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# connections

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## Teacher librarians as cultural change agents

*'Teacher librarians are involved in the process of change whether they are implementing a program for the first time, making changes to an established program, or participating in some aspect of ongoing school improvement' (Oberg, 1990). The very essence of the work of teacher librarians – improving teaching and learning – requires that they work within the culture of the school and that they also work to change the culture of the school.*

### The concept of school culture

The concept of school culture has many roots, but the work of the American sociologist Dan Lortie has been a powerful source of inspiration for me, and I have been thinking and writing about the concept of school culture in relation to change in schools and school libraries for over 20 years (Oberg, 2009). Lortie (1975) noted that 'culture includes the way members of a group think about social action; culture encompasses alternatives for resolving problems in collective life'. Lortie identified three aspects of the culture of the teaching profession that make substantive changes in schools very difficult: (1) presentism; (2) conservatism; and (3) individualism: that is, 'focusing on the short term'; 'concentrating on small-scale rather than whole-school changes'; and 'performing teaching in isolation from other teachers' (Hargreaves, 2009).

In the preface to the second edition of his book, *Schoolteacher: A Sociological Study*, Lortie (2002) sees promise for more success in educational reform in trends such as professional development and reflective practice which encourage teachers to work on improving their teaching practice and addressing issues of practice by working together. Professional development and reflective practice involve investments of time and effort to achieve the long-term gain of improved

practice, which challenges the orientation of presentism, as does working with others or collaboration, which challenges the orientation of individualism.

Lortie also points out the importance of school and district administrators working to maximise time available for teaching and to think about bringing about pedagogical change in non-hierarchical terms (that is, less in terms of vertical control and hierarchical authority and more in terms of collaborative teaching and innovative governance/administration). Interestingly, one of the promising projects he cites in his book is one in which funds were made available to persons who could locate for teachers the research findings and other professional sources they needed in order to work on pressing instructional issues. This sounds to me very much like one aspect of the work of teacher librarians in schools.

### Conservatism or moral purpose

Hargreaves critiques educational reform movements in the Anglo-American context (including Canada and Australia), which he says have addressed presentism and individualism in teaching through professional development, reflective practice and collaborative work, but which have avoided taking a hard critical look at conservatism (Hargreaves, 2009).

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## Teacher librarians as cultural change agents (cont.)

Conservatism runs deeper than focusing on small-scale changes but rather looks at whole-school changes: conservatism insists upon top-down accountability, high stakes testing and standardised curricula for the entire educational system. Conservatism avoids the social and political issues of social equity and social cohesion, and makes us blind to the structures and practices that reinforce inequities and divisiveness in schools, and that make learning difficult for many students, especially those who are already disadvantaged. Hargreaves calls on us to consider the moral purpose of the educational enterprise – to help make a better world for all students, to make a difference in the lives of all our students. However, moral purpose is not so easy to maintain in complex times. Fullan (1999) reminds us that change usually benefits some more than others and that the change literature only rarely has addressed questions of power and equity. The question for all educators dealing with an educational reform or innovation needs to be: 'How can this innovation (such as the collaborative school library program), which is intended to improve teaching and learning, contribute to making a difference for all of the young people in the school, or will it make a difference only for those already advantaged – such as the college-bound, the native speakers of English, or those students whose families can afford 24/7/365 access to new and emerging technologies?'

### Working within the culture of the school

Principals value the professional development contributions of teacher librarians in introducing new materials, new technologies and new teaching strategies. In order to provide professional development for teachers successfully, teacher librarians need to be cognisant of the culture of the school – eg what are the dominant teaching practices, what is the school's experience with and capacity for change, how are teachers expected to work (in isolation or collaboratively), what is the role of the principal, how is student success defined and measured? Without this knowledge, even well-defined innovations begun with energy and enthusiasm are likely to founder.

For the teacher librarian, a good way to start building this knowledge is through discussions with the principal and other

opinion leaders in the school. Another is a careful analysis of planning documents such as the teacher librarian's plan book and the year plans of the school and of individual teachers. Analysis of the data collected might be structured around some or all of the factors found in a recent Canadian study of exemplary school libraries: school board-level policies; school board-level supports; funding models; staffing models; administrative support; demographics; principal knowledge; teacher knowledge; teacher librarian experience; teacher librarian skills; physical features of the library; history of the library; and community and parent involvement (Klinger, Lee, Stephenson, & Luu, 2009). Through this data gathering and data analysis work, teacher librarians should look for evidence of the aspects of school culture that research suggests support change: collaboration, distributed leadership, and 'intellectual quality' (high expectations for students and staff). The teacher librarian's work with teachers and their students also needs to be subjected to the same close scrutiny, keeping in mind that there are non-monetary costs to teachers (time, effort and psychic) in implementing the changes required in using the school library, such as designing instruction using an inquiry model or integrating new and emerging technologies into instruction.

### Working to change the culture of your school

Changing school culture requires leadership and risk-taking from the teacher librarian. In many schools, implementing a collaborative school library program still constitutes a change in the culture of the school. Often, however, initiating conversations with the principal about changes in teaching and learning in itself may constitute the beginning of a change in school culture. Working with the principal to improve teaching and learning in the school, through the school library or through other school initiatives or reforms, involves the teacher librarian in both giving support to the principal and getting support from the principal. Teacher librarians need to know and to promote with others the principal's view of school goals if they expect the principal's support for school library program goals.

### Implications of the concepts of school culture and change

The role of the teacher librarian involves understanding the nature of school culture and the process of change. As I have argued elsewhere (Oberg, 2009), if teacher librarians



Initiating conversations with the principal

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are knowledgeable about school culture and the change process, they will be more able to set reasonable and attainable goals for themselves and for the school library program, and they will be patient and understanding of the evolution of the school library program. This knowledge will also enable them to critique proposed innovations or reforms, for the school library or for other aspects of the school's program of learning, in terms of the mission of the school: that is, the goal of making a difference in the lives of all students. If teacher librarians are knowledgeable about the roles and perceptions of principals and teachers, they will be more able to take responsibility for initiating collaboration with teachers and seeking principal support for such initiatives. Through reflection, observation and conversation, teacher librarians need to gain an understanding of the costs, real and perceived, involved in collaboration. This will help the teacher librarian to address those costs and to set realistic goals for the implementation of innovations within the school library or across the school with teachers and principals.

We have long understood that implementing the school library program about improving teaching and learning for all members of the school's community – the facility, the collection, the technology, and the staff are means to that end. The challenge for the teacher librarian is to be an agent and

## Teacher librarians as cultural change agents (cont.)

catalyst for change within the whole school as well as within the school library.

### Questions raised by the Finland success story

The success of Finland on the PISA (Programme for International Student Assessment) has been long known and admired. Hargreaves (2009) reports, based on a study of the relationship between leadership and school improvement in Finland, that this success comes from 'its inspiring mission of creativity and social inclusiveness'. School cultures in Finland reflect the values of trust, cooperation and responsibility. In each municipality, teachers work together to design curriculum within the broad national guidelines and to care for all children in their schools. The culture of Finland's teaching system reduces individualism through substantive collaboration; it reduces presentism by avoiding external initiatives for accountability; and it shares the broader society's commitment to serve and protect all citizens from the youngest to the oldest. Surprisingly, although Finland's polytechnic schools have a well-developed network of library services, there are very few school libraries in Finland despite successful school library projects in two urban municipalities, Oulu and Espoo (Kurttila-Matero, Huotari & Kortelainen, 2011; Niinikangas, 2011). This paradox raises some interesting questions about the reasons for the impact of school libraries on student learning found in the

Anglo-American context. Is it related, in some way that we do not yet understand, to the nature of the school cultures in which school libraries flourish? Or is it related to changes in school cultures that are influenced by the collaborative initiatives of the school library program? **O**



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## Connections

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

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# Online referencing generator

Access to information has never been easier for students as traditional print resources are supplemented with information from a plethora of World Wide Web sources. However, the ease of information access has developed a 'cut-and-paste' mentality to research, resulting in a rise in plagiarism among the student population. In order to minimise this problem, students need to be aware of the importance of acknowledging sources and, in particular, the conventions of referencing. This in itself can be problematic as teachers and teacher librarians often struggle to offer advice on referencing the ever-growing range of information sources.

This project began in 2009 when SLASA responded to a call for projects from the University of South Australia School of Computer and Information Science. Professional organisations were asked to submit projects for final year students to consider, giving them the opportunity to work on an authentic problem for a real audience. We were very excited when Shazhou Wan (Ben) accepted SLASA's proposal for a student-friendly Harvard online referencing generator.

We provided the referencing content for the generator while Ben designed and developed the website. SLASA web manager, Peter Jenkins and committee member, Pru Mitchell offered invaluable advice and expertise throughout the project. We met regularly with Ben over six months, but it became obvious that the project was much bigger than first anticipated. By the end of the 2009 academic year, the generator was still at a very early stage of development and Ben had to return to China as he had completed his studies. The SLASA committee could see the benefits of the generator for students, teachers and teacher librarians, and so offered to pay Ben to continue working with us from China. We are grateful that he has remained committed to the project even though he now has a full-time job.

## Harvard online referencing generator

The belief that students should be taught to acknowledge their information sources from a young age prompted our decision to divide the generator into three levels – junior, middle and senior.

The junior level is aimed at lower primary students and produces citations for the sources most commonly used by this age group. It follows a simplified version of the Harvard author–date system. Once the citation is created, it can then be copied and pasted into a bibliography.

The middle level is aimed at upper primary/ lower secondary students and offers a greater range of sources with full Harvard referencing. Examples are given for each source and a rollover describes each element of the citation. Students need to be able to recognise the source type, find the bibliographic details and enter them into the various fields.

**Senior Bibliography** Referencing using the Harvard Author-Date System

**Journal/Magazine article from database – author**

Moyer (2009, pp.27-28) states... or (Moyer 2009, pp. 27-28)

**Sample (in-text reference)**

Moyer, M 2009, 'The way the wind blows', *Scientific American*, vol. 301, no. 4, pp. 27-28, accessed 18 September 2009, Australia/New Zealand Reference Centre, EBSCOhost.

**Sample (reference list)**

Please fill in the following fields:

Family name: couch	First name (initial): J
Year of publication: note 2011	Title of article: just went zig zag
Title of magazine: Youth Studies Australia	Volume number (if applicable): 30
Issue number (if applicable): 2	Date of issue (if applicable): 01 July
Starting page number: 22	Finishing page number: 32
Date accessed: 03 August 2011	Database title: Reference Centre
Database publisher: EBSCOhost	

Create citation

back to main

Senior level reference sample and create page, showing data entered

The senior level offers a comprehensive range of resources. These include everything from traditional print items and online database materials to special publications such as Acts of Parliament, case law and maps. There are also examples of audiovisual materials and a variety of World Wide Web resources ranging from websites, images, press releases and podcasts to YouTube clips, blogs and wikis. In-text examples are also given for each resource, which students can use as guides for their citations.

**Senior Bibliography** Referencing using the Harvard Author-Date System

**Journal/Magazine article from database – author**

Entry in reference list

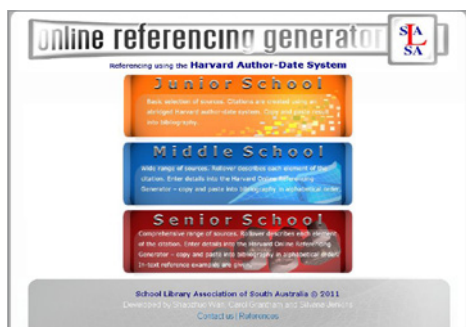
Couch, J 2011, 'My life just went zig zag', *Youth Studies Australia*, vol. 30, no. 2, 01 July, pp.22-32, accessed 03 August 2011, Australia/New Zealand Reference Centre, EBSCOhost.

Arrange references in alphabetical order by the first word, which is usually an author's last or family name.

Note: ignore 'A', 'An', or 'The' as first words of a title for the list order.

Example of the reference created

While we have used the Commonwealth of Australia *Style Manual for Authors, Editors and Printers*, one of the major difficulties we have faced has been the lack of definitive guidelines available for referencing online and social media sources. Much time has been spent investigating and discussing citations in an attempt to be consistent. We have been very grateful to the teacher librarians who have offered feedback and suggestions while the generator was in its trial phase.



The webpage for SLASA's online reference generator

## Background

Teacher librarians have always kept lists of citation examples to assist students with their referencing, but these have met with limited success as the diversity of resources used by students has expanded. The idea of developing an online referencing generator (ORG) resulted from those curly referencing questions for which it is so difficult to find an immediate answer. Added to this was the notion that students were more likely to use an online device for their referencing than to refer to printed documents. An online referencing generator is not a new idea as there are a number available on the internet. However, very few use the Harvard referencing style and all have a limited range of references which can be generated. A survey conducted by the School Library Association of South Australia (SLASA), using the slasanet listserv, showed that the Harvard style of referencing was by far the most used in South Australian schools.

## Online referencing generator (cont.)

### Access to the generator


Many professional associations have been faced with declining membership and SLASA is no exception. We realised we needed to be able to offer our members an incentive to join, so it was decided to offer the ORG free as part of a SLASA school membership.

The number of interstate schools that have shown interest in using the generator has been a pleasant surprise. Consequently, it is being offered as a modestly priced annual subscription, enabling us to cover the cost of keeping it up to date. Subscription information is available from the SLASA website at [www.slasa.asn.au](http://www.slasa.asn.au). The generator can be accessed from the SLASA website or, if schools would prefer to have direct access from their own website or intranet, a button is also available. A trial can be arranged by emailing SLASA at [slasa@slasa.asn.au](mailto:slasa@slasa.asn.au).

### Benefits

Our experience has been that the generator has increased students' willingness and confidence to create a correctly referenced

piece of work and bibliography. Primary and secondary teachers are also feeling more confident about referencing and expecting students to hand in bibliographies with assignments. Now, there is a consistent style expected across the school; taking away confusion for students as they learn the conventions of referencing. As students have gained an understanding of the Harvard system, it is much easier for them to adapt to footnoting, which is required by subject teachers.

Feedback from students and teachers has been extremely positive. The generator will continue to be updated as the need arises, and we do encourage feedback and suggestions from its users. 

### Reference

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## Digital literacy across the curriculum

*This article has been prepared from edited extracts of Digital Literacy across the Curriculum, [www.futurelab.org.uk/sites/default/files/Digital\\_Literacy\\_handbook\\_0.pdf](http://www.futurelab.org.uk/sites/default/files/Digital_Literacy_handbook_0.pdf) (1.48MB), a handbook developed by Futurelab, [www.futurelab.org.uk](http://www.futurelab.org.uk), in Britain. The handbook is aimed at educational practitioners and school leaders, in both primary and secondary schools, who are interested in creative and critical uses of technology in the classroom.*

Technology is playing an increasing role in culture generally and particularly in the lives of young people. Multiple, distributed online networks, especially those used for social networking and online gaming, have enabled young people to connect even when they are widely dispersed geographically (Wiegel et al, 2009, Davies et al, 2009).

In order to negotiate this environment effectively, young people need to be digitally literate. Digital literacy consists of the skills, knowledge and understanding that enable critical, creative, discerning and safe practices with digital technologies. It is about cultural and social awareness and understanding, as well as functional skills. It is also about knowing when digital technologies are appropriate and helpful to the task at hand, and when they are not.

This article summarises *Digital Literacy across the Curriculum*, a handbook prepared by Sarah Payton and Cassie Hague of Britain's Futurelab organisation. The handbook addresses a range of issues faced by school leaders and teachers, in both primary and secondary schools, who are interested in creative and critical uses of technology

in the classroom. The handbook is a result of a project in which Futurelab researchers worked with eight primary school and six secondary school teachers to co-develop ways to foster digital literacy in the classroom. The teachers involved in the project planned teaching activities aimed at developing digital literacy alongside subject knowledge, and trialled these activities in their own classrooms. The article outlines key insights arising from the project.

### Digital literacy and subject areas

Digital literacy allows students to engage with traditional subject areas in new ways as textbooks are now complemented, and sometimes contradicted, by internet resources.

Teaching digital literacy in subject areas is not about being fashionable or simply about trying to engage students in learning. It is about addressing the changing nature of subject knowledge and acknowledging that young people will need different kinds of skills, knowledge and understanding in order to develop their subject expertise.

### Functional skills and beyond

There are good arguments for digital skills to be included in both ICT lessons and other subjects. Just as students practice writing across all school subjects, not only in specific English lessons, so should students be developing digital literacy practices in all subjects, including ICT.

## Digital literacy across the curriculum (cont.)

Fostering digital literacy means going beyond functional skills and the ability to complete basic internet searches and PowerPoint presentations. It means giving students the opportunity to use a wide range of technologies collaboratively, creatively and critically.



Students use a wide range of technologies

### Teachers and functional skills

Some teachers feel, however, that their own functional skills are not as developed as their students' and therefore question their ability to teach digital literacy. These concerns can be lessened by the realisation that functional skills are just one element of being digitally literate. The ability to critically engage with the knowledge and meaning that is communicated through digital technologies is the larger part of digital literacy. Even where teachers feel their functional skills could be developed, teachers have invaluable expertise they can use to help their students negotiate the ideas they encounter and express when using digital technologies.

It is also important to remove the mystique that surrounds technology use so that teachers can feel more comfortable incorporating it into their subject teaching. For example, the task of making a podcast may be intimidating at first glance, but is in fact a fairly straightforward process: using a computer microphone to record some audio, editing it using a free piece of software such as Audacity, and then uploading to the school learning platform or website (the person who manages the website may be able to help with this). The handbook gives examples that demystify the use of technology.

Here are some general tips for using digital technologies for teaching and learning:

- Ensure that your kit is working in advance, make sure you are familiar with it and prepare some other activities that students could do in case of any problems with the technology. Think about the resources you will need and book them well in advance. When students use digital technologies, this can result in large amounts of data. Develop a plan to manage this ahead of time: Where are children going to save their work? How will you store data and make sure it is not lost? How will you access it? And so on.
- If a particular website is blocked, talk to the IT manager if you have one or contact your local authority's ICT helpdesk directly. They

may be able to unblock the site to allow you access.

- Be aware of copyright if students are producing work that will be uploaded to a public website.
- It can be tempting to intervene to ensure a high-quality end product eg filming groups of students yourself rather than allowing them to operate the camera themselves. Support students to think about how they can improve the quality of their outputs but let them use the technology themselves and learn from their mistakes.

### Digital natives?

It is often assumed that young people are 'digitally native' and that their skills with digital technology far surpass those of their 'digital immigrant' parents and teachers (Prensky, 2001). It is true that many young people are confident in using a wide range of technologies and often turn to the internet for information. They seem able to learn to operate unfamiliar hardware or software very quickly and may take on the role of teaching adults how to use computers and the internet.

However, several important qualifications are needed to the 'digital natives' concept. For one thing, digital skills and knowledge are not evenly spread among all young people. Their distribution is affected by class, race, gender and nationality, creating a 'participation gap' (Jenkins et al, 2009).

Young people's confidence with technology can also be misleading. Students frequently struggle when applying ICT to research tasks, and teachers sometimes complain of 'copy and paste syndrome'. Students can find it difficult to work out whether information on an unfamiliar website is trustworthy, with many of them relying on their chosen search engine's rankings for their selection of material (Ofcom, 2009). Many have little understanding of how search terms work or of the powerful commercial forces that can result in a particular company being top of the search engine's list.

Educators therefore have a crucial role to play in ensuring that students are digitally literate across a number of dimensions of learning.

### Communication

The internet and Web 2.0 technologies have greatly extended the choice of communication media available to young people, in forms such as email, instant messaging, social networking sites, forums, blogs and wikis. Young people need to be able to judge when to use these tools and when to select more traditional communication media for any given task, based on the nature of the task rather than interest in the technologies themselves. They also need to be supported to understand how their choice of media affects their ability to communicate. This involves, for example, thinking about what you might be able to say visually that is more difficult to express in traditional text.

Digital media also raises issues surrounding the public availability of students' output. Teachers may wish to hold whole-class discussions on issues such as the relevance, suitability and security of the information that students communicate publicly. These issues include the question of what students should include in their public online identities. They should also cover the issue of digital permanence: once information is online, it is not necessarily easy to remove.



## Digital literacy across the curriculum (cont.)

Supporting young people to focus on an audience encourages them to source information that they can understand and then re-contextualise so as to pass it on to others, making purposeful decisions about what information to include and how to re-purpose and express that information.

### The ability to find and select information

Students also use digital technologies for their research, and here once again technologies should be matched to particular purposes. For example, students need to be able to judge whether the internet or books are likely to give the best results for a particular information search.

Students need to engage critically with the content of material they find on the internet, relating it to the subject knowledge they already have and are seeking to develop. This means going beyond simply checking the reliability of information by searching on multiple sites.

### Critical thinking and evaluation

More generally, students need skills in critical thinking to analyse, shape and contribute information. Fostering critical thinking in the classroom means turning away from the traditional emphasis placed on outputs and completing a task within the designated timeframe of the lesson, and instead slowing the pace of the classroom to allow for thought and questioning. Students should also be encouraged to reflect on and evaluate their work throughout the process of producing it, rather than saving the evaluation for the finished piece.

### Cultural and social understanding

Digital media often heightens young people's exposure to the global community and to peers with different cultural backgrounds. Such exposure increases the need for young people to recognise the social, cultural and historical influences that shape their own and others' understanding and learning. For example, they need to understand that the same actions may have different meanings in different cultures, and that many things which appear at first glance to be natural and neutral are in fact created by particular cultural and social understandings.

Digital technologies, particularly online spaces, provide young people with opportunities for many new forms of interaction. Increasingly, these interactions are mediated by different modes of representation such as images and sounds. Being able to decode these multimodal texts requires an understanding of the social and cultural practices that surround their creation.

Using digital technologies in the classroom can provide teachers with the opportunity to make links between school learning and popular culture. When students are supported to reflect on and critically examine digital media such as websites, photos or films, they can begin to understand that the way we create and communicate meaning is affected by our cultural understandings and experiences, and that even our own imaginations have been shaped by popular culture.


### E-safety

When seeking to develop students' digital literacy, it is important that teachers make explicit links to e-safety – whether this be about age-appropriate content, concern over the predatory behaviour of adults, acceptable use and cyber-bullying, or issues of plagiarism, copyright and virus protection. In recent years, the e-safety agenda has moved from a paternal emphasis on protecting children to the idea that we should support children to develop the skills, knowledge and understanding that will enable them to make informed decisions in order to protect themselves on an ongoing basis. Considered choices will help to keep young people safe when exploring, communicating, creating and collaborating with digital technologies.



Supporting students to protect themselves online

### Conclusion

Teaching digital literacy is important not only in supporting students to become independent, critical learners but also in narrowing the gap between children's lived experiences inside and outside of school. The handbook offers teachers practical ideas and support for developing the components of digital literacy in their teaching in all classrooms at both primary and secondary level. It aims to provide a useful starting point that examines the issues and inspires individual practitioners and school leaders alike to begin to develop their own approach to supporting students' digital literacy in the classroom. 

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**Sarah Payton**

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To receive the weekly electronic journal, register at: [www.curriculum.edu.au/leader/email\\_alert\\_registration,102.html](http://www.curriculum.edu.au/leader/email_alert_registration,102.html).

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# Melbourne Cup

## Resources for schools

[www.melbournecupeducation.com.au](http://www.melbournecupeducation.com.au)

151st  
melbourne cup  
carnival 2011

The Melbourne Cup education website provides information and activities for teachers and students to investigate 'the race that stops a nation'<sup>TM</sup> and its significance to Australian life, culture, history and heritage.

### Resources for teachers

The teachers' section presents **three cross-curriculum inquiry-based units of work** for the middle years that can be used throughout the school year. The focus of these units is the cultural and historical place of the Melbourne Cup, mapped to the Australian Curriculum for history, geography, English, the arts, geography and mathematics.



### Resources for students

The website draws together a vast collection of rarely seen primary and secondary source materials, including:

- a gallery of historical photographs, cartoons, paintings and maps
- information on the people, national and world events that shaped the history of the race
- selected video clips from past and present
- a timeline of key historical events
- fast facts on little known details
- suggestions to encourage deeper investigation and further discovery
- a glossary of racing terms.

Mapped to  
the Australian  
Curriculum

Students will:

- examine primary and secondary source materials
- undertake group-based investigations and historical research
- develop and use problem solving skills such as analysis, evaluation and interpretation
- consider and evaluate a variety of different perspectives, historical events and social situations
- present and communicate findings
- make connections between their learning and its application to their lives
- use and apply key skills in critical and historical literacy.



victoria racing club

[www.melbournecupeducation.com.au](http://www.melbournecupeducation.com.au)



# Dewey Decimal Classification – Edition 23



The new edition of Dewey is now available online and in hard copy. The main updates and changes to subject categories are set out below. The new abridged edition, which will be the fifteenth, is not yet available, however SCIS will notify customers via *Connections* and the SCIS blog (<http://scis.edublogs.org>) when it is available.

SCIS has now changed templates and references from DDC 22 to DDC 23 and after September 2011 will officially begin to use the new edition.

## DDC 23 features

- new provisions in 004–006 Computer science and elsewhere to reflect changes in technology
- updates to provisions for the Orthodox Church and Islam in 200 Religion

- improved provisions in 340 Law for legal systems based on civil law
- updated provisions for food and clothing
- updates to 740 Graphic arts and decorative arts
- a new location and expanded development for cinematography and videography at 777
- significant expansions throughout 796 Athletic and outdoor sports and games
- significant expansions in Table 2, with parallel provisions in 930–990, for the ancient world, Italy, Switzerland, Sweden, Finland, Turkey, Indonesia, Vietnam and Canada
- updated historical periods throughout 930–990.


## Examples

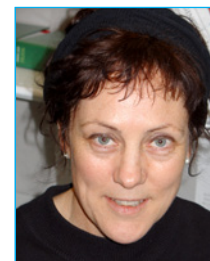
1 *Virtual Danger: Staying Safe Online* by Anne K Brown  
 DDC 22 call number: 004.678 BRO  
 DDC 23 call number: 025.042 BRO

2 *Understanding Muslim Teachings and Traditions: A Guide for Christians* by Phil Parshall  
 DDC 22 call number: 297.124 PAR  
 DDC 23 call number: 297.125 PAR

3 *Cinematography: A Guide for Filmmakers and Film teachers* by Kris Malkiewicz and M David Mullen; line drawings by Jim Fletcher  
 DDC 22 call number: 778.53 MAL  
 DDC 23 call number: 777 MAL

4 *Making Prints* by Julie Ellis  
 DDC 22 call number: 760 ELL  
 DDC 23 call number: 740 ELL

More detailed information on number relocations, discontinuations and re-used numbers is available at [www.oclc.org/us/en/dewey/versions/print](http://www.oclc.org/us/en/dewey/versions/print). 




**Pam Kadow**  
 SCIS Cataloguing  
 Team Leader  
 Education Services  
 Australia

# Information skills and critical literacy:

## Where are our digsh kids at with online searching and are their teachers helping?

A study in New Zealand has examined online information literacy in the year 10 classroom. The research covered students' skills, as well as teachers' awareness of students' needs and their capacity to meet them. Information literacy refers broadly to the ability to recognise when information is needed, and to find, evaluate and apply it effectively. Online, it involves the ability to locate, interpret, synthesise and communicate information, as well as the capacity 'to generate a problem or question from one's social context' online. International research suggests information literacy is often left untaught, and that teachers often lack strategies to cover it. Research also suggests that teachers overestimate students' online information literacy, based on an undue generalisation from students' competent use of ICT for entertainment and social communications. The current study involved three large Auckland secondary schools, serving communities of medium to high SES. The researchers surveyed 188 year 10 students, then selected 22 students deemed to be most active, experienced and skilled at using ICT and at seeking information online. Over 14 days the 22 students took part in online and offline reading activities, kept diaries and attended focus groups. The researchers also surveyed the schools' 33 year 10 English teachers, 24 of whom responded. Most of the

participating teachers were academically well qualified and were aged under 46 years. The teachers believed that the students knew more than them about navigating the online environment and how to locate information online. However, the teachers believed that students lacked more advanced information literacy skills, including critical literacy. The teachers were held back from addressing these perceived shortfalls by their lack of confidence in dealing with the online environment and by limited access to ICT in the classroom. The researchers recommend that teachers conduct diagnostic assessments of their students' online information literacy. They also recommend professional learning in online information literacy for teachers and training in the conduct of diagnostic tests. The full article by Judine Ladbrook and Elizabeth Probert was in *Australasian Journal of Educational Technology*, Volume 27 Number 1, 2011, pp 105–121. This abstract was written by the *Curriculum Leadership* team and published in Volume 9, Issue 10, April 2011. 

To receive the weekly electronic journal, register at: [www.curriculum.edu.au/leader/email\\_alert\\_registration,102.html](http://www.curriculum.edu.au/leader/email_alert_registration,102.html).

*Reprinted here with permission.*

## Website reviews

### ACMI generator

<http://generator.acmi.net.au>

This multi-award-winning website aims to inspire and educate students in years 3–12 to become adept in the use of moving images. The site encourages users to create appropriate stories to enhance their work by the use of examples, storyboard generators, free media files and, for teachers, the Educators' Lounge.

SCIS no: 1523063



### Archived websites – National Library of Australia

[www.nla.gov.au/what-we-collect/archived-websites](http://www.nla.gov.au/what-we-collect/archived-websites)

The National Library of Australia has archived a wide range of pertinent and important websites that are no longer hosted on the internet. The original websites, which are significant to Australia's documentary heritage, range from the Sydney 2000 Olympic Games to contemporary election campaigns.

SCIS no: 1522955



### Dig – the Burke and Wills research gateway

<http://burkeandwills.slv.vic.gov.au/>

This outstanding website covers all aspects of the ill-fated Burke and Wills expedition. Teachers will appreciate the lesson plans and primary sources for years 5–6 and years 7–10. Students will be able to research using images, documents and even themed geocaching.

SCIS no: 1522963



### Food and agriculture

[www.csiro.au/science/FarmingFood.html](http://www.csiro.au/science/FarmingFood.html)

Teachers of food technology, science and agriculture are able to access the latest research and scientific news from the CSIRO relating to increased sustainable food production, and the subsequent benefits to health and disease reduction.

SCIS no: 1522973



### Khan Academy

[www.khanacademy.org](http://www.khanacademy.org)

The Khan Academy was devised as a free multi-media lesson bank with over 2,400 ten-minute videos to help anyone, anywhere learn arithmetic, physics, chemistry, history and economics. The units are self-paced and feature adaptive assessment activities.

SCIS no: 1522980



### LEGO education

<http://education.lego.com/en-gb/>

Teachers are already familiar with lego building blocks but may not be aware that the company has devised a range of hands-on problem-solving activities centred on the company's robotics, IT and mechanical products. The teaching resources are grouped by age ranging from preschool to secondary and are applicable to several key learning areas.

SCIS no: 1522991



### PEO assignment assistant

[www.peo.gov.au/assignmentAssistant](http://www.peo.gov.au/assignmentAssistant)

Students undertaking studies relating to most aspects of Australia's parliament and system of government will discover a wealth of pertinent material from the Parliamentary Education Office. Links are present to websites, videos and images, and students are able to email the Assignment Assistant with questions they are having difficulty with.

SCIS no: 1522996



### Playschool

[www.abc.net.au/abcforkids/sites/playschool/](http://www.abc.net.au/abcforkids/sites/playschool/)

The enduring and iconic ABC TV show for children has an updated website. It introduces each component of the website with audio as students roll over items. Content includes games, craft, full-length episodes and background material.

SCIS no: 1325153



### The secret annex online

<http://www.annefrank.org/en/Subsites/Home/>

This stunning website brings to life the poignant and inspirational events relating to Anne Frank's diary. The website combines photos, interviews, film footage and a 3D tour of the secret annex in an accomplished use of the internet.

SCIS no: 1523007



### State Library of Queensland – Information for Aboriginal and Torres Strait Islander people

[www.slq.qld.gov.au/info/ind](http://www.slq.qld.gov.au/info/ind)

Divided into three sections this portal features resources, events and collections of interest to Aboriginal people, Torres Strait Islanders, Indigenous Knowledge Centres and other public libraries, and general users interested in Aboriginal and Torres Strait Islander related matters.

SCIS no: 1523013



### Technology explained – ABC technology and games

[www.abc.net.au/technology/techexplained/default.htm](http://www.abc.net.au/technology/techexplained/default.htm)

Parents, students and teachers needing a starting point for delving further into most aspects of information technology and social media will find this website from the ABC user-friendly, concise and authoritative.

SCIS no: 1523079



### United Nations International Year of Cooperatives 2012

<http://social.un.org/coopsyear>

The United Nations IYC Secretariat has selected cooperatives as their focus for 2012. Teacher librarians can begin planning for this topic by using the links, calendar and background information present.

SCIS no: 1523100



### The why files – the science behind the news

<http://whyfiles.org>

Emanating from the University of Wisconsin–Madison, The why files explore technology, science and mathematics issues that relate to current news events. This information regarding science in everyday life is presented in a manner which makes it easy to understand.

SCIS no: 1032629



### The wizarding world of Harry Potter

[www.universalorlando.com/harrypotter](http://www.universalorlando.com/harrypotter)

Although a commercially produced resource to encourage visitors to attend Disneyworld in Orlando, this spectacularly designed website will be devoured by fans of the Harry Potter series.

SCIS no: 1523123



**Nigel Paull**  
Teacher librarian  
South Grafton  
Public School  
New South Wales  
[npaull@telstra.com](mailto: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 addresses of these sites may not be permanent.

## Curriculum Bytes

### Bite-size classroom resources

Curriculum Bytes are 'bite-size' classroom lessons drawn from leading Curriculum Press titles such as *Active Readers*, *Focus on Inquiry*, *Science Essentials*, *Key into China*, *Thinking Voices*, and many more.

#### Curriculum Bytes offer:

- over 500 ready-to-use teaching and learning activities that support the Australian Curriculum
- a continually expanding library of classroom resources for all learning areas for F–10
- a great resource for emergency teachers.

Access to Curriculum Bytes is through subscription. Different subscription models are offered for schools, education institutions and individuals.

#### Schools and education institutions

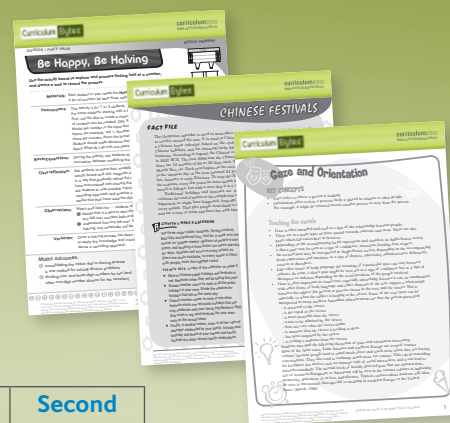
- Schools: Yearly subscriptions are determined by total student enrolment at one site or campus only and are not transferrable beyond that single site. Access is granted to members of staff and students.
- Institutions: Schools and educational institutions such as universities with multiple campuses may opt to join as an institution/multi-campus member. Access is granted to members of staff and students.

#### Individuals

Individual membership is only available for persons not employed at a school site, educational institution or commercial business. Ideal for:

- emergency and pre-service teachers
- tutors and home school parents.

Visit [www.curriculumbytes.esa.edu.au](http://www.curriculumbytes.esa.edu.au) to take a sample bite!



Student enrolment per campus	First year	Second year onwards
<50	\$149	\$79
51–200	\$239	\$129
201–400	\$329	\$209
401–700	\$449	\$299
701–1000	\$609	\$399
1001+ /Institutions/ Multi-campus	\$999	\$709
Individuals	One year	
	\$125	





## SCIS is more...

### QR codes: reinventing the barcode

Libraries were early adopters of barcodes, recognising the benefit of fast, accurate and automated identification of resources, borrowers and equipment directly into library systems. Life without barcodes would be slower, involving plenty of manual data entry with associated human error.

The widespread adoption of smart mobile devices has renewed interest in quick, accurate ways to input data that avoid keyboard use.

QR codes have been with us for a while, but recently there has been growing interest in using them creatively in education.

A QR (Quick Response) code is similar to a barcode in that it encodes information. But whereas a barcode encodes only a small number of characters (for example the ISBN on the back of a book or the user number on your library card), a QR code might link to a website, a map, a YouTube video, an MP3 music file or an online document.

There are many free online tools which you can use to create QR codes for your online resources. Free QR code reading apps can



be downloaded for most smartphones.

This QR code links to the PDF version of *Connections* 78:

### More reading

Lange, Marielle 2011, QR codes in education, *Slideshare*, [www.slideshare.net/mlange](http://www.slideshare.net/mlange) (26 August 2011)

A primer on QR codes, 2011, *ResourceLink*, <http://resourcelinkbce.wordpress.com> (26 August 2011)

### SCIS and social media

SCIS uses a number of social media channels to help keep the school library community informed about our services and about issues in the school library world. We invite you to make SCIS part of your Professional Learning Network (PLN) and start connecting with school libraries online.

School library staff getting started in social media will find subscribing to a blog, or following a Twitter account from a known and trusted service such as SCIS can help in finding new connections and sharing valuable resources.

### SCIS blog

To subscribe to our blog, <http://scis.edublogs.org>, use the links in the right-hand column of the blog to subscribe in an RSS reader, an RSS feed or by email. We encourage you to comment on articles and we welcome your requests for posts on topics of interest.

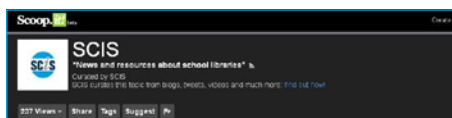
### Scoop.it!

SCIS has recently begun experimenting with Scoop.it!, curating the topic 'SCIS: news and resources about school libraries'.

Scoop.it! works by either direct posting of articles by the editor, or by collecting information from blogs, news readers, social bookmarking services and any RSS-enabled services. The editor of the Scoop.it! topic then scans the feeds and pushes stories of interest to their own topic.

The newspaper layout is automated with some limited editing of images and moving of stories enabled.

'Follow' the SCIS topic on Scoop.it!, [www.scoop.it/t/scis](http://www.scoop.it/t/scis), by RSS or email alert.



### Facebook

Is Facebook your preferred social network? You can 'like' SCIS on Facebook to receive and share news and resources about school libraries. Search for Schools Catalogue Information Service or the address: [www.facebook.com/Schools-Catalogue-Information-Service/109512989132958](http://www.facebook.com/Schools-Catalogue-Information-Service/109512989132958).

### Twitter

Join the conversation on Twitter by following SCIS @schoolscatinfo <http://twitter.com/schoolscatinfo> and contribute by tagging your posts with the hashtags:

- #austl for Australian related posts
- #slanza for New Zealand posts
- #tlchat for a global school library perspective.


### Your SCIS usage: what are you saving?

As you come towards the end of year and the annual reporting period, did you know that you can generate reports on how many catalogue records you've ordered from SCISWeb? Log into SCIS at <http://scis.curriculum.edu.au> and choose 'My Profile' from the menu. Follow the link to 'Records ordered this year'.

For the six-month period January to June 2011, SCIS users downloaded a total of 4.3 million records. That's a huge saving for schools when you think that it only takes a few minutes to download a file of records from SCIS, compared to the time and effort it would take to create equivalent quality records individually in school library systems. A recent review estimated the cost-benefit ratio of copy cataloguing (retrieving a completed record from the database) over original cataloguing (creating a catalogue record from scratch) to be in the order of 5:1.

Note that SCISWeb reports do not include counts of records imported from SCIS using the Z39.50 protocol (<http://www.esa.edu.au/scis/help.html>), so the total saving is even greater than that represented by the number of SCISWeb downloads.

### Invoices for 2012

Invoices will be sent in October 2011 to schools not involved in a bulk deal. The cost of a subscription to SCISWeb, SCIS Subject Headings and SCIS Authority Files will not increase in 2012. Payment is due by the end of 2011. 



**Leonie Bourke**  
Manager, SCIS  
Education Services  
Australia



**Pru Mitchell**  
SCIS Subscriber Coordinator  
Education Services  
Australia

# Educational Lending Right

## Have you been asked to participate in ELR?



Six hundred Australian school libraries have been selected to participate in this year's ELR school library survey. It is an opportunity to help Australian book creators and publishers to keep creating and publishing Australian books for Australian children.

We hope you are able to follow the instructions provided in the invitation and respond in order to contribute to the success of the survey. In appreciation we will provide participating schools with a \$20 gift voucher for teacher resource material from Curriculum Press.

## Supporting Australian children's book creators

The Australian book publishing industry is small when compared to the international market. For Australian children to continue to read books about Australia or Australians, written by Australians and published in Australia, financial assistance is required.

The Australian Government values our book industry and provides financial support to authors, illustrators and publishers of Australian books. The financial support is made as annual payments calculated from the results of the Educational Lending Right (ELR) school library survey.

## What book creators have to say about ELR



**Bill Condon**  
[www.enterprisingwords.com](http://www.enterprisingwords.com)

**Recent titles:**  
*Confessions of a liar,*  
*thief and failed sex god*  
*Give me truth*  
*Dare devils*  
*The grass is greener*

Like many authors, before the introduction of ELR I had to supplement my income by doing school visits. While I enjoyed that, I'm not a natural performer, so it was a constant strain. More importantly, it often kept me from writing, which is my real passion. As you can imagine, things were pretty tight before ELR. It's hard to focus on writing when you're struggling financially. However, there is a sense of security now that ELR payments can be relied on every year. Since the ELR scheme was introduced I've written five young adult books. I thank the government for its ongoing funding for both PLR and ELR. In my opinion, lending rights are the best thing to have happened for Australian writers.



**Susanne Gervay**  
[www.sgervay.com](http://www.sgervay.com)

**Titles**  
*I am Jack*  
*Super Jack*  
*Always Jack*  
*That's why I wrote this song*  
*Butterflies*

Australia has a vibrant community of children's authors and illustrators who create books that are integral to Australian identity. As a country with one of the highest reading rates in the world, our youth and adults embrace our books. However, with our relatively small market, book sales alone cannot sustain writers. ELR is integral to the continuation of Australian authors and illustrators creating books for us all.



**Paul Collins**  
[www.paulcollins.com.au](http://www.paulcollins.com.au)  
[www.quentaris.com](http://www.quentaris.com)

**Titles**  
*Vampires of Quentaris*  
*Forgotten prince*  
*Allira's gift*  
*Alexander becomes an astronaut*

The introduction of ELR has been a boon for many writers, specifically those writing in the education sector. It certainly brings these authors and illustrators in line with their trade counterparts.

Without ELR and PLR a great many writers and illustrators would not be devoting their lives to creating a rich literary and artistic Australian culture. Many local works appear overseas and are awarded the world's top literary honours. Shaun Tan and Sonya Hartnett are just two such authors and illustrators who have survived financially to create world-class literature and art.

As an author, ELR remuneration has also saved me from seeking part-time work in the hotel industry, thus giving me more time to publish books and write my own. Books such as *The slightly skewed life of Toby Chrysler* and *The glasshouse* would not have been written had I not been receiving ELR and PLR. Both of these titles have been short-listed in awards and have sold well. I know many authors and illustrators share this view.

## More information

More information about the ELR school library survey is available from [www.esa.edu.au/scis/elr.html](http://www.esa.edu.au/scis/elr.html).



# National Digital Learning Resources Network

## NATIONAL DIGITAL LEARNING RESOURCES NETWORK

### New resources aligned to the Australian Curriculum

The National Digital Learning Resources Network resources are being used by teachers across Australia and New Zealand to improve student engagement and enhance learning. A variety of new resources aligned to the Australian Curriculum and in line with developing technologies are being added to the pool.

Here is a look at some of the new resources available to you via your education jurisdictions.

#### The making of modern Australia

Education Services Australia has worked with the ABC to develop education resources that support the recently aired television series *The making of modern Australia*. Twenty-one short clips have been selected from the series and are accompanied by teacher support materials that provide ideas for addressing the history and English learning areas in the Australian Curriculum using the clips as a catalyst for further activity. A project kit is also available and it provides useful information for teachers and students about preparing and uploading images, audio files and video files to the ABC's *The making of modern Australia* website: [www.abc.net.au/tv/makingaustralia/educationextras](http://www.abc.net.au/tv/makingaustralia/educationextras).

#### My place for Teachers – Series Two

The second series of *My place* is currently broadcasting on ABC 3. All education content is aligned to the history and English learning areas of the Australian Curriculum and is now available at [www.myplace.edu.au](http://www.myplace.edu.au).

The second series continues its adaptation of *My Place*, the children's book written by Nadia Wheatley and illustrated by Donna Rawlins. This time the story starts in 1878,

travelling back through each decade of Australia's history and ends with two Before Time episodes that go further than the book's 1788. Each story is told by the child who lived in the same place. Both series include all the children from the book and three new characters, Dan (1788), Waruwi (1788) and Bunda (Before Time), are introduced in series 2.

The My place for teachers website contains an exciting range of educational materials designed to support teachers in exploring issues and contexts presented in *My place*, both the book and TV series one and two.

#### The extraordinary tale of William Buckley

In collaboration with ABC Documentary, ten clips from the documentary *The extraordinary tale of William Buckley* produced by December Films have been published, as well as the entire documentary. This documentary outlines the life of escaped convict William Buckley as he attempts to survive in south-eastern Australia in the early 1800s. Having escaped Victoria's first convict settlement at Sullivan Bay Buckley was rescued by the Wathaurong people who he lived with for 30 years before meeting up with John Batman's advance party. The clips provide a range of historical perspectives including William Buckley's narration of his story to journalist John Morgan, Wathaurong cultural advisor David Tournier and contemporary historian Michael Cathcart. This offers the opportunity to discuss the reliability and objectivity of historical sources including critiquing colonial language and perceptions about Indigenous Australians.


Search for *The extraordinary tale of William Buckley* via your education access gateway to view the clips.

### Data visualisation tool and resources

Following on from the DataGenie tool, which represented data in a range of ways, the feedback from history and geography organisations and experts highlighted the need to see data visually, as students are becoming very familiar with this through technologies such as Google Earth.

The SpatialGenie tool addresses this need in a much less complex way than existing commercially available GIS tools, therefore making it more accessible for teachers. A record may link to one or many datasets. For example a record could take you to a series of datasets covering the past 10 years. SpatialGenie allows the user to turn the sets on or off in a series. It can also be used to compare historical with contemporary data by overlaying maps. Additional tools, for example measurement tools, are also embedded in SpatialGenie.

To support its use, there are some teacher resources accompanying the tool. These resources support the science and history learning areas of the Australian Curriculum.

Datasets sourced include those from the National Library of Australia, GeoScience Australia and the Australian Bureau of Statistics. 

For access to National Digital Learning Resources Network resources please visit [www.ndlrn.edu.au](http://www.ndlrn.edu.au) or email [info@esa.edu.au](mailto:info@esa.edu.au).



**Rohini Mehta**  
Education Services  
Australia

The National Digital Learning Resources Network builds on

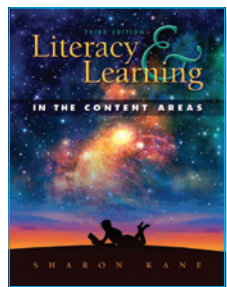
ministers' investment in The Learning Federation initiative 2001–09. The national digital resource collection, infrastructure and standards have been collaboratively developed and are jointly owned by all education jurisdictions.



## Resources for classroom teachers

This page features highly recommended professional resources to support teaching practice. Please visit [www.curriculumpress.edu.au](http://www.curriculumpress.edu.au) for a full list of titles and to place your order.

### Literacy and Learning in the Content Areas (3rd ed)



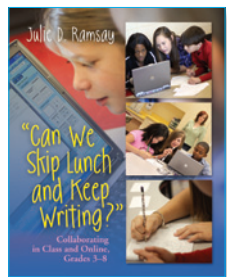
416pp  
Author: Sharon Kane  
Publisher: Holcomb Hathaway  
RRP: \$69.95  
SCIS no: 1525664  
ISBN: 9781934432068  
Years: 6–12

This book's unique approach to teaching content area literacy will actively engage pre-service and practicing teachers in the very activities that they will use to teach literacy to students. Rather than passively learning about strategies for incorporating content area literacy activities, readers get hands-on experience in such techniques as mapping/webbing, anticipation guides, booktalks, class websites, and journal writing and reflection.

Guidance is also provided on how to integrate children's and young adult literature, primary sources, biographies, essays, poetry, and online content, communities and websites, into their classrooms. Each chapter of this valuable resource offers concrete teaching examples and practical suggestions to help make literacy relevant to students.

### 'Can We Skip Lunch and Keep Writing?'

Collaborating in class and online, grades 3–8



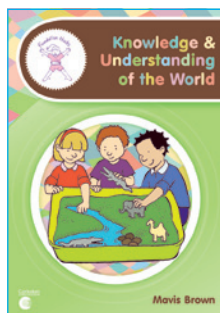
160pp  
Author: Julie D Ramsay  
Publisher: Stenhouse Publishers  
RRP: \$43.95  
SCIS no: 1525217  
ISBN: 9781571108470  
Years: 3–8

'Can We Skip Lunch and Keep Writing?' shows teachers how to weave technology throughout the curriculum and get students

so fired up about writing that they don't want to stop when the class ends. Teachers will learn how to select appropriate digital tools, guide and involve students in the learning process, and differentiate instruction to meet individual needs.

Through the author-educator's inspiring stories and lessons, teachers in the middle years of schooling will discover how technology-assisted writing can foster innovation, global communication, and creative problem solving and developing responsible, productive digital citizens whose inherent love of learning will travel with them throughout their lifetimes.

### Foundation Blocks: Knowledge and Understanding of the World



208pp  
Author: Mavis Brown  
Publisher: Education Services Australia  
RRP: \$36.95 print, \$21.00 ebook  
SCIS no: 1515033  
print, SCIS no: 1391748 ebook

ISBN: 9781571108128 print, ISBN: 9781742003771 ebook  
Years: F–3

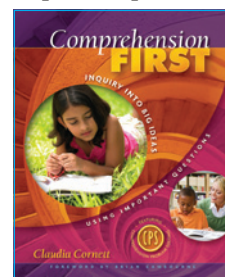
Now also available as an ebook, *Foundation Blocks: Knowledge and Understanding of the World* focuses on equipping young learners with the knowledge, concepts, skills and attitudes they need to make sense of the world and their place in it. They acquire effective tools for future learning in science, design, information and communication technology, history and geography.

The learning activities are set in real life contexts so that young learners can relate to them, and many activities address more than one skill at a time. Activity types include experiences with exploration and investigation; designing and making; information and communication technology; time; place; cultures and beliefs.

Curriculum Press ebooks can only be purchased online from [www.curriculumpress.edu.au](http://www.curriculumpress.edu.au).

### Comprehension First

Inquiry into big ideas using important questions



320pp  
Author: Claudia Cornett  
Publisher: Holcomb Hathaway  
RRP: \$64.95  
SCIS no: 1525689  
ISBN: 9781890871987  
Years: 3–10

*Comprehension First* is about pedagogy that makes comprehension the priority in reading and content area study. The model presented responds to calls from literacy experts and professional organisations for inquiry-based instruction that prepares readers to be active meaning makers who are adept at both critical and creative thinking.

The book introduces a before, during and after Comprehension Problem Solving (CPS) process to help teachers ask key questions that encourage substantial comprehension based on themes and conclusions drawn from literary works and expository texts. It further describes how to orchestrate research-based best practices to build lessons and units around big ideas and important questions.



**Susan Mullins**  
Sales and Marketing  
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