social-media use?

1. Respect others. Someone might annoy you, but that's no reason to publicly criticise them.

2. Treat others as you'd like to be treated. How would you feel if someone called you an offensive name, or spread exaggerations or lies about you?

3. If your grandmother would find it offensive or inappropriate, then don't publish it. This is a great general guide to life as well. If Grandma would be disappointed in what you publish, then the odds are that other people will be too.

4. Ask permission before publishing photos of friends. They might not want to be plastered all over your Facebook page or Instagram account. Respect their views.

5. If you are unhappy posing for a photo, say so. You never know where it might end up. It's much easier to ask for your photo not to be taken than to have to try to have it deleted from cameras, phone and the internet.

6. Be aware of your own privacy and that of others. If a friend is going overseas, or going through a breakup, don't announce it to the world on your Facebook timeline. They may not want to share the details with anyone apart from you. This also goes for you — are you sure you really want to share the intimate details of your latest disease with the world?

7. There are real-life consequences to what you do, say and share online. This includes reposting on tumblr and retweeting on Twitter. Friendships can break up; parents, schools and police can get involved. In the case of hate pages, there could be charges and/or court action.
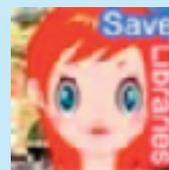
Hopefully, parents and students will become more aware of the issues related to social media, and change their behaviour accordingly.

The Kew High School digital citizenship blog can be found at http://digitalcitizenship.global2.vic.edu.au.

Judith Way
Teacher librarian
Kew High School

Judith blogs at http://jway.global2.vic.edu.au

Using archetypes to match learning spaces with physical and digital spaces

We all know that education is changing rapidly. We've all been to conferences where the keynote speaker shows slides depicting how vastly different the world is now to 25 years ago and how vastly different it will be in another 25 years. We know that the internet has lots of information and that the educator's job is to support students as they wade through the mire that is the World Wide Web. So just how is this changing the physical education landscape? For many, it's not. The traditional classroom stands tall, defying the agitating edupunks around the world.

The traditional classroom originated in the throbbing heart of the Industrial Revolution – that was over 200 years ago. As pointed out by Nair and Fielding, the 'early 20th century school design standard (was) modelled after Henry Ford's factory production methods' www.designshare.com/index.php/design-patterns/traditional-classroom. Model T anyone? I doubt any parent would like to think that their child was being viewed exactly the same as the child beside her/him. So why set up an environment (a visible embodiment of a teacher's education philosophy) that fails to differentiate between human beings?

Recently the way I view my (physical) classroom has changed significantly. These days I encourage my students to align their physical learning space with their mental learning space. I've been interested in the role that physical spaces play in learning since the introduction of the Digital Education Revolution and the immediate discovery that a 1:1 classroom will not function effectively with students sitting in rows facing the front of the room. However, a chance encounter with the article, *Classroom for the 21st Century* by Steve Collis, Director of Innovation at Sydney Centre for Innovation in Learning, gave me the impetus to think more seriously about the interplay between spaces and learning. Collis's discussion of the 'mythic notions of the campfire … the watering hole … and the cave' (Collis, 2010, p 10) really grabbed my attention. I blame this on the fact that I'm an English teacher and salivate upon seeing metaphors. Inspired by what I had read, I

was keen to see how I could (re)organise my classroom space to better match my students' learning.

Collis's 'mythic notions' of learning spaces were discussed back in the 1990s in an article by Prof. David D Thornburg titled 'Campfires in Cyberspace: Primordial Metaphors for Learning in the 21st Century'. In his article Thornburg (1997) identifies four 'archetypal learning spaces':

1. **Campfire**
   A place 'where the storyteller … shared wisdom with students who, in their turn, become storytellers to the next generation'.

2. **Watering hole**
   A place 'where we learn from our peers … each participant at the watering hole is both learner and teacher at the same time'.

3. **Cave**
   A place where learners 'isolate themselves from others in order to gain special insights'.

4. **Life**
   'The application of knowledge … is an essential component of the learning process (because) when we learn something in anticipation of its immediate use, we not only reinforce our understanding; we increase the likelihood that what we are learning will not be readily forgotten'.

These have been adapted by architects responsible for designing new educational spaces, and images of these designs can be seen on the DesignShare website: http://www.designshare.com.

I have had great success introducing my students to these archetypal learning spaces and helping them to learn how to match their learning space with the physical space. As I mentioned earlier, I am a public school teacher with very limited resources, so I have to be creative and really embrace the 'failure is the road to success' mantra. Ultimately my students have learnt that their physical learning environment is flexible as they rearrange furniture each lesson (and often during the lesson) to

ensure it meets their specific learning needs.

There has been a lot of talk in the media and in the academic world about 'learning spaces' in the 21st century. Often the term '21st century learning space' is accompanied by images of students lounging in brightly coloured beanbags, looking into the screen of a Macbook or iPad or working in groups at jellybean-shaped tables. The rooms are large, flexible spaces that allow for many more than 30 students and one teacher. But the reality is that for many teachers – especially those of us working in a government school – these types of spaces won't be available to us for a long time. Furthermore both teachers and students must undergo a process of unlearning and learning if they are to effectively utilise these more flexible spaces being made available. The aforementioned archetypal learning spaces metaphor can support the successful transition from traditional to 21st century learning spaces. I am a public school teacher and I have managed to transform a very traditional learning space (4 walls, a door, two windows, a whiteboard, 30 plastic chairs and 30 small desks) into a flexible 21st century learning space.

The reshaping of my room has pushed me into reshaping my pedagogy – a most desirable outcome. I am more conscious of the types of learning that are implicit in the activities I create and the outcomes I expect students to meet. Essentially I have created a space where the class can come together and discuss, present and listen (our campfire), as well as spaces for group work (watering hole) and individual work (caves).

It's true, my students did think it was a bit odd when I started saying, 'OK, everyone into their cave for some quiet reading!' but after a while they just 'got it' and they now happily move their chairs into the campfire position for 'storytime', into bunches for 'watering hole' chats or find their own personal 'cave' for reflection and internalisation of knowledge. When students need to move into the 'cave' I allow them to listen to quiet music on their iPods, sit on the floor, sit outside in the hallway or move their tables and chairs somewhere solitary in the room.

Using archetypes to match learning spaces with physical and digital spaces (cont.)

Here's how it's working for my classes right now

Year 9: We sat in the 'campfire' circle to chat about their test results and the features of 'persuasive texts' with which they were struggling. Then they moved to the desks (watering hole) to work on their projects … some more successful at this than others.

Year 10: We sat in the 'campfire' circle to read 'The Catcher in the Rye' and discuss what the novel is teaching us about 'resilience'.

Year 11: We sat in the 'campfire' circle to read 'A Property of the Clan' and discussed the focus question, 'Should Art Imitate Life?'. Students then moved to the desks (watering hole) to work on a mini-group task based on one of the Five Elements of Writing – these were then shared in our cyberspace campfire – edmodo.

Year 12: We sat in the 'campfire' circle to read 'Notes on Nationalism' by George Orwell and discussed the similarities between Orwell's world and our own. Our discussion led us to the killing of Osama bin Laden and how the celebrations of the Americans reflected their nationalism.

When thinking about how you could transform your own space, it is important to acknowledge two things:

1. Many teachers do not have their own 'home room' as they spend much of the day 'travelling' around the school from room to room. This makes it very difficult to have a permanent furniture arrangement. I think that this restriction should be viewed as a challenge rather than a barrier. Sacrificing time during the lesson to arranging and rearranging the furniture to suit the learning occurring is really worth it.

2. It is important that you do not try to create a space that is inflexible – try not to allocate a specific area for 'caves', 'campfire' etc. What a classroom needs is flexibility of space and furniture. This allows for an ever-changing, dynamic learning environment. This approach to classroom layout can be quite intimidating for teacher and students initially as it is unfamiliar. It takes time to create a thinking culture and requires a much more relaxed attitude towards

classroom furniture being moved – in fact, I've changed entirely as I now actively encourage my students (nay, require them) to move the furniture to suit the learning experience they will be involved in during our lesson.

What is important to acknowledge is that my classroom is different not simply because I am flexible with its daily design. My classroom is different because I use metaphor as a means to help my students develop metacognition. Using the metaphor of 'archetypal learning spaces' my students are actively engaging with their own learning. They must consider what type of learning will occur in each lesson and how the design of the physical space needs to alter to meet the learning taking place. I do feel that my students are developing learning autonomy.

My room is a little different to most I see daily because I have considered the impact that physical space has upon intellectual and emotional space. This is not to say I (and others) haven't ever (re)designed a classroom to maximise learning – I have been known to do this frequently and have been an advocate for groups/bunches that allow students to work together, especially with the introduction of the Digital Education Revolution's 1:1 laptop program in NSW. The introduction of mobile digital technologies into the classroom necessitates a transformation of the learning environment. A failure to consider the impact of the relationship between these technologies and the physical learning environment can seriously undermine the value of these technologies in a 21st century classroom.

For me the current design is different because it drew on the mythical archetypes of the campfire, watering hole and cave. This philosophical underpinning gave me a metalanguage with which to speak to my students about 'why' the room is configured in this new way. This 'language of myth' actually works as a cue for my students. Yes, they think that it's pretty uncool to start with – but once you get them thinking about WHY these three types of learning are relevant to their world, they just get it. Plus, kids like it when you show enthusiasm for their learning – they love it when teachers throw caution (or is that fear?) to the wind
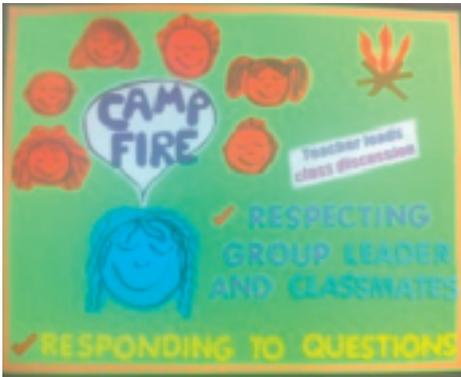
and take a very visible risk. I can now be heard saying to my students, 'Alright – let's have a chat around the campfire and then you'll spend some time in your caves'.

Visual cues really help orient students with the lesson's expectations and prepare them for the transitions between cave/campfire/ watering hole. A chronological list of the lesson 'goals' matched to the appropriate learning and physical spaces can be written on the whiteboard or projected onto an interactive whiteboard. This visual cue gives students the opportunity to self-direct their learning. The metalanguage of the archetypal learning spaces similarly engages students in metacognition as it forces them to think about the types of learning behaviours associated with each learning space. Ultimately students familiarised with the notion of 'mythic spaces' to enhance learning outcomes, will self-select the appropriate 'space' to meet a task. It is this which is my ultimate goal – to encourage self-direction and an appreciation of the influence that physical space can have on intellectual/emotional space. Speaking of visual cues, the preservice teacher I supervised, Lauren Forner, created beautiful posters as visual reminders to my students of the expected behaviours within each 'space'.

Of course there are risks to be taken in this approach to classroom design. There can be a great deal of noise as the students move furniture (where necessary) and as they move themselves into the appropriate 'space'. But the fear of noise in a classroom is simply a veiled fear of that which is natural and normal.

David Thornburg was interested in how these mythic notions of learning can be replicated in 'cyberspace'. Since the theorising of Thornburg, a plethora of digital tools have become available to teachers who wish to replicate the physical archetypal learning spaces in cyberspace. From my experience it is possible to use just one flexible online tool to facilitate this shifting from physical to online space (such as the social networking for education site, edmodo) or multiple online tools. For example, my year 10 English class have successfully used edmodo for their cyberspace campfires, watering holes and caves.

Using archetypes to match learning spaces with physical and digital spaces (cont.)
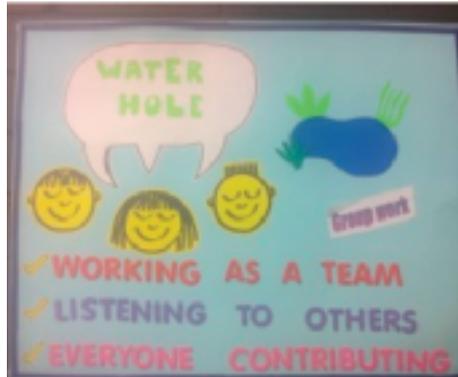

Campfire behaviours

Watering hole behaviours

Cave behaviours

My students often use the small-group function on edmodo as their virtual 'watering hole' – a place where they discuss and collaborate on projects. Posting to the class group facilitates whole-group discussion for an even larger 'watering hole'. Students wishing to work independently in the 'cave' can read and view posts made to the edmodo group or write and create posts of their own that can be shared privately with their teacher, with a small group or with the larger class group. Edmodo is also a wonderful presentation tool for those 'campfire' sessions where the teacher or student adopts the role of 'storyteller' or 'expert'. Files, videos and other learning objects are easily accessed and larger group discussions can occur in 'real time' by students interacting with polls or responding to group posts.

Here are just a few examples of other digital tools that facilitate online archetypal learning spaces:

- **Campfire** – videos (YouTube, TeacherTube), virtual worlds, videoconferencing, Skype, transmedia texts (including interactive narratives like *Inanimate Alice*).
- **Watering hole** – social networking (Twitter, facebook, Google +), Wikis, Google Docs for collaboration, multi-player games, virtual worlds.
- **Cave** – blogs for reflection, interactive learning aids, single-player games, the web itself for independent research.
- **Life** – the web itself is pure Life space. The most important digital tools that allow students the opportunity to apply their learning in the Life space are social media, blogging and YouTube. These tools

provide a powerful, immediate and global audience for student projects, discoveries, ideas and experiences.

Given that most teachers will (at some point) incorporate the first three spaces – campfire, watering hole, cave – into their lessons, it is pertinent to note that the final space – Life – is ironically missing from most classroom 'learning'. Student-centred pedagogies – like Project-Based Learning – force students to grapple with real-world problems and share their products and presentations with an authentic audience. These pedagogies provide students with the opportunity to apply the knowledge, skills and habits of mind developed in the campfire, watering hole and cave learning spaces to the final and most important space – Life. It is because of these reasons that Thornburg states 'The pedagogical model most closely aligned with the learning space of Life is inquiry-driven project-based learning'.

I'm really happy with my new approach to learning spaces. Through my continued experimentation with learning spaces, it has become evident that a 21st century classroom is not, nor has it ever been, about the screens, gadgets or funky furniture. Rather it is about developing a heightened awareness of how the digital and physical learning environment being created helps to construct each learning experience. I firmly believe that the true 21st century teacher embraces a changing learning landscape and is as much at ease facilitating a group discussion on Macbeth outside under a tree as she is moderating a Skype call between students and a published author. I do hope that in the future more schools will be approaching learning spaces in a far more
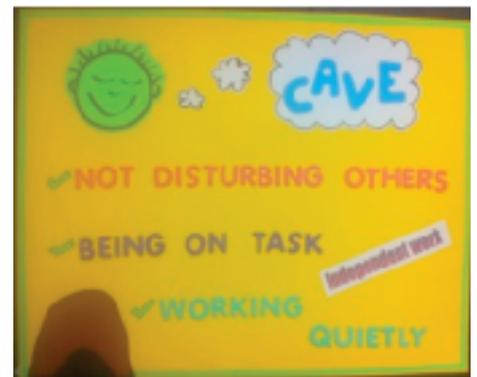
flexible and student-centred/learning-focused way. So whilst it might initially feel a little contrived, I encourage you to use the metaphor of the archetypal learning spaces to help your students develop an appreciation for the need to alter their physical and digital spaces to match their learning space.

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The Annual Report: your ticket to greater advocacy

A growing number of school librarians are jumping into the task of creating an annual report to present to their school leaders and community to celebrate the great work they have been involved in through the year. In my opinion, one of the most important ways you need to be spending your time through the year is collecting data and documenting what your team achieves through the year.

The annual report is a record of a year's work and activity in your library. It consolidates what you planned for and achieved and what did not go so well. It allows you to showcase the diverse roles and activities you take on and the range of students you work with. It is a record I often refer to well into the next year and beyond to make comparisons, to view growth and to remind myself of successful events when things may not quite work out as planned.

The annual report can take on many forms depending on how much time you have, how much data you have to include and your talents. Some time ago a Google Doc of annual reports was collected and you can see the range here http://bit.ly/WdadKK. I am sure there will be something that appeals to you.

Benefits

What are annual reports good for other than taking up time and giving the principal something to look at?

Through the process of collecting and analysing data you are able to be informed and inform others about your workload, your services and how your budget is being spent. This data will be in a form which is understood by those who control the purse strings. If you can prove with data what your needs are, they will more likely approve your request.

An example of collecting and using data is counting how many students and staff use your library on a daily basis. For one week of the year we give each person a sticker as they enter the library for each visit. At the end of the day and week we count how many stickers have been used and use this as a snapshot of our weekly traffic through the year. This is easy to do, everyone loves a sticker and you have important data at

the end of the week. This data can then be used to support a request for more space, staff, furniture or resources. It is much more compelling stating you have 500 visitors a day compared to 'we are getting really busy'.

Including a breakdown of where money has been spent is another important piece of data. At a glance you can see where most of the money is being spent and what percentages are going where. This allows you to create a plan for the year's spending. Knowing what you have spent the money on allows you to see if you have met your goals or if there is an imbalance. With this evidence you can justify where the money is being spent and appeal for more.

Ways to collect different data

Statistics of daily borrowing gives an idea of how much shelving is done in a day and how much time is spent on circulation. This allows for time and productivity analysis – would a self-checkout system be a worthwhile investment to direct library staff time elsewhere? Could student or parent volunteers be used for these jobs, freeing up library staff for other more technical roles? Without data, these decisions cannot be properly informed.

Something we tried that was quite successful was a time-sheet snapshot of how the library staff time was being utilised, as we felt we were very busy but not achieving much. The technicians recorded how much time was taken up by troubleshooting the printer, picking up books, shelving, circulation, managing top-ups for the smart-card system, managing the AV equipment, helping students and staff etc. After one week we did an analysis and found that an extraordinary amount of time was spent completing the paperwork for the card top-up. This allowed us to develop a simpler system to present to the accounting department, which freed up the time. This was included in the annual report of what changes were made and why.

Recording the number of hours parents and students help in the library allows for an overall analysis of what is being done by whom. Being able to report on this in the annual report, in terms of how many hours

is equivalent to full-time staff, gives an idea of how understaffed your library may be, giving you ammunition to support a request.

Part of our annual report includes the annual plans for the year just over and the next year. This allows for linking to and discussing what was achieved the year before, and where the program will go for the next year, with the areas of focus being quite clear. This will give evidence of continuity, and having a plan and working toward fulfilling it illustrates you are not just messing about reading books all day.

As a school using many online resources, I am particular about how well our resources are being accessed by our school community. Databases are expensive, so I need to justify their purchase through numbers. By keeping a record of what is being accessed and when, I can see where improvements need to be made in teaching about the databases and how they can be used by students and teachers. Including these numbers in the annual report gives a snapshot of how the library is accessed 24/7.

Keeping a record of the small improvements through the year also helps us in our reflection on what we have achieved and how the staff are spending their time. An online document was created where the jobs were entered as they came up, a person was nominated to get the job done, and the date of completion was entered. In one document we can view the small incremental steps we have taken to improve services. This information will also be included in the annual report.

Taking photographs through the year is also important data collection – take photographs of activities, students reading, working and just chatting. These are a powerful way of portraying your students enjoying the space.

Our annual report also includes a space for the contributions library staff made to the school and library, what professional learning they undertook and what their specific roles were through the year. This is great for reflection and ensuring staff are given responsibilities that they can work with.

The Annual Report: your ticket to greater advocacy (cont.)

Some of the data you may wish to start collecting now includes the following:

· daily individual and class visits to the library
· classes you work with in and out of the library
· parent and student volunteer hours
· jobs/projects through the year
· circulation
· lunchtime snapshots of number of visitors
· parent borrowers
· new resources purchased
· number of disposed resources
· special days and events the library celebrates through displays
· professional learning undertaken by the staff, and staff development by the library for other staff
· online resource use
· initiatives taken throughout the year.

It takes all year

Creating an annual report is a year-long process with data being collected along the way. It is a time-consuming but important process to complete, that will enhance the library profile in the school. To maximise exposure, ensure your annual report is shared through the school community and beyond. Be positive with what you were able to achieve, and keep the appeals for more money or staff for a later time and place; however, including plans for the next year and areas for improvement can't hurt either! Make sure the report is appealing with photographs, colourful graphs and short sentences so that it is easy and interesting to read.

You may find that when you produce your annual report, your principal will see you with new eyes. Be prepared for this with your requirements, and back them up with data! Can't afford the time to devote to this project? I don't think you can afford not to spend the time.

Dianne McKenzie
Head of Library
Discovery College
Hong Kong

Dianne has lived and worked in Hong Kong as a teacher librarian since 1999. She has a keen interest in guided inquiry and information literacy and how they contribute to effective learning. Dianne has been blogging regularly since 2009, Library Grits http://librarygrits.blogspot.com, sharing her journey in learning and risk-taking.

SAFE SCHOOLS HUB

www.safeschoolshub.edu.au

The Safe Schools Hub provides the information and links so all of us can continue to make each and every school in Australia a safe and supportive place for kids to learn, develop relationships, to grow, be happy and to become great citizens of Australia.

– The Hon Peter Garrett AM, MP, Minister for School Education, Early Childhood and Youth

To assist teachers, specialist professionals, students and parents to develop safe and supportive schools, the Australian Government has created the **Safe Schools Hub**. Containing a collection of information, resources and practical strategies, the Hub is designed to equip all members of the school community with the tools and knowledge to:

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

The **Safe Schools Hub** project is underpinned by the National Safe Schools Framework, which aims to ensure that all Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing.

Resources will be made available online in phased releases throughout 2013. The first release will deliver the Safe Schools Toolkit featuring:

■ 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 use this information to inform their safe school plans
■ resources that unpack in detail each of the nine elements of the National Safe Schools Framework
■ activities that further suggest how to introduce safe school practices in a school setting
■ a resources gallery.

Throughout 2013 additional resources will be available on the website. These include:

■ professional learning modules for teachers, school leaders, specialist professionals in schools and pre-service teachers
■ information and resources for parents and students.

A safe school is a smart school. Register at **www.safeschoolshub.edu.au** to receive regular updates on news and resources for safe schools.

Email: **sshub@esa.edu.au**
Web: **www.safeschoolshub.edu.au**

Education Services Australia

Website and app reviews

Read online with links to the websites

40th anniversary – Smithsonian Magazine

http://microsite.smithsonianmag.com/content/40th-Anniversary

An engaging and thought-provoking site that offers readers a selection of articles predicting forty areas of great change over the next forty years. The topics are varied and draw from the categories of the arts, environment, science and health, population change and the environment.
SCIS no: 1595793

ABC Catchment Detox

http://www.catchmentdetox.net.au

Devised for primary-aged students, this interactive website places students in a management capacity in charge of a whole river catchment. Students have to balance competing demands, such as forestry, agriculture, manufacturing, environmental issues and national parks, with the need to produce sustainable food and wealth for residents.
SCIS no: 1383191

The art zone

http://www.nga.gov/kids/zone/zone.htm

This stunning site was devised by the National Gallery of Art, Washington, to broaden the knowledge of students and inspire them to explore the richness that the variety of online art experiences offers. Topics include still life, collage, motion painting, 3D effects, and digital photography.
SCIS no: 1595825

Bogus websites

http://www.det.wa.edu.au/education/cmis/eval/curriculum/ict/webeval/eval12.htm

Rather than devise a bogus internet site to teach students some of the pitfalls of using whatever they find on the internet, teachers should consider this collection of purposely designed fake sites. Prior investigation by teachers is necessary before incorporating these into lesson plans however.
SCIS no: 1595842

Bound for South Australia 1836

http://boundforsouthaustralia.com.au

Using an extensive array of primary source material, this website is a digital re-enactment of the journey to launch the British Province of South Australia. Interactive maps, diaries, letters, logs, PowerPoint summaries and additional links combine to enliven the journey the first of over 500 'free' settlers took. The content is linked to the new Australian Curriculum.
SCIS no: 1595862

Clipped: summarise anything

http://www.clipped.me

Developed by a high school student, this application uses a 'revolutionary algorithm' to analyse text (news, articles and documents), gather the most important information and summarise this into bullet points. *Clipped* 'identifies sentence structures statistically, and graphically determines predicate-subject relationships' to create the summaries. The software rereads the summary to ensure it is logical.
SCIS no: 1595877

Cool Australia

http://coolaustralia.org

Cool Australia's stated brief is to educate young Australians for a sustainable future. The twin topics of sustainability and the environment are the basis for an extensive and thought-provoking collection of K–10 units of work and inquiry-based activities for teachers. The *Student Toolbox* features video, news, fact sheets, research articles and pictures.
SCIS no: 1595941

Cybersafety help button

http://www.dbcde.gov.au/online_safety_and_security/cybersafetyhelpbutton_download

An initiative of the Australian Government, the free *Cybersafety help button* can be downloaded at home or school onto smart phones, tablets, computers or networks. If a student encounters inappropriate material they then click on the button which offers access to cybersafety information, reporting and assistance. Resources available include advice about dealing with cyberbullying, scams, offensive material and unwanted contact.
SCIS no: 1595953

Marine reptiles and sharks from the age of the dinosaurs

http://www.museum.wa.gov.au/marine-reptiles

This authoritative website has detailed information on the ancient gigantic marine reptiles and huge sharks that were present in Western Australia during the age of dinosaurs, approximately 100 million years ago. The site features fossil photos, videos from field trips and links to additional publications.
SCIS no: 1595954

NZ Parliament: explore parliament

http://www.explore.parliament.nz

An official education program from the New Zealand Parliament, this website seeks to demystify the role of government and parliament by using animated clips to explain the democratic process. Teachers are catered for with additional teaching resources.
SCIS no: 1595979

Origami for kids: paper airplanes

http://www.origami-kids.com

Teachers using paper airplanes to explain flight, or simply for an engaging origami lesson, will find an extensive array of plans here. The plans are step-by-step and don't involve cutting, gluing or taping. Flight tips are also included.
SCIS no: 1596014

Racism. No way.

http://www.racismnoway.com.au

Teachers searching for practical resources for the classroom, both primary and secondary, will discover games, lesson plans, research tips and e-challenges on this website. Created under the auspices of the NSW DEC.
SCIS no: 1060597

Website and app reviews (cont.)

Site of the week: great websites for kids

http://gws.ala.org

A subsection of the American Library Association website, this section focuses on websites for students. The front page offers an exemplary new site each week, but also links to commendable websites in a variety of subject areas. Teacher librarians are catered for with the *Reference desk* which offers a selection of invaluable professional websites. SCIS no: 1591803

TED-Ed: lessons worth sharing

http://ed.ted.com

Educators familiar with inspired ideas presented on the TED website will be enamoured with the content on the recently created TED-Ed site, which has been designed to 'capture and amplify the voices of the world's greatest educators'. The site features exceptional educational videos which can be 'flipped' to create customised lessons centred on the video. Teacher librarians must investigate this indispensable website and share it with teachers. SCIS no: 1562966

Nigel Paull
Teacher librarian
South Grafton
Public School
New South Wales
*npaull@telstra.com*

The internet sites selected in *Website & 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.

National Simultaneous Storytime 22 May 2013

Love2Read is partnering with the Australian Library and Information Association to bring you National Simultaneous Storytime, now in its 13th successful year.

This fantastically colourful, vibrant and fun event aims to promote the value of reading and literacy, using an Australian children's book that explores age-appropriate themes and addresses key learning areas of the National Curriculum for grades 1–6.

Every year a picture book, written and illustrated by an Australian author and illustrator, is read simultaneously in libraries, schools, preschools, childcare centres, family homes, bookshops and many other places around the country.
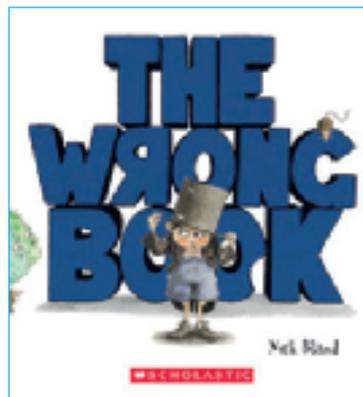
Join in by sharing *The Wrong Book* written by Nick Bland and published by Scholastic Australia, a humorously illustrated book which is a pure delight to young children

who may be stimulated to look for stories in which these 'escaped' characters feature.

Permission is granted by the publisher for participating organisations to use the digital presentations of the book provided by ALIA for NSS 2013 storytelling – available only until 25 May 2013. Text of the book can be used:

• for reader's theatre
• for storytelling
• for a puppet show
• translated for multicultural storytimes
• as inspiration for activities and lesson plans.

Save the date and time: **Wednesday 22 May at 11am AEDT** and check out last year's incredible event on www.alia.org.au/nss/index.html

We Link: connecting language teachers across Australia

Engagement with Asia is a theme embedded in the Australian Curriculum, providing a focus on Asian cultural literacy and on opportunities for Asian-language learning.

Education plays a critical role in locking Australia into the growth of the Asia region. There has never been a more important time to explore the many ways education can extend Asia-relevant capabilities in this, the second decade of the Asian Century.

Education Services Australia has developed *We Link* – a site that enables teachers of Asian languages to connect with their colleagues across Australia.
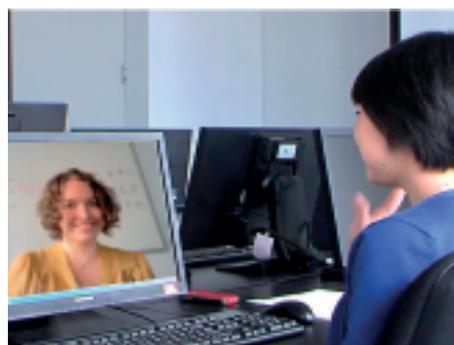
A Chinese-language teacher in Victoria videoconferences with a colleague in Sydney

We Link creates opportunities for professional growth through collaboration

with others to develop and share expertise. *We Link* enables teachers to join language-learning events that their colleagues have created or to post and run their own web and videoconferencing sessions.

Register on the *We Link* site now, available at www.welink.edu.au, SCIS no:1603164 and connect with your language colleagues around Australia!

We link was funded by the Australian Government Department of Education, Employment and Workplace Relations under the national Asian Languages and Studies in Schools Program.

Captions as a literacy and learning tool

Captions are the reproduction of a video soundtrack in text format, similar to foreign-language subtitles. They are available on a wide range of TV programs, entertainment and educational DVDs, online videos and at the cinema.

Whilst the traditional view of captions may be that they are for people who are deaf, the reality is that captions benefit a wide range of people, in particular those who speak English as a second language, with learning disabilities or who struggle to read.

cap that!, an effective national education campaign in its third year and an initiative of Media Access Australia, encourages teachers to turn on captions in their classrooms as a tool for improving literacy and learning for all students.

Recent research supports the use of captioned audiovisual content to improve students' listening and reading comprehension, incidental vocabulary acquisition and information recall.

Word recognition is a crucial component of the process of learning to read and increasing familiarity with any language. For the diverse, contemporary classrooms, there are many students who can gain educational benefit from the use of captioned multimedia. A study by Chai and Erlam (2008) found that students were able to learn new words and phrases more effectively when they viewed video content with captions, rather than those students to whom captions were unavailable.

The **cap that!** website, available at www. capthat.com.au, provides teachers with

Class viewing video displaying captions

information about captions and their benefits, how to switch them on and where to find captioned resources. The site highlights professionally designed lesson plans, quizzes and work sheets that are based around captioned multimedia content linking directly to the Australian Curriculum Content Descriptions.

Captions can serve as a focusing agent according to Linebarger's study (2011) on the effect of the use of captioned television content to positively impact upon the word recognition of children. Emphasising captions as a literacy and learning tool for all students removes the traditional view of captions being just for people who are deaf, as the reality is that they benefit a much wider segment of the community.

cap that!'s main promotion occurs during National Literacy and Numeracy Week at the end of August; however, teachers can receive free 'Captions Champion' packs from

June that include fun tools to help them use captions in the classroom. Captions Champions also receive a regular newsletter to keep up-to-date on the latest additions to the website and news about captions in education from around the world. You can also follow **cap that!** on Twitter @cap_that.

References

Chai, J. and Erlam, R. (2008), 'The effect and the influence of the use of video and captions on second language learning', *New Zealand Studies in Applied Linguistics, 14,* 25–44.

Linebarger, Deborah (2001), 'Learning to Read from Television: The Effects of Using Captions and Narration', *Journal of Educational Psychology*, 93, no 2, pp 288–98.

Allayne Woodford
Project Manager
Media Access
Australia –
Inclusion Through
Technology

Media Access Australia: www. mediaaccess.org.au Follow Media Access Australia on Twitter: @mediaaccessaus and like us on Facebook: www.facebook. com/mediaaccessaustralia

Australian Curriculum resources

Australian teachers and pre-service teachers and lecturers can now register directly for access to Scootle: www.scootle.edu.au, SCIS no:1603174.

Scootle provides access to over 20,000 digital resources including interactives, videos, work samples and units of work, which are aligned to the Australian Curriculum. Check out resources via the Find by Australian Curriculum tab in Scootle.

Catalogue records for many of these resources are available within the SCIS Special Orders files under National Digital Learning Resources Network.

New Zealand schools can access much of this interactive content via Digistore: http://digistore.tki.org.nz, SCIS no:1483587.

SCIS is more...

E-book update

Are you a customer, or potential customer, of an e-book lending platform?

One of the key questions to ask when selecting a system should be: how do I get catalogue records for this content, and are the catalogue records compatible with the standard currently used in my catalogue? There is little point purchasing e-books if your library users cannot locate them, and it is not reasonable to expect library users to search in multiple locations to find resources the school has purchased. The school library catalogue or OPAC is the search engine for school-owned resources.

So how do libraries obtain catalogue records for e-books?

In most cases schools are unable to send e-books to their SCIS cataloguing agency because of digital rights and access restrictions, so we are reliant on publishers and e-book system providers for the access that allows us to catalogue e-books. Those who use *Wheelers ePlatform* http://au.eplatform.co have had the option of receiving e-book records from SCIS for some time now, and we are grateful to Wheelers Books and to New Zealand-based SCIS cataloguers Ann Duncan and Bruce Moir for making this work so effectively.

SCIS has started to work with schools using the **OverDrive** lending platform. Many thanks to the organisations that have been partners in the pilot of SCIS and OverDrive e-content cataloguing including the NSW Department of Education and Communities SCIS Agency, the Brisbane Catholic Education Office and Softlink. Schools should now be able to search and order e-books records by ISBN and/or title. We are keen to ensure that the e-book resources schools are acquiring are catalogued promptly, so for any titles not found on SCIS contact your SCIS cataloguing agency with details of the resource you have purchased and we will investigate the best way to access this in order to catalogue it.

Workflow for importing e-book catalogue records

SCIS first added an e-books section to its *Standards for Cataloguing and Data Entry* in December 2010 and there are already over 8,000 SCIS catalogue records for e-books. Over time these standards have needed refining. We now include a note indicating resources that require a subscription to access, and now that e-book titles may be available from more than one e-book supplier we have removed the URL link (MARC tag 856) to specific e-book platforms. Just as SCIS cannot provide catalogue records that are specific to the bookshop a school purchased from, catalogue records for e-books need to be provider-neutral.

Your e-book supplier will normally provide a metadata file to be imported into your library management system that includes a specific link (URL) applicable to your school. This will be placed in the 856 link field in your catalogue. You then order the full catalogue records for your e-books from SCIS and as you import these into your library system, there will be some means of matching your e-books (usually on ISBN) so that the overlay of the SCIS record retains your unique URL.

Independent e-book suppliers

SCIS also regularly catalogues e-books from a number of independent e-book providers and vendors whose e-books can be purchased and loaded directly into your catalogue. These include:

- Curriculum Press: www.curriculumpress.edu.au
- INT books: www.intbooks.com.au
- Spinney Press: www.spinneypress.com.au
- Ziptales: www.ziptales.com

Open access e-books

If your school is not in a position to implement an e-book lending platform or commercial e-books at this stage, carefully selecting from some of the open access e-books available can be a useful way of providing a limited e-book service for staff and students.

SCIS catalogues Project Gutenberg and public domain e-book material on request from schools if these titles are seen to be relevant to curriculum or literature programs across a range of schools.

Search the SCIS Catalogue for Project Gutenberg e-books [login required] bit.ly/scisgutenberg.

Keep up to date with SCIS e-book cataloguing via the SCIS blog: http://scis.edublogs.org/tag/ebooks.

Introducing Soula Kipos, Cataloguing Team Leader

Soula Kipos

SCIS is pleased to welcome Soula Kipos as Cataloguing Team Leader. Soula has worked as a cataloguer and information manager with cataloguing experience at Technilib and Monash University, and has held positions including Image Resources Librarian at the State Library of Victoria, Knowledge Project Officer with Sustainability Victoria, and Bibliographic Database Team Leader with Informit/RMIT Publishing.

In her role at SCIS she takes on responsibility for coordination of cataloguing priorities, quality assurance, implementation of RDA and system administration of the Voyager library system.

Approaching RDA

Interest is growing in the new cataloguing standard Resource Description and Access (RDA) as the changeover period commences. RDA is a replacement of the Anglo-American Cataloguing Rules (AACR2) of 1978, and as such it deals with **descriptive cataloguing** (ie the top section of the record as it displays in the SCIS Catalogue).

Subject cataloguing and Dewey classification will not be affected.

The *SCIS standards for cataloguing and data entry* (2010, updated 2011) are being

SCIS no: 1391648

ISBN: 9781742003443

Title: Activate your students [electronic resource] : an inquiry-based learning approach to sustainability. Lower primary / Sharon Rushton

Other titles: Activate your students. Lower primary

Main author: Rushton, Sharon.

Contributors: Education Services Australia.

Publisher: Carlton South, Vic. : Education Services Australia, 2011

Description: 1 e-book

Subjects:
Sustainable living - Problems, exercises, etc. scisshl
Sustainable living - Study and teaching. scisshl
Problem based learning. scisshl
E-books. scisshl
Sustainable development. scot
Active learning. scot
Problem-based learning. scot
Questioning (Teaching methods) scot
E-books. scot

Call nos: 333.707 RUS a14
333.707 RUS 22

Descriptive cataloguing fields affected by RDA are highlighted

rewritten, with major changes required, particularly to Chapter 2: Descriptive cataloguing. www2.curriculum.edu.au/scis/help.html

Do you need a GMD?

If you are questioning the need for a new cataloguing standard then consider General Material Designation (GMD) and this list of GMDs used by SCIS according to the current standards.

activity card	microform
art original	microscope slide
art reproduction	model
braille	motion picture
chart	music
diorama	picture
electronic resource	realia
filmstrip	slide
flash card	sound recording
game	technical drawing
globe	toy
kit	transparency
manuscript	videorecording
map	website

Note that the current rules state "Do not use 'text' because resources are assumed to be text unless otherwise specified."

The type of material being catalogued was a primary consideration in 1978 but many of these material types are no longer standard in school collections, and in some cases these terms are too general to accurately describe the range of resources being catalogued today. While there is some benefit in seeing early on in the record that this is a [videorecording] or a [sound recording] version of a particular title, there is usually a need to go deeper into a record to determine whether that videorecording is in a format that is convenient to the user. Is it a DVD or MPEG file? Is that [electronic resource] a CD-ROM or an app (and for which brand of device)?

RDA seeks to address these issues by replacing the AACR2 GMD with three elements, each with a detailed list of terms.

- Content type in new MARC field 336
  www.loc.gov/standards/valuelist/rdacontent.html
- Media type in new MARC field 337
  www.loc.gov/standards/valuelist/rdamedia.html
- Carrier type in new MARC field 338
  www.loc.gov/standards/valuelist/rdacarrier.html

The recommendation to eliminate General Material Designation (GMD) from the Title field in catalogue records is possibly the change in RDA most likely to affect school library catalogues. While a number of

school library management systems have already implemented alternative methods of denoting what type of material is being described, and have not relied on GMD coding for some time, for others this change may cause issues. SCIS has decided to retain the GMD in records for a period of 12 months to allow library systems to work with their clients to determine their preferred way of displaying and searching this information. Systems can choose whether to display this subfield.

Finding out more about RDA

The previous two issues of *Connections* contain articles on RDA, and the SCIS blog has slides providing an introduction to RDA by Renate Beilharz, and a summary of changes planned by SCIS. http://scis.edublogs.org/2012/12/07/scis-asks-resource-description-and-access-rda-2

Short RDA workshops specifically for schools are planned for Victoria in Term 2, and can be offered in other places from Term 3. Details of dates and venues will be available from the SCIS professional learning page.

Check out the SCIS professional learning schedule for 2013 www.esa.edu.au/scis/professional_learning.html

Register Now!

Pru Mitchell
Manager, SCIS Education Services Australia

Resourcing the curriculum: focus on career development

myfuture

www.myfuture.edu.au
SCIS no: 1101253

myfuture.edu.au is Australia's national online career-information and exploration service. It is an interactive, user-driven website containing career-related tools and information for all Australians seeking information about their own career development, as well as those assisting other people with career planning. myfuture is a joint initiative of the Australian, state and territory governments.

myfuture responds to and reflects current philosophies underpinning career-guidance practices. The website contains three sections:
- My Guide, a personalised and interactive career-exploration tool.
- The Facts, which provides career-planning information and resources.
- Assist Others, for those assisting others with career planning.

My Guide

My Guide allows users to create a free account and undertake several activities to build a career profile, explore career ideas, make career-related decisions and create a career plan to track their progress towards their career goals. This makes My Guide a great resource for the classroom, as students can email their progress results to teachers. The My Guide Virtual Tour gives potential users an overview of the features and functionality of My Guide.

The Facts

The Facts features five sections: Careers, Work and Employment; Education and Training; Funding; Contacts; and Skills. Users can browse through a range of articles, profiles and link pages, or search for specific career information by using a number of searchable databases, including:
- more than 600 occupation profiles
- more than 800 industry descriptions
- more than 4,000 scholarships
- more than 17,000 courses offered by Australian universities, TAFE Institutes and registered private colleges
- 208 Labour Market Information profiles.
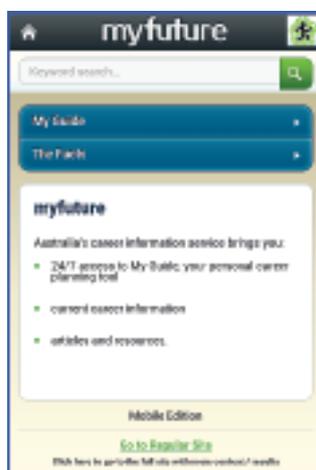
myfuture mobile edition

Assist Others

Assist Others is designed to support teachers, career practitioners and parents in providing career guidance to others. The Assist Others section includes:
- career-development information
- myfuture training resources and activities
- professional development resources
- information about career-development initiatives and frameworks.

Ongoing improvements

myfuture is committed to delivering a career-information service that meets the needs of the changing and growing user groups. A number of improvements have been made to myfuture in the past six months, including a new Mobile Edition, which is accessible via smart phone and tablet devices; an events calendar [www.myfuture.edu.au/Events]; and a YouTube channel [youtube.com/user/myfutureAustralia]. The myfuture events calendar promotes career-related events taking place throughout Australia and online. These include career expos, university and training-provider open days, conferences, workshops and seminars for career practitioners, job seekers, students and graduates. To promote an upcoming event, users can submit it to myfuture using the 'Submit an Event' form on the Calendar page.

To keep up-to-date with planned enhancements, subscribe to the myfuture e-newsletter at www.myfuture.edu.au/en/Events/e-News.aspx. You can also follow myfuture on Twitter at https://twitter.com/findingmyfuture and Facebook at www.facebook.com/findingmyfuture.

Careers NZ

www.careers.govt.nz
SCIS no: 1400881

For New Zealand schools the Careers NZ website provides a range of services for educators and practitioners. This section includes resources that help schools plan and deliver career education, and keep up-to-date with the latest news and research.
- Career Kete: Dream and Discover
  Helps students in years 7–8 to gain awareness of themselves and their futures, and prepare for the move to secondary school.
- The magic of myths
  This online resource provides teachers, kaiako and career educators with tools and tips about using kŌrero pŪrŌkau or MŌori myths and legends to connect with students about their future pathway.
- Where to? posters
  These are designed to help secondary students get ideas about career options from the subjects they enjoy studying.

The Real Game

www.realgame.esa.edu.au
SCIS no: 1585414

The Real Game 2.1 Digital Edition is a subscription-based career and life-skills program for students aged 12 to 14. Students create a wish list of things they would like as adults, assume randomly assigned life/work roles, experience a 'reality check' as they balance budgets, cope with unexpected chance events and explore the work/life balance. They create an imaginary community and plan group holidays, within budgets and work schedules. As their role characters are made redundant, they learn how to adapt to change, and use their transferable skills to create new work opportunities. Finally, students leave their roles behind and imagine themselves in the future, developing personal life/work profiles based on self-knowledge and experience.

Supporting Australian book creators

Educational Lending Right school library survey

Each year 600 Australian schools are selected to participate in the Educational Lending Right school library survey. The survey collects book-count data in order to estimate the number of copies of specific titles held in Australian school libraries. These book counts are the basis for payments to Australian book creators and publishers. The payments are made on the basis that income is lost as a result of the availability of creators' and publishers' books in educational lending libraries and to support the enrichment of Australian culture by encouraging the growth and development of Australian writing and publishing.

Schools eligible to be selected

With approximately 10,000 Australian schools, only 600 are selected for the sample each year. Some schools are ineligible to be selected. Schools with less than 100 enrolments are excluded, as small library collections have the potential to be unrepresentative. Last year approximately 2,300 schools were identified as ineligible, having less than 100 enrolments. Furthermore, schools to be selected have to operate one of seven library-management systems that are currently configured to generate a book count for ELR. These library-management systems are:

- Bibliotech
- Bookmark
- Libcode
- OCLC's Amlib
- SirsiDynix's Symphony
- Softlink's Alice, Oasis and Oliver
- Folletts' Athena, Circ/Cat and Destiny.

There are then approximately 6,000 schools eligible to be included in the sample.

Has your school participated?

Over the past ten years 3,452 schools have participated by providing book-count data. We are very appreciative of schools participating and supporting Australian book creators. Some schools have been selected more than once to participate in the survey. We are gratified that many of these schools have commented that it is no trouble to them to participate and they are happy to provide their book-count data again.

We hope that if your school is selected to participate that you will be able to provide the data requested by following the easy-to-follow instructions for your library-management system. Your participation will be appreciated by Australian book creators and contribute to the growth and development of Australian writing and publishing.

What David Metzenthen says about ELR

I have written this note to firstly thank you for the ongoing support of Australian authors and their work. I think we all agree that much of this work produced by local authors is of high standard, written with integrity, and is of great use in setting the foundations of literacy for our kids.

I also would ask you that your school might consider participating in a book audit for the purposes of ELR payments for Australian authors. Collection of this data is vital for accurate assessment of whose books are held where, and how much the author is due for works held in educational library systems.

Most authors, as you might or might not be aware, are not overly well paid and rely on ELR (and PLR) payments for their intellectual property to support themselves, their writing endeavours, and families. Your assistance in calculating these Government-funded initiatives would be of the utmost value.

As a visitor to many schools and libraries, I appreciate you are extremely busy (and not exactly overpaid, either!), but I cannot stress enough how this scheme helps Australian authors write for their Australian readers.

Again, thanks for your work and support.

Anthea Amos
SCIS Projects &
Information Services
Coordinator
Education Services
Australia

ELR – Encouraging the growth of Australian writing and publishing

Connections

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

Submissions to *Connections*

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

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

Advertising in *Connections*

Contact SCIS for specifications and advertising rates.

Connections online

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

Resources for classroom teachers

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

Assessment Strategies for the Inquiry Classroom
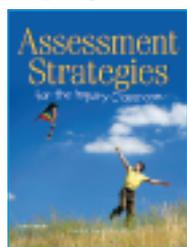
104 pp / Epub ebook
Author: Darryn Kruse
Publisher: Education Services Australia
RRP: $39.95 print / $31.99 ebook
SCIS no: 1547202 print / 1547204 ebook
ISBN: 9781742005454 print / 9781742005461 ebook
Years: 5–9

This resource provides significant support for key assessment practices, and features exciting ideas to stimulate teacher practice and variety in the classroom. It includes multimodal approaches, catering for learning difference and developing higher order thinking skills. Each chapter highlights a specific phase of the inquiry process and five key assessment processes.

## 100 Minutes: Making Every Minute Count in the Literacy Block

160 pp
Author: Lisa Donohue
Publisher: Pembroke Publishers
RRP: $43.95
SCIS no: 1572484
ISBN: 9781551382760
Years: F–6

100 Minutes provides a comprehensive overview of literacy and learning that includes reading, writing, oral communication and digital literacy. It demonstrates how to fit balanced literacy into a daily 100-minute literacy block using whole-class instruction, writing sessions and independent work. It offers strategies for dealing with the important elements of literacy instruction, including:

- sharing and conferencing
- using exemplars
- creating success criteria
- providing effective feedback and assessment
- building in rich tasks, higher order thinking, open-ended questions and collaborative learning opportunities
- thinking critically and analytically about all kinds of texts.

Web 2.0 How-to for Educators
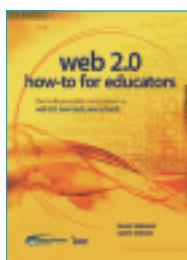
72 pp
Author: Lynne Schrum & Gwen Solomon
Publisher: Hawker Brownlow Education
RRP: $50.95
SCIS no: 1514789
ISBN: 9781742397900
Years: F–10

This book explores the very best online tools and web 2.0 applications for educators. Using a simple formula for each concept, the book describes what the tools are, why they are useful, who is using them, how you can use them, when and who should use them and where you can find additional resources.

Practical examples from educators around the world offer an abundance of ideas. Recommendations for further information and comprehensive lists of web 2.0 tools and applications will prove invaluable while integrating web 2.0 technologies in the classroom.

## Math Sense: The Look, Sound and Feel of Effective Instruction
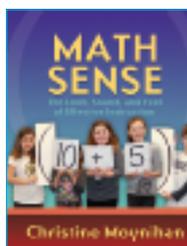
136 pp
Author: Christine Moynihan
Publisher: Stenhouse Publishers
RRP: $41.95
SCIS no: 1573687
ISBN: 9781571109422
Years: F–5

This book explores the components that comprise the look, sound and feel of effective mathematics teaching and learning. The importance of student work samples, a maths literature collection and a number line displayed in the classroom is discussed, along with wait times, checks for understanding and written feedback during mathematics lessons.

A series of self-assessment rubrics is provided to help teachers identify the earmarks of a vibrant mathematics community that will then inform and refine practice. This practical guide offers a road map for building a stronger mathematical classroom environment.

The Literacy Jigsaw Puzzle: Assembling the Critical Pieces of Literacy Instruction
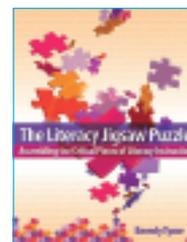
192 pp
Author: Beverly Tyner
Publisher: International Reading Association
RRP: $51.95
SCIS no: 1572770
ISBN: 9780872074392
Years: 1–6

This comprehensive guide covers how to assemble and deliver a literacy plan that meets all learners' needs. Discover how to integrate literacy across the day and throughout the week, in whole-group instruction, small-group differentiation and independent practice.

Included in this invaluable resource are: thematic units; reproducible planning templates; vignettes which show real-life teaching scenarios; and strategies for putting the components together within a well-designed and delivered curriculum.

Learn how assessment can inform instruction, helping teachers to really know their students' abilities and needs, and how to adjust instruction accordingly as you put the literacy jigsaw together.

Michelle Harvey
Promotions Officer
Education Services Australia

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