



SCHOOLS CATALOGUE
INFORMATION SERVICE

connections

ISSUE NO. 83 TERM 4 2012

ISSN 1440-2076

Available on the SCIS website at www.esa.edu.au/scis

Print Post Approved PP 381667/00227

Ebooks and beyond in the school library

'Nothing endures but change' Heraclitus (c. 535 BC – 475 BC)

Libraries around the world are being challenged by one of the most disruptive technologies since the advent of the Gutenberg Press (Polanka, 2012) and school libraries are no exception. This technology has caused ructions between publishers, authors and libraries; spawned numerous debates within the library and information sector and is demanding a partial or even



Reading short stories via iPod www.flickr.com/photos/10557450@N04/4009566036
Creative Commons licence: Attribution <http://creativecommons.org/licenses/by-nc/2.0/deed.en>

complete overhaul of library management systems and policies. Amazon heralds it as one of their fastest year-over-year growth market in both units and dollars in over 10 years (Moon, 2011 and Tyson, 2012); five of the six biggest publishers in the world have spurned libraries because of it (Hazard Owen, 2012) and readers the world over have taken to it for its ease of access and availability. Welcome to the world of ebooks. From their humble beginning in the early 1960s through to the superstar status of a bestseller Kindle® book today, ebooks are here to stay.

The challenge of disruptive technology is not new: in our recent history libraries have been confronted again and again with what appears, initially, to be hugely disruptive developments. From library automation to the internet, each development has challenged us but also presented us with immense advantages. However, for those of us running or working in a school library, the reality of having to justify and advocate our existence coupled with budget cuts or zero budgets and increasing demands to do more with less, the thought of throwing ebooks into the too-hard basket is very tempting.

in this issue

- 3** Ebooks and literacy in K–12 schools
- 4** The philosophy of creating displays:
Part 1
- 6** RDA: new cataloguing rules
- 7** New release of Schools Online Thesaurus
(ScOT)
- 8** Building a vibrant future for school
library conversations
- 10** Website reviews
- 11** SCIS is more ...
- 13** The National Year of Reading heads for
its grand finale

- 14** Educational Lending Right
 - 15** Resources for classroom teachers
- Read the latest issue online



SCIS
Education Services Australia Ltd
ABN 18 007 342 421
PO Box 177 Carlton South
Victoria 3053 Australia
Level 5 440 Collins Street
Melbourne Victoria 3000
Australia

TEL +61 3 9207 9600
FREE CALL 1800 337 405
(OUTSIDE MELB METRO)
FAX (AUST ONLY) 1300 780 545
FAX +61 3 9910 9800
scisinfo@esa.edu.au

www.esa.edu.au/scis



Ebooks and beyond in the school library (cont.)

But ignoring this new technology simply creates another problem: irrelevancy. Sadly, the threat of irrelevancy in today's school libraries is also an ever-increasing reality. To remain relevant we must look to harness challenge rather than ignore it. In fact, by incorporating or adopting any new avenue or access to information, knowledge and the enhancement of literacy (as is presented by ebooks) we increase our relevancy profile. In addition, the community we serve not only demand it but also deserve it.

Access and the tools

In his remarkable landmark publication, 'The Atlas of New Librarianship', David Lankes emphasises the important shift school librarians must make in new librarianship – particularly in the expansion of the concept of access (Lankes, 2012). This is a two-way street: the facilitation of access to the outside world from the school community and also the facilitation of access to the school community. Ebooks come with an exciting possibility in that, not only do they facilitate access to the outside world, they also provide the school community with an ability to reach out to the world. Back in February of this year, Richard Byrne, a monthly columnist for the School Library Journal, certified Google teacher and full-time writer and speaker, detailed just how easy it is for a classroom or library to publish ebooks (Byrne, 2012).

You will note that Richard takes us step by step through the processes of this exciting journey and that he links us to some great tools. It should be noted, as well, that all of these links and more are provided over at the New Zealand e-Reader Taskforce wiki (NZeRT). As founder and editor of NZeRT and as a regular writer too, my own fledgling journey into self-publishing (in addition to my experience in regular publishing) holds much promise and excitement as I begin to explore this unfettered new world of self-expression. The additional satisfaction of being able to share these firsthand experiences in my role as a school librarian and teacher also allows me to forge new relationships with the creative talent of both students and staff alike, and urge them towards their own publishing journeys.

Of course, you don't need to be a writer or even remotely creative to see the potential that self-publishing and social publishing

holds. To write well is to be read and we, of all professions, know the power this has not only in the enhancement of literacy but also in the empowerment and skill development of those who write. As gatekeepers as well as disseminators of knowledge and information, we can also appreciate the power of enabling a school community to reach out beyond its physical boundaries and connect elsewhere. Put another way, this extended ability to reach out and be heard holds the possibility that others may reach out to us. The increasing accessibility of ebooks, particularly in the world of open sourcing, means that like-minded souls – including other school communities – can share and communicate with us and even, ultimately, enhance our library collections!

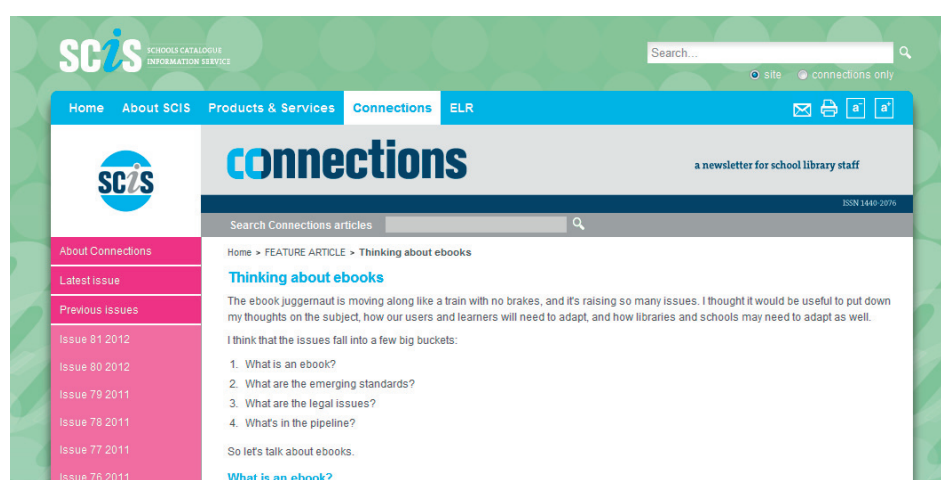
Changing where to locate material

We are also no longer beholden to regular channels of publishing or purchasing models. Ebooks have changed this landscape entirely. More importantly, our role as gatekeepers of good writing is enhanced: we know a good book when we see one and we recognise good writing. As such, we should not fear to walk in the realms of the self-published, the indie writers and the smaller publishers and their ebook offerings! Indeed, a few public libraries in the States have already trod this path. Take, for example, the Douglas Counties Libraries (DCL) whose vast and growing collection of ebooks is not only provided by vendors such as Overdrive and 3M but by a whole cast of small publishing houses.

It is entirely possible that a new library lending model will open up for the self-

published and indie writers too, whereby libraries (including school libraries) 'float', for a nominated amount of time, a portion of a newly created work among the regular published ebook offerings, to see if it attracts a captive audience. Once hooked, readers will have the option to suggest the purchase of a full copy or copies for the library, or be able to buy a copy of the work outright. Amazon already does this and although one might argue that their Kindle book samples are on offer to millions of people worldwide, an Australasian consortium of libraries (including school libraries) could wield the numbers for the exposure a new author or self-published author needs to succeed.

Indeed, the creation among Australasian schools of an e-content consortium (note, I am thinking beyond the sphere of ebooks now: e-audio, e-textbooks, etc) could also leverage some control back into our court. I suggest this in all earnest as we watch the Big Six publishers remove themselves from popular ebook vendors' offerings (most notably Overdrive) and refuse to sell ebooks to libraries outright. There is no reason why school libraries cannot collaborate on a vast scale (if correctly coordinated) to not only tout for new e-content (and actively promote it) but also help facilitate the creation of it. When put together, our combined communities of students, teachers, support staff and parents make up a vast network of e-content users and creators. This is truly harnessing the juggernaut (to continue the thread that Stephen Abram began and Kerrie Smith took up in earlier *Connection* articles on ebooks)!



Stephen Abram's Thinking about ebooks, Connections, issue 75, 2010

Ebooks and beyond in the school library (cont.)

So, I imagine that this article about ebooks is not entirely what you expected? I thought very seriously about what I should write and decided that taking you through the steps on how to enable your library to lend ebooks was not what you needed to hear. There is plenty of information out there nowadays on how to do that. Indeed, I have covered this base many times in my emails to colleagues over the years and in the information provided in my NZeRT wiki page for schools. Nor can I or should I repeat the sage and illuminating thoughts of the inimitable Stephen Abram and Kerrie Smith. I wanted to look at the options and the possibilities that ebooks offer and I wanted to look, ultimately, beyond them too. So I present to you a challenge. Not only do I encourage you to enable your library to lend ebooks, I encourage you to go beyond the basic ebook lending model and embrace the many opportunities ebooks present for the enhancement of literacy and the community you serve. Take time to explore this brave new world – there are vast opportunities.

References

Abram, S 2010, Thinking about ebooks. Retrieved August 2012 from www.esa.edu.au/scis/connections/thinking_about_ebooks.html

Byrne, R 2012, Classroom publishing: Enable students to create ebooks of their work with these easy-to-use applications. Retrieved August 2012 from www.schoollibraryjournal.com/slj/technology/toolsandtrends/893308-358/classroom_publishing_enable_students_to.html.csp

Douglas Counties Libraries, An open letter about eBooks and Douglas County Libraries. Retrieved August 2012 from <http://douglascountylibraries.org/content/ebooks-and-DCL>

Hazard Owen, L 2012, Penguin ends Ebook library lending and relationship with OverDrive. Retrieved August 2012 from <http://paidcontent.org/2012/02/10/419-penguin-ends-relationship-with-overdrive-no-ebooks-in-libraries-at-all/>

Lankes, D 2012, The atlas of new librarianship. Cambridge, Mass.: MIT Press; [Chicago]: Association of College & Research Libraries

Moon, B 2011, Digital Tipping Point? Amazon says Ebooks now top print book sales. Retrieved August 2012 from <http://portables.about.com/od/ebookreasers/a/E-books-Top-Paper-Books.htm>

New Zealand eReading Taskforce, digital publishing and presenting links wikispace. Retrieved August 2012 from <https://nzert.wikispaces.com/Digital+publishing+and+presenting+links>

Polanka, S 2012, No shelf required 2: Use and management of electronic books. ALA, Chicago

Smith, K 2011, Harnessing the e-book juggernaut. Retrieved August 2012 from www.esa.edu.au/scis/connections/harnessing_the_e-book_juggernaut.html

Tyson, M 2012, Kindle book sales overtake print at Amazon. Retrieved August 2012 from <http://hexus.net/mobile/news/e-readers/43365-kindlebook-sales-overtake-print-amazon/>



Debbie Price-Ewan
MLIS, RLINZA and NZeRT
Head Librarian, Upper School Library, Harrow International School, Bangkok

Ebooks and literacy in K–12 schools

Electronic books, or ebooks, are becoming more widespread and are attracting growing interest in schools. For example, budgets for boards of education in the USA are now allowing for the purchase of textbooks as e-files. While there are many forms of electronic text, the article defines ebooks as 'self-contained digital texts whose basic structure mimics traditional books' and 'are viewed on an electronic display'. They thus incorporate texts in digital form and the software and hardware used to read them. Ebooks reflect the wider rise of new technologies that impact on the nature of reading literacy, by requiring new skills such as the ability to navigate screen-based texts. The article reviews literature and the use of ebooks in the classroom, published 1990–2010. A range of issues emerge in these writings. Ebook readers often provide features with the potential to develop students'

comprehension, reading fluency, vocabulary and engagement with texts. These features include options for multimodal supplements to written texts such as audio narration, animation and interactive features. They also offer pop-up word definitions, search functions, and options to alter text size. However, educators have also raised concerns over the education use of these devices. Students need to understand the technical operation of e-devices, but are hindered by the lack of a standard format and by limited inter-operability between devices. Some devices need adjustments in order to be used by students with disabilities. Over-reliance on embedded technological supports may render students passive readers, over-reliant on the support features. The absence of pagination in some ebook formats creates a challenge to citation. Students have varied preferences for print or e-text, and these

differences should be allowed for. Educational sites need to establish which staff are responsible for the teaching of 'new literacies' associated with e-texts. A further issue is the continuing digital divide between access to the new technologies in the school and home environments.

The full article by Emese Felvégia and Kathryn Matthew was in *Computers in the Schools* Volume 29 Number 1, April 2012; Pages 40–52.

This article was published in *Curriculum Leadership Journal* Volume 10, Number 14, 17 August 2012.

Curriculum Leadership is a free web journal published fortnightly at www.curriculum.edu.au/leader. An email alert www.curriculum.edu.au/leader/email_alert_registration,102.html is available. Reprinted here with permission

The philosophy of creating displays: Part 1

The philosophy

We live in a visual world. We absorb as much information through our eyes as through our ears. Successful websites like Youtube, Prezi and Pinterest are just a couple of examples of our preference for images in different formats. They engage – we want to be engaged.

A good display does the same: it engages. It connects us with the topic that is displayed but more importantly, to the world behind it: to ideas, philosophies and opinions. It connects us with the wider community, whether it is about World War II as I did with the *Fallen Stars* display, or more locally about deep-sea mining or the vanishing animal life in our backyards.



World War II display: *Fallen Stars*

Displays can play an important role in making your own collection more accessible by showcasing materials from different parts of your library, both fiction and non-fiction and within the non-fiction different classifications covering the same topic from different angles. Fiction displays covering topics such as Identity or Grief can show a wide variety of books that otherwise might be overlooked. One of our roles as librarians is to connect, to showcase a bird's-eye view and to bring patterns and logic to information overload.

Even displays based on colours like orange or black and white can promote books, DVDs and audio books that might be hidden from the students if not put directly in their face once in a while. Or a display about travelling can be very effective when promoted in a different way like I did in *I'd rather be travelling the*

world, to promote a reading program we have at our college. Instead of using cars, aeroplanes or trains I created a new kind of Mary Poppins. It's colourful, funny and gives momentum to the topic. I attached images on both sides of a glass wall and made the title to be read as a poem.



Images attached on both sides of the glass.

Have a look at the display information for *I'd rather be travelling the world*, available at www.creativelibrarydisplays.com/adventure/id-rather-be-travelling-the-world.php, for details.

Displays also connect the library and school with the outside world by promoting special events and celebrations. Library displays can provide different viewpoints, make delicate topics accessible and can help students to be aware of material that otherwise might be ignored. A good display reaches out and entices viewers to read the slogan, pick up that book, write down that link or take home that DVD.

Inspiration from advertisements

You can attract a lot of attention with your displays; they are like the advertisements on buses or the big billboards along the motorway; you advertise your product. You show your customer what you have to offer but most of all you attract attention for the product you want to promote.

The information is often absorbed subconsciously. Maybe you don't want to know that a particular bank has a new promotion or that there is a new movie with lots of fighting, but driving past that huge billboard you notice it anyway and waiting behind that bus for the traffic lights to turn green you read the message whether you are interested or not.

It's the same with good displays. Your customer might walk past it without stopping, yet they are subconsciously aware of it. And if it's not for the message you're displaying, it certainly is the fact that you as a library show you are engaged with what is happening in your school and the wider community. Using new technologies like QR codes or devices like recordable pegs helps even more.

Become a storyteller

Making displays is like telling a story. You can tell it straight as it happened: 'It was a rainy night when a burglar came into my house and stole my jewellery ...'

Or you become a storyteller!

'I was burgled on a night I will never forget ... The rain was pouring down and a thunderstorm was shaking the house. Suddenly, there was a flash and all the lights went out ... from the other side of the house I heard a squeaking sound ... the hair on my arms stood right up ... and slowly the door ...'

It's clear which story you will remember more vividly!

It's the same with displays. You can tell it straight as it is: poster on the wall and a couple of books in front of it, or you can become the storyteller who engages its public with the use of emotion and exaggeration. That's what newspapers do: they create interesting headlines, bold writing, statements; they shout at you from the front page. They want to attract your attention because that makes you buy their product.

Exaggerate when you create a display. Don't hold back. Use your emotions.

Your interest will show

If you're excited about the topic you want to bring to the attention of your customers show that in your display.

In my Rugby World Cup display, www.creativelibrarydisplays.com/sport/rugby-world-cup-2011.php, I had cut out all the All Black players in action and attached them to the board on little metal wires, so they stood out from the board giving the display a 3D appearance. The players were kicking the ball or jumping high in the air. It was as if they were right there in the middle of the game.




Players' images suspended out from the board with wire.

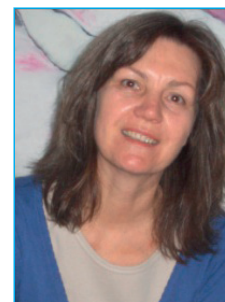
In the morning I checked the websites for news and the scores. We had the newest books on rugby, techniques, sport psychology, sport nutrition and information about individual players on display and background information on teams from all the countries. The boys at our college loved it and to our surprise lots of the girls did as well.

If we are emotionally involved, our clients will be too. If you are emotionally engaged, your display will show it and your customers will recognise it. It will be seen.

Be enthusiastic when creating a display but be aware of the points of view you show when dealing with touchy topics. The library is a place where you go for reliable information. You're not a one-man band against the world. Even when your own opinion might differ, you have to respect the viewpoint of the organisation you represent and respect that when creating a display.

Showing respect for opinions is as important as showing respect for your topic.

Within that you can become an artist who shows reality in a different way – opening eyes and broadening horizons. 



Anita Vanderberghe
Visit Anita's website at www.CreativeLibraryDisplays.com
All the descriptions for constructing the displays mentioned here are on her website.

The philosophy of creating displays: Part 2 will be published in the next issue of Connections, 84, term 1 2013.

A national collection of Asian languages and studies resources

An extensive national collection of resources for teaching and learning Asian languages and studies has been added to the **National Digital Learning Resources Network (NDLRN)**. The new collection will increase knowledge in this essential subject area as we move further into the 'Asian Century'.

The NDLRN, owned by all Australian school education jurisdictions, comprises a resource collection, delivery infrastructure and metadata standards. The NDLRN is a network of infrastructure and processes that enables management and distribution of the digital repository of resources to education authorities.

The Asian languages and studies resources comprising the national collection have been harvested from the **National Asian Languages and Studies in Schools Program (NALSSP)**, an Australian Government funded initiative designed to increase opportunities for school students to become familiar with the languages and cultures of Australia's key regional neighbours, namely China, Indonesia, Japan and Korea. The ultimate goal of these resources is to equip students of today with the skills to excel in the careers of tomorrow.



The timely collection draws together practitioner-developed resources mapped to the *Shape of the Australian Curriculum: Languages* and relevant to the cross-curriculum priority of Asia and Australia's engagement with Asia. The resources take a variety of forms, including:

- immersive interactives for students
- primary source film, image and sound materials suitable for teachers to adapt when developing their own learning sequences
- lesson plans, video examples of languages lessons and footage featuring the use of ICT in LOTE settings.

There is a total of more than 13,000 digital resources in the NDLRN; they are free for use in all Australian schools and are accessible through jurisdictional portals and Scootle.

To access, visit www.ndlrn.edu.au/access

RDA: new cataloguing rules

Why new rules, and what has it got to do with me?

Resource Description and Access (RDA) is the cataloguing standard being introduced to replace Anglo-American Cataloguing Rules, second edition (AACR2). National Library of Australia has announced that it will implement RDA in early 2013 (Australian Committee on Cataloguing n.d.). RDA will initially impact on cataloguers, and in the longer term will shape how end users of catalogues and discovery systems find the information they require. Therefore it is important for all people working in the library and information industry to have some understanding of the purpose of RDA and its implications for the library catalogue.

Cataloguing standards

Catalogues have been a core part of a library's activity for centuries, assisting individuals to locate information to suit their needs. Over this time, catalogues have been developed, updated, revised and recreated to meet customer needs. Standards were created to ensure consistency within and across catalogues, again with the intention of making information discovery easier for users. Most library staff understand the basics of the cataloguing standards: they are able to recognise the elements of a record and use the author, subject and title access points to conduct searches. So while they may not know the rules that dictate the layout of a catalogue record, or understand the nuances of classification standard subdivisions, library staff are able to interpret the end result for their users.

AACR2 is the current standard for creating bibliographic descriptions and added entries. AACR has been around since 1967, and underwent a major revision in 1978 (Welsh & Bately 2012, p.5). Since then there have been updates, but no major revisions. These rules were developed with card catalogues in mind, where search results were organised on cards filed behind standard, consistent headings; keyword searching had not yet appeared. The item being catalogued was physically present, and all the catalogue data needed to fit onto 3 x 5 inch cards.

Need for change

Along came computers, keyword searching and innovative and interactive ways to display search. The range of resource

formats being catalogued broadened to include electronic and digital technologies, with cataloguing of items for which there is no physical presence other than a link to a computer file. Items or works were available to patrons in a number of formats: eg print, digital, audio, large print and braille. Planning for AACR revision 3 began in 2004 (Hart 2010, p. 2), and quickly it became evident to the Joint Steering Committee that a revision was not enough and transformation was required. Planning for RDA began in 2005, with the purpose statement: 'RDA – Resource Description and Access will be a new standard for resource description and access, designed for the digital world.' (Joint steering Committee for the Development of RDA 2007). To achieve this, RDA built on conceptual models for resource discovery developed in the 1990s and 2000s by IFLA (International Federation of Library Associations and Institutions). RDA was released to the library community in 2010 for testing and feedback. RDA is presented in the form of an online resource called RDA Toolkit, with free trials available (RDA toolkit 2010).

Putting the user first

RDA has been developed with a clear focus on helping users find, identify, select and obtain the information required. This conforms with IFLA's *International Statement of Cataloguing Principles* (2009 update) which states that the highest principle of a catalogue is the convenience of the user (Welsh & Bately 2012, p. 4).

Records will become more understandable to the user, through a simplification of the rules in RDA. There are new conventions such as:

- no more Latin abbreviation like *et al.* (SCIS standards do not use this already)
- fewer abbreviations
- allowance for local cataloguing standards to meet the needs of the community
- specific format descriptors for non-book and electronic resources
- record information as it is presented on the item
- record all authors and contributors.

While these changes are helpful, the real power of RDA is derived from the implementation of the new conceptual models for catalogues:

- Functional Requirements for Bibliographic Records focuses on what the user needs to find, identify, select and obtain.
- Functional Requirements for Authority Data focuses on what the user needs to find, identify, contextualise and justify.

Once library management systems embrace these concepts and fully implement RDA, catalogues will truly be there for the convenience of the user.

Functional Requirements for Bibliographic Records (FRBR)

FRBR (sometimes pronounced fer-ber) is the 'fairy godmother' of RDA (Welsh and Bately p. xv). FRBR enables search results to be displayed in a simpler, clustered format making it easier for the user to locate the item required. This can be best explained using an example. Currently library management systems are based on catalogue records for individual items; that is, there is a separate record for each format of a work. A search for *The Hobbit* will list a number of format versions of the work, which must be scrolled through. Using a 'FRBRised' catalogue, all work titled *The Hobbit* will be clustered under one heading which can be expanded into formats (eg audio, print, ebook) and then further into editions and holdings. NLA's Trove discovery screen is, what the NLA call, FRBR-like (National Library of Australia n.d.). A search for *The Hobbit* in Trove will initially bring one result, with the option to view all formats and editions.

A library management system that embeds RDA, along with FRBR and FRAD, can provide a very rewarding search experience for the user.

What now?

NLA will be implementing RDA in Libraries Australia in the first half of 2013. It is recommended that library and information staff inform themselves about these exciting developments in catalogues, and remain aware of changes. The ACOC website is a great place to start: www.nla.gov.au/acoc/resource-description-and-access-rda-in-australia.

References

Australian Committee on Cataloguing n.d., *Implementation of RDA*, Retrieved 31 August 2012 from www.nla.gov.au/acoc/implementation-of-rda

New release of Schools Online Thesaurus (ScOT)

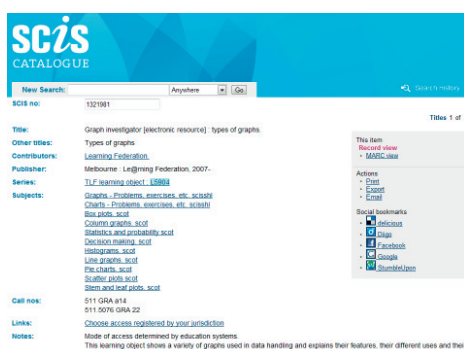


Education Services Australia has recently announced the release of Schools Online Thesaurus (ScOT) version 6.7 located at <http://scot.curriculum.edu.au/>.

ScOT, together with agreed standards for digital resources, technical infrastructure, metadata, and rights management, supports Australia's national operating environment for digital educational resources. The *National Digital Learning Resources Network* digital resources are free for use in all Australian schools. The resources are made available to teachers through state and territory portals or via a national shared portal, Scootle, located at www.scootle.edu.au. ScOT terms are also used in schools Cataloguing Information Service (SCIS) records, accessed via most schools in Australia and New Zealand.

Ben Chadwick is new to the ScOT team and has made valuable contributions to recent ScOT data and user features via his work with web services, data mining and thesaurus editing, contributing to the delivery of a substantial body of work.

For this release, significant steps have been taken in the area of non-English



ScOT terms appear in SCIS records

labels, especially the addition of Chinese, Indonesian, Japanese and Korean term translations. Other preliminary work, including development of language and character encoding support, facilitates translations in Arabic, Māori and other languages. A sample concept can be found at <http://vocabulary.curriculum.edu.au/scot/976>. This work represents a substantial opportunity for ScOT to support users who are learning or who have a background in languages other than English. Online environments can be designed or adapted to take advantage of standardised language encoding and character support.

A number of new features and improvements have been developed in the ScOT website:

- User-generated reports (<http://scot.curriculum.edu.au/releases.asp>) – lists new, modified and deprecated terms.
- Cataloguing tool (<http://scot.curriculum.edu.au/indexing.asp>) – quickly identifies

hierarchical relationships within a group of terms.

- Linked Data API (<http://vocabulary.semantic-web.at/semweb/202>) – for querying the ScOT database: SPARQL Endpoint.
- Tips and code examples for developing search (<http://scot.curriculum.edu.au/search.asp>) tools and managing (<http://scot.curriculum.edu.au/maintenance.asp>) term changes.
- Revised license and simplified registration process.
- Auto-complete feature for searching ScOT.
- Web Content Accessibility Guidelines (WCAG 2.0) (www.w3.org/TR/WCAG/) – range of issues identified and fixed.

The associated report can be accessed from the ScOT website release page <http://scot.curriculum.edu.au/releases.asp>.

ScOT and other Australian Education Vocabulary (<http://vocabulary.curriculum.edu.au/>) projects are published using PoolParty (<http://poolparty.biz/>) technologies. 



Les Kneebone
Project Manager
– Schools Online
Thesaurus (ScOT)
Content Services
Education Services
Australia

RDA: new cataloguing rules (cont.)

Hart, A. 2012, *The RDA primer: a guide for the occasional cataloguer*, Linworth, Santa Barbara, California


Joint steering Committee for the Development of RDA 2007 Strategic plan for RDA 2005–2009, Retrieved 3 September 2011 from www.rda-jsc.org/stratplan.html

National Library of Australia n.d., *Trove: guidelines for splitting and merging works*. Retrieved 31 August 2012 from <http://trove.nla.gov.au/general/splitmergeguidelines>

RDA toolkit 2010, *Take the RDA toolkit for a spin*, Retrieved 31 August 2012 from www.rdatoolkit.org/trial

Welsh, A. & Batelly, S. 2012, *Practical cataloguing: AACR, RDA and MARC21*, Facet, London

Box Hill Institute is running a series of three-hour workshops on RDA.

RDA overview and *Understanding FRBR*, are suited to all library staff. Specific sessions for cataloguers will also be offered: Using RDA toolkit, RDA/AACR2 comparisons, MARC21 and RDA. Email your expression of interest to Debra Hardy at d.hardy@boxhill.edu.au. 



Renate Beilharz
Teacher
Library and
Information Studies
Box Hill Institute
Victoria

SCIS will be analysing RDA in relation to its standards over the six months, with a view to implementation as per the Libraries Australia timeline. Follow the SCIS blog (<http://scis.edublogs.org/>) and 'What's new', on SCIS webpages, to keep up to date with news of implementations.

Building a vibrant future for school library conversations



'School libraries and teacher librarians can lead learning in today's interactive knowledge environments.'

A bold statement like this is easier to make than to put into action, so understanding the changing fabric of our learning environments is key to success.

The longitudinal research study of emerging technologies in K–12 education, *The Horizon Report K–12* (Johnson et al, 2012) issued annually since 2009, has been charting ongoing technology changes and highlighting the impacts and evolving needs in the teaching, learning, and creative inquiry practices in education.

The evidence is that technologies and social media platforms are driving an unprecedented reorganisation of the learning environment in and beyond schools. These disruptive shifts are already reshaping the workforce landscape and the skills required (Davies et al, 2011), establishing *lifelong* and *life-wide* learning as the central paradigm for the future (Redecker et al, p.10).

Teacher librarians know only too well that to lead learning in these evolving environments is a leadership challenge that is both exciting and challenging, and encompasses many aspects of literacy, technology and professional development in collaboration with students and teachers. While some organisations continue to provide direction and support for school libraries and teacher librarians, the reality 'on the ground' is that teacher librarians in schools, often working as the sole information practitioner, are faced with many challenges in this changing media landscape.

It is because of this that it is important to support teacher librarians and school library staff in an ongoing professional conversation through a multiplicity of channels to support them in adapting to the digitally enhanced needs of their students. Teacher librarians need to help provide the divergence and convergence in media needed to provide the materials for motivation, differentiation, collaboration and connections essential for learning in today's rich literacy and information literacy connected world.

This is why using digital mediums to connect, communicate and collaborate is an important means for teacher librarians to build collegiality beyond academic and professional development programs, professional networks and personal learning connections.

The *Horizon Report* regularly directs attention to both information use and learning and highlights the fact that 21st century technologies are unlikely to be empowering unless they are in the hands of an informed learner, led by an informed teacher.

This is the key – teacher librarians need to be visionary by taking the opportunity to make use of emerging devices, tools, media and virtual environments, as they offer opportunities for creating new types of learning communities for students and teachers in their schools.

The Australian Teacher Librarian Network (OZTL_NET) just might be a good way to help in this endeavour.

From listserv to social media

The School of Information Studies (www.csu.edu.au/faculty/educat/sis/) at Charles Sturt University (CSU) is a national and international provider in the design and delivery of a comprehensive suite of courses in library and information studies. We face many challenges, and among these the latest one has been to respond to new media environments by expanding the scope of our services to the vitally important information professionals we know as teacher librarians.

Teacher librarians represent an important sector in library and information education. Alongside its degree program for teacher

librarians (www.csu.edu.au/courses/postgraduate/teacher_librarianship_education/course-overview), CSU has also been supporting the OZTL_NET listserv as a professional service to the school library sector. Now we also recognise the growing importance of utilising web-based and mobile-device-enabled tools for communication, interaction and information dissemination through text, images or sound. So it really was time to rework and expand the potential of OZTL_NET.

OZTL_NET was originally created as a discussion list for information professionals working in Australian schools, by the teacher librarianship academic staff at CSU. Since then it has grown to a community of more than 3,000 teacher librarians, information professionals, and those working or interested in school libraries.

This email-based service, run as a listserv using Mailman (www.gnu.org/software/mailman/index.html), though quite old in the style of service it represents, is still very much a current and useful tool for many, and sometimes a lifesaver in getting quick assistance with a problem.

This email service needed to stay for now – albeit at a new URL, and with some improved functionality. Included in the improvements has been the ability for all mail messages, including those in digest form (a way of receiving all the emails in one bundle), to be read via mobile devices such as the iPhone or iPad. This is a very handy improvement. To have this benefit, be sure to choose the plain text option to subscribe to the email service. The alternative 'mime' subscription takes advantage of all the html functionality, but changes the display options on mobile devices for the digest form.

In addition, we have added new html functionality and hidden scripts to make it possible for subscribers to use an email account that automatically adds an image in the signature file (eg school logo). Not only does this allow the service to better meet subscriber needs, but also removes the need for a voluntary administrator to have to make contact with a subscriber to remind them of the limitations imposed by the mailman software.

An added service is the option to subscribe to the updates via RSS, Really Simple Syndication. Visit the home page at <http://oztl.net> and use the RSS icon or add <http://oztl.net/archives/feed/> to your favourite News Reader.

Another interesting feature is the use of tags at <http://oztl.net/archives/>. These tags are auto-generated and come from the subject line at the body of the text. It will be interesting to watch how these develop in the coming months. Well-chosen words in the subject line will always be of importance in a search of the archives at a later date.

Time for social networking to hit the scene!

But the obvious thing to do was to evolve the potential of this very stable discussion list in a number of social media ways. By casting a wide net into new areas of collaboration OZTL_NET wanted to ensure that a cross-section of information professionals in schools could be supported in their own learning journey, and through their own personal learning networks. Social media is a perfect way to allow synergy in discussion and sharing of resources. Social media also provides a strong platform for showcasing the conversation, activities and achievements in the day-to-day activities of a school library.

By developing a new OZTL_NET portal, CSU sought to establish a platform that could change, evolve and adapt to needs and social media developments.

So, Australian teacher librarians have a few new choices to suit their personal needs in addition to the regular email discussion list.

Here is what is currently on offer:

- Share a link on the email discussion list (listserv) and take the option to store it for

easy retrieval any time in the Diigo group! Anyone is free to join, but a contributor is approved at their first share.

- Share library images in Flickr, because we need to collect the ideas from around Australia.
- 'Like' us on Facebook and include us in your News Feed. Share things you find, and get into the conversation.
- Perhaps 140 characters on Twitter will be just the thing for you: follow @OZTL_NET on Twitter and use the hashtag #oztl.net as just another way to stay in touch and build the TL community.

To make all this possible, and still provide access to the vital information for the OZTL_NET listserv, find our fantastic new web portal at <http://oztl.net>, where all the links to the social media sites, as well as access to the email discussion list, are provided.

The next step is for the school library community to jump in and begin to realise the power of the social media tools at their disposal for increasing the information flow between us all at a national level. Don't just share with people in your suburb, state or sector.

Share with us all!

It is early days yet, as the new services were launched only in September 2012. Many teacher librarians have yet to learn how to work with social media, and manage information flow and issues of privacy. Now there is a safe option to delve into these tools.

A good example of the decisions made to support the connection and privacy needs of all is in the specific choice of a Facebook page located at www.facebook.com/OztlNet. 'Liking' a Facebook page allows that information to go into a member's

personal news stream, avoids the need to visit the Facebook page, and makes it possible for a person to 'share' a link or other information right back to the page at any time. The Facebook page is then a public showcase of who we are and what we stand for, without impinging on any Facebook member's personal profile! More information on Facebook is available at <http://facebookforeducators.org/>.

Social media is here to stay and underpins 21st century learning environments. When the time is right, OZTL_NET can grow in new directions, but for now we have taken the first steps into the future.

Do join one of the services, and connect, communicate and collaborate with each other across Australia. Social media can provide new avenues for thoughtful leadership and innovation, providing a proactive and positive contribution to the strategic futures of school libraries.

Understanding the breadth of technology change, and its impact on school libraries, is an essential step in leading the way forward in unravelling the potential of school libraries to meet the challenges of 21st century learning. The Australian Teacher Librarian Network is helping to make this possible.

Bibliography

Davies, A., Fidler, D. & Gorbis, M. (2011), *Future work skills 2020*, Institute for the Future for the University of Phoenix Research Institute: California

Johnson, L., Adams, S., & Cummins, M. (2012), *NMC Horizon Report > 2012 K-12 Edition*, Austin, Texas: The New Media Consortium

Redecker, C., Leis, M., Leendertse, M., Punie, Y., Gijsbers, G., Kirschner, P., Stoyanov, S. & Hoogerveld, B. (2011), *The future of learning: preparing for change*, Institute for Prospective Technological Studies, JRC European Commission



OZTL's new web portal



Judy O'Connell
Course Director
(Teacher Librarianship)
School of Information
Studies Faculty of Education
Charles Sturt University

Website reviews

Cap that

www.caphat.com.au

Captions reproduce a soundtrack in text format, similar to subtitles, allowing diverse learners to easily follow videos. The website incorporates lesson plans around the Australian Curriculum, all with captioned content, and encourages educators to source only captioned resources and switch captions on in the classroom at all times.

SCIS no: 1570909



Comic master

www.comicmaster.org.uk/

Students wanting to create short graphic novels and comic strips will be captivated by this engaging site. Options available include the ability to change backgrounds, add dialogue and captions, choose characters and use special effects. The stories can be saved online and easily printed.

SCIS no: 1571041



Counterspill

www.counterspill.org/

Non-renewable energy disasters from the last 100 years are documented on this award-winning website. The site's emphasis centres on the global dependence on these non-renewable resources and the consequences that each disaster has. Extensive use is made of interactive media, research and social media, and is searchable by disaster name, type and company.

SCIS no: 1571059



Dust echoes: ancient stories, new voices

www.abc.net.au/dustechoes/

This indigenous resource presents 12 audio dreamtime stories from Central Arnhem Land that have been animated by emerging animators. Themes of the stories involve custom and law, loyalty, love and duty. Additional content includes a glossary, further downloads and a study guide.

SCIS no: 1255478



The gingerbread man

www.nzmaths.co.nz/resource/gingerbread-man

Students will enjoy undertaking the activities based on this maths website that skilfully weaves the traditional tale of the gingerbread man into a wonderful mathematics lesson plan for teachers to implement. The tasks are centred on ordering and comparing length.

SCIS no: 1571070



Guys read

<http://guysread.com/>

Starting with the premise that boys will read if they are presented with interesting reading material, author Jon Scieszka created this website with the mission to 'help boys become self-motivated, lifelong readers'. The focus is on the selection and promotion of appropriate graphic novels, fiction, non-fiction, websites, magazines and newspapers.

SCIS no: 1118595



Mind42

<http://mind42.com/>

This free research tool assists students to organise their information for presentation by providing simple steps for mind maps using this online application. Students can easily embed links, images and notes to every node, creating a quality presentation.

SCIS no: 1571079



Museum of Australian Democracy

<http://moadoph.gov.au/>

The Museum of Australian Democracy, located in the Old Parliament House, aims to 'help people to understand Australia's social and political history by interpreting the past and present and exploring the future'. Of particular interest to students and teachers are the details of exhibitions, outreach programs, biographies of prime ministers and opposition leaders and the extensive links.

SCIS no: 1469960



NASA kids' club

www.nasa.gov/audience/forkids/kidsclub/flash/index.html

Using characters as diverse as Elmo and Buzz Lightyear, this enchanting, student-friendly website will grab the attention of students in years K-4. The games-based content has several skills levels and highlights technology, mathematics, science and engineering.

SCIS no: 1038857



Space race

www.spaceracekids.com/

An award-winning website that combines informative narrative with a creative game that encourages students to explore the universe via animated spaceships that fly to different planets. Worksheets, e-cards and flashcards are available for educators.

SCIS no: 1571107



Penpals, countries, schools of the world

www.studentsoftheworld.info/

A modern take on the concept of penfriends, this French website offers students various methods of connecting with like-minded penpals. Over 1 million users are registered (covered by a statute) on the database and communication ranges from blogs, to e-pals, to snail mail.

SCIS no: 1380491



Topmarks

www.topmarks.co.uk

This powerful tool allows educators to easily search for quality educational websites, games and teaching resources (including interactive whiteboard material) by subject and age group. Content is diverse, current, and offers feeds from Twitter.

SCIS no: 1379719



Website reviews (cont.)

Web 2.0: Cool tools for school

<http://cooltoolsforschools.wikispaces.com/>

This portal offers teachers a huge array of web 2.0 tools that have application in the classroom. The tools are arranged by subject and are applicable to both primary and secondary students. Of particular relevance to teacher librarians is the array of research tools, graphic organiser tools and presentation tools.

SCIS no: 1571117



1571117

Youthbeyondblue

www.youthbeyondblue.com/

Teenagers experiencing the symptoms of depression and anxiety will find professional and helpful information on this official website. The site offers a wealth of information and encourages the use of four steps: look for the signs of depression; listen to friends; talk about what is happening; and to seek further help.

SCIS no: 1428604



1428604



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

The internet sites selected in *Website reviews* are often of a professional nature and should be initially viewed by teachers and library staff to determine suitability for students. The links, content and address of these sites are subject to change.

SCIS is more ...

SCIS team update

Education Services Australia would like to congratulate Pru Mitchell on her appointment to the position of Manager, Schools Catalogue Information Service (SCIS) following the resignation of Leonie Bourke. Pru brings with her 30 years of experience of working in libraries and information services, including two years working within the SCIS team as our SCIS Subscriber Support Coordinator, eight years working as a Senior Education Officer for Education.au and many years managing school libraries. Pru will be working from our Melbourne office and can be contacted on email: pru.mitchell@esa.edu.au or ph: +61 3 9207 9617.

We would like to acknowledge Leonie Bourke's major contribution to Education Services Australia for over 10 years as cataloguer, system administrator, special projects manager and since 2009 as manager of SCIS. In this time she oversaw significant system upgrades, developments to the SCIS website and OPAC, implementation of enhanced content to the SCIS Catalogue and adoption of social media, as well as updates to the SCIS cataloguing standards.

We would also like to thank and make a special mention of the contribution made by Pam Kadow who over the past seven months worked as Acting Manager of SCIS. Pam's wealth of knowledge and calm, collaborative approach made for a seamless transition.

The Education Services Australia customer service team has also changed due to internal promotions, and we welcome Louise Ellis, Marita Thompson and Laura Armstrong as your initial contacts for assistance with SCIS. Contact by email at scisinfo@esa.edu.au or telephone free call outside Melbourne metro area 1800 337 405 or 03 9207 9600.



Sarah Sloane
Senior Manager,
Publications and
Library Services
Education Services
Australia

Can't find your resource on SCIS?

In the past year SCIS cataloguers have added an average of 4,000 catalogue records a month to the SCIS database, meaning that the vast majority of records you require are already listed on SCIS when you need to order them. But what do you do if you can't find your resource in the SCIS Catalogue?

Cataloguing services

Remember that your SCIS subscription includes an original cataloguing service. A team of SCIS cataloguers around Australia and New Zealand sit ready to catalogue resources that are arriving in school libraries

and are not already on the SCIS database. This service is particularly relevant for schools that have specialist collection areas or extremely proactive suppliers.

The resources we catalogue come from a range of sources including publishers, standing orders services and booksellers, but the majority are contributed by Australian and New Zealand school libraries. SCIS exists to reduce the cost and duplication of effort of cataloguing resources in schools, and provides consistent, quality catalogue records created according to agreed national standards relevant for school libraries. Every resource your school sends to a cataloguer

saves time (and cost) for every other school which has purchased this resource.

SCIS acknowledges the great work done by our cataloguing staff and partner agencies. Contact us to find your closest cataloguer, and for details of how to use the SCIS original cataloguing service. More information available at www.esa.edu.au/scis/cataloguing_services.html

- NSW SCIS agency: SCIS Cataloguing Team, School Libraries and Information Literacy, Curriculum & Learning Innovation Centre
- WA SCIS agency: Cataloguing Section, Department of Education, WA
- Other states/territories/countries: Contact scisinfo@esa.edu.au

SCIS is more ... (cont.)

Unmatched orders email alert

Your unmatched orders can be automatically checked against the SCIS database for up to four weeks from when you placed the order. Notification of successful matches will be emailed to your primary contact email address.

Check that a valid email address is included in your SCIS Profile. This is how we communicate with you about new features, events, the publication of *Connections*, technical issues and subscription reminders. SCISWeb subscribers can logon at <http://scis.curriculum.edu.au/myprofile.php> to view your profile.

Select the Advanced options tab in My Profile

The screenshot shows the 'My Profile' page with the 'Advanced options' tab active. In the 'Unmatched orders' section, the 'Check for 4 weeks' radio button is selected. The 'Save' button at the bottom is highlighted with a red circle.

Tick the Unmatched orders box to Check for 4 weeks and SAVE.

Looking forward to 2013 professional learning

SCIS workshops and seminars have proved popular and we are currently planning for 2013 events. We invite you to complete our SCIS professional learning planning survey and let us know your training needs, available at www.surveymonkey.com/s/SCISEOI.

Upcoming events involving SCIS staff include:

4-6 December 2012: idea12: Beyond Connectivity: making it happen for learners, Melbourne
www.idea.edu.au

March 2013: Syba Signs e-books revolution
www.sybasigns.com.au/seminars.htm



15-17 July 2013: SLANZA conference at Wellington Girls College, NZ
www.slanza.org.nz/conferences.html

SCIS subscription renewals

SCIS renewal invoices will be sent in October 2012 to schools not involved in a bulk deal, and payment is due by the end of 2012. The cost of a subscription to SCISWeb, SCIS Subject Headings and SCIS Authority Files will not increase in 2012 unless your school enrolment has changed.

SCIS licence update

SCIS subscribers will be asked to note a change in the SCIS licence agreement for 2013. This reflects changes occurring in library management systems and changes to the model of one library-one library system-one catalogue towards cloud-based and shared library systems and catalogues, accessible to library patrons from anywhere at any time.

A new clause accommodates libraries in new environments while protecting the SCIS intellectual property vested in the catalogue records we have produced:

15. If the Licensee uses a cloud based or shared catalogue system then it may transfer the Records to such system provided that the SCIS content in the Records is only available to the Licensee.

SCIS Licence located at www.esa.edu.au/verve/_resources/scisweblicence.pdf.

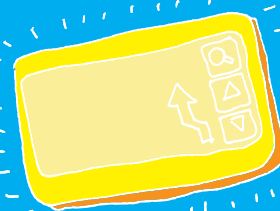
If you have any questions about what is permitted in your use of SCIS data please let us know.



Pru Mitchell
 Manager, SCIS
 Education Services
 Australia

Advocacy stickers

**Teacher-Librarians:
 Your learning & teaching GPS**



**Teacher-Librarians:
 Your best App**



Advocate for Teacher-Librarians!
 Stick them on your iPhones, in staff rooms and wherever else you fancy.

Stickers are available in two different versions in packs of 25. \$6.60/pack.

Order form at <http://bit.ly/LLVVtr>

The National Year of Reading heads for its grand finale

In addition to more than 2,500 local activities, held in schools, libraries, bookshops and community venues, there have been two major anchor events for the National Year of Reading.

The first was its launch on 14 February 2012, with Prime Minister Julia Gillard, Arts Minister Simon Crean and School Education Minister Peter Garrett all appearing on stage at the National Library of Australia to wish it well.

In the second half of the year, attention turned to The Reading Hour, which took place on 25 August 2012. This was a headline event for the National Year of Reading 2012 for all ages and it was also the campaign's call to action for families – 'share a book with your child for 10 minutes a day, an hour a week'.



The Reading Hour

Margaret Allen, chair of the National Year of Reading founders and State Library of WA, explained, 'The Reading Hour itself was for everyone and there were activities for all age groups, but there was a special message for families. The phrase '10 minutes a day, an hour a week' is our 'slip, slop, slap'. It's the take away message that we hope will become the accepted norm. We know it's not always possible for parents to share a book at bedtime with their children, but if they can manage 10 minutes most nights, their child will have the best chance of becoming a good reader, with all the social and educational benefits that brings. Most of our brain development happens between birth and three years of age, so it's not enough to assume that children will learn to read when they get to school. Parents need to share stories and rhymes right from day one – and a good way of finding out more is to join storytimes, rhymetimes and baby bounce and toddler sessions at the local library.'



Author Felice Arena entertaining children at Reading Hour party during the Melbourne Writers Festival

The Reading Hour was nominally from 6pm to 7pm on 25 August, but events happened all day, in libraries, bookstores and other public places around the country. Key partners included Dymocks, Scholastic, The Walt Disney Company and ABC Local Radio. There were many activities, including:

- Big screen fun at the Urban Screen at The Concourse, Chatswood, Sydney, with Marvel reading superheroes and prize giveaways, also beamed live to the Cultural Centre Screen in the Perth Cultural Centre.
- The Reading Hour party for kids at the Melbourne Writers Festival, in partnership with 774 ABC Melbourne and featuring ABC 3's Kayne and Amberley.
- Young reading champions were flown to Melbourne from all around Australia for a 'money-can't-buy' weekend, including being the special guests at the Melbourne Writers Festival Reading Hour party. The champions were the winners of competitions run by ABC Local Radio in every state and territory.
- The announcement of the winners of the Adult Learners Week competition 'It's never too late ... to learn to read' made possible by funding from the Australian Government Department of Industry, Innovation, Science, Research and Tertiary Education through VET National Programs Funding.
- The launch of the *Big Issue* annual fiction edition, featuring stories by well-known writers. Every edition sold directly helps people who are homeless or disadvantaged.
- The Sydney Jewish Writers Festival opening night Reading Hour panel



**National
Year of
Reading
2012**

discussion with NSW Premier Barry O'Farrell and famous name authors.


- MS Readathon's '60 Minutes for MS' fundraiser on 24 August.
- Kumon Education Centres partnered with libraries to run events for families with English as another language.

The Reading Hour was supported by Disney Junior, with the creation of a stunning video spot which is available to view on the website www.thereadinghour.org.au/.



Sydney's Reading Hour activities at The Concourse, Chatswood

Feedback from The Reading Hour is that it is something people would like to see happen again in 2013, and the National Year of Reading founder partners are looking at ways to carry forward some of the projects that have worked well during 2012 and have greater longevity.

On 12 November, at the National Library of Australia in Canberra, there will be a legacy event for 200 invited guests to help shape what the future might look like. The National Year of Reading legacy event will be officially opened by Her Excellency Ms Quentin Bryce AC CVO, Governor-General of the Commonwealth of Australia. It will be a celebration of the achievements of everyone who has participated in the campaign and it will be an opportunity to make recommendations to policymakers about the future of reading in Australia. 



Sue McKerracher
Director, The
Library Agency

Educational Lending Right

Schools selected and invited to participate

The Educational Lending Right (ELR) 2012–13 school library survey has begun with 600 schools selected to participate. The ELR school library scheme collects data to calculate the number of copies of specific titles held in Australian school libraries. These book counts are the basis for payments to Australian book creators. The payments are to assist book creators to continue producing Australian books.

Reduce paperwork mailed

Aiming to limit the amount of printed material received in the mail, we have reduced the ELR invitation package to a letter, explanatory flyer and instructions to extract the book data from the library management system. On the back of the letter is a list of the information available from the ELR website to assist if more explanation or detail is required.

Feedback from participants

Once a school has participated in the ELR school library survey, we encourage them to provide us with feedback on their experience in participating. The feedback is provided as a small online survey, provided by SurveyMonkey. The information provided is valuable to us in order to improve information provided, and the process.

Australian authors and illustrators value ELR

When a school is invited to participate in the ELR school library survey, it is an opportunity for the school to support Australian book creators and publishers.

Australian authors and illustrators appreciate the financial support that they receive as a result of the ELR school library scheme. We have published some of these statements in previous issues of *Connections* and on the ELR website, located at www.esa.edu.au/scis/elr_value_statements.html.



Anthea Amos
**SCIS Projects &
Information Services
Coordinator**
**Education Services
Australia**

What Isobelle Carmody says

To all schools and school libraries,

The library is the heart of a school as the kitchen is the heart of a house. For the kind of misfit kid I was, it was not just a place where windows and doors to other worlds opened, it was a refuge. Being in the library with access to all of those books my parents could never have afforded made me the writer I am. Libraries have continued to nurture me as a writer, by carrying my books, thereby enabling them to be borrowed by students.



Books that are in school libraries also translate into Education Lending Rights payments, which for many writers in this economic downturn, me included, have sometimes been the life raft that kept us afloat. It is not a great deal of money but it is steady money because once a year, you can rely upon it coming in. Book sales come and go, rise and fall, but ELF simply rises steadily, a little each year. And for me, as for many others, there have been times in my career when it has been vital.

I am writing now to urge you to take part in the survey that allows the ELF program to continue to do its work. It cannot operate without your help and cooperation and I urge you to take part in the survey, to nurture writers so that we can continue to write. I always feel a special warmth when I am invited to a school and find it participates in the ELR survey. It makes all the difference in the world to a struggling writer, and if ELR falters, a great and important gain, fought for long and hard by writers, will be squandered.

If you are a school that has participated, well done and thank you for continuing to nurture me. I could not do it without you.

Yours sincerely *Isobelle Carmody*

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.

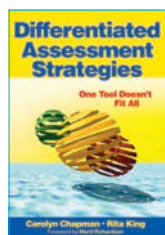
Disclaimer

Connections content does not necessarily reflect the views of Education Services Australia, the editor, publisher or printer, or imply endorsement by them. Authors retain copyright of articles and should be contacted for permission to reprint.

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.

Differentiated Assessment Strategies: One tool doesn't fit all

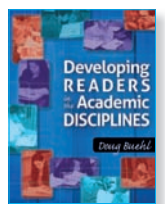


214 pp
Authors: Carolyn Chapman & Rita King
Publisher: Hawker Brownlow Education
RRP: \$45.95
SCIS no: 1249475
ISBN: 9781741014471
Years: F–12

Differentiated Assessment Strategies is packed with tools, surveys, checklists, questionnaires, assignments and guidelines, addressing learners of all types and levels.

It offers guidance on how to: evaluate and activate students' prior knowledge; transform homework into rich learning opportunities; encourage higher-order thinking; assess learning to offer feedback; determine student comprehension and build metacognitive power so students can self-assess their own learning.

Developing Readers in the Academic Disciplines



328 pp
Author: Doug Buehl
Publisher: International Reading Association
RRP: \$51.95
SCIS no: 1540741
ISBN: 9780872078451
Years: 5–12

Developing Readers in the Academic Disciplines presents an instructional model for disciplinary literacy. Learn why students should adjust their thinking to match their needs as a reader and how to help them comprehend a range of complex texts that fall outside their reading comfort zones.

The chapters feature:

- essential questions that provide a purpose for reading and provoke inquiry
- reflection interludes that prompt deep understanding
- numerous examples from across the curriculum

- instructional tools that apply generic literacy practices to specific disciplines.

Best Ever Literacy Survival Tips: 72 lessons you can't teach without

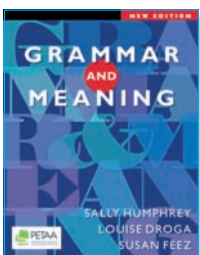


204 pp
Author: Lori D. Oczkus
Publisher: International Reading Association
RRP: \$43.95
SCIS no: 1557701
ISBN: 9780872078130
Years: F–12

This unique guide for busy teachers offers 12 practical chapters on a range of literacy topics, including: independent reading, grouping strategies, formative assessments, non-fiction, fluency and comprehension.

Including research-based guidelines, classroom examples and a 'Top 5' favourite lessons list for each chapter, *Best Ever Literacy Survival Tips* is an essential reference to help motivate students and improve literacy. Designed for professional development, it also includes a study guide with topics for discussion ideal to raise at staff meetings, as part of a book club, or a professional learning community.

Grammar and Meaning



192 pp
Authors: Sally Humphrey, Louise Droga & Susan Feez
Publisher: Primary English Teaching Association Australia
RRP: \$39.95
SCIS no: 1545833
ISBN: 9781875622917
Years: 4–9

The new edition of this well-regarded title helps teachers to build their knowledge of English grammar and apply it to their teaching practice. Designed to complement Beverly Derewianka's *A New Grammar Companion for Teachers*, it supports the Australian Curriculum: English.

Grammar and Meaning explores the way language is used to express and connect ideas, interact with others and create cohesive texts.

It includes activities and models that demonstrate how teaching grammar and

meaning can help to weave together the three strands of the English curriculum and enhance student learning across all learning areas.



Connecting with History

Strategies for an inquiry classroom
96 pp / Epub ebook
Authors: Geraldine Ditchburn & Stacey Hattensen

Publisher: Education Services Australia
RRP: \$39.95 print, \$31.99 ebook
SCIS no: 1524112 print,
SCIS no: 1524119 ebook
ISBN: 9781742005423 print,
ISBN: 9781742005447 ebook
Years: 3–6

Available in print and ebook format, this book is designed for classroom teachers who are not history specialists. It provides practical, adaptable scaffolds and ideas to make history inquiry stimulating and accessible.

Drawing from the Australian Curriculum, *Connecting with History* offers:

- strategies that foster the development of key historical skills, knowledge and understanding;
- advice on using strategies within an inquiry framework;
- curriculum snapshots showing the strategies in action;
- tools to support students in thinking about what they learn.

Newsflash: The book's co-author Geraldine Ditchburn is presenting a workshop in Melbourne on 12 November for primary teachers who need guidance about implementing the new Australian Curriculum: History.

For more information or to book your place, visit: www.curriculumpress.edu.au/professional-learning.



Michelle Harvey
Promotions Officer
Education Services
Australia

Connect & engage
your users anytime,
anywhere with **Oliver**

More Australian Schools rely on
Softlink than any other supplier
of Knowledge, Content & Library
Management Systems.



by
Softlink
Our Experience, Your iCentre

Mobile
App now
available!

- i 24/7 web-based access.
- i OverDrive eBook & audiobook integration.
- i Manages all digital & physical resources.
- i Integration with Virtual Learning Environments & Student Management Systems.
- i OPAC enrichments including cover images, author videos, book reviews & more.
- i Local Australian support & development.

Knowledge, Content & Library Management Solutions for 21st Century Learners
1800 777 037 | sales@softlinkint.com | www.softlinkint.com



PATHWAYS  **SCIENCE**

An Interactive
Approach to Teaching
the Scientific Method

Supporting Classroom Teaching
for
YEARS 6-10

**WHAT IS INSIDE
BUBBLES WHEN
WATER BOILS ...**

**AIR?
WATER
MOLECULES?
NOTHING?**

NEW FOR 2012 CALL TODAY! for a preview and to book your school's **Free Trial**



Web: edu.eb.com | **Email:** bol@eb.com.au | **Phone:** +61 29915 8800

Encyclopaedia Britannica Australia Ltd: Level 1, 9 Help Street Chatswood NSW 2067 | BRIT0095