



SCHOOLS CATALOGUE  
INFORMATION SERVICE

# connections

ISSUE NO. 73 TERM 2 2010

ISSN 1440-2076

Available on the SCIS website at [www.curriculum.edu.au/scis](http://www.curriculum.edu.au/scis)

Print Post Approved PP 381667/00227

## Formation of Education Services Australia

On 1 March 2010, Curriculum Corporation merged with Education.au to form Education Services Australia Ltd, a new, national, not-for-profit ministerial company. Education Services Australia has been established by all Australian Ministers of Education with a brief to support national education priorities and initiatives.


The new company has the capability to meet the needs of all education sectors in the areas of curriculum development, publishing, technology services, collaborative platforms, content creation, resource delivery, career services and professional learning.

Both the Melbourne and Adelaide offices have been retained and external stakeholders will not be affected by this change as the company's focus will remain, as always, on providing the highest standard of service delivery to our customers. Existing services and all pre-existing contracts from both Curriculum Corporation and Education.au continue unchanged.

For subscribers/users of SCIS:

- your services will continue unchanged
- existing service websites will continue unchanged
- your subscriptions will continue unchanged.

A new Education Services Australia website will be established in the coming months at [www.esa.edu.au](http://www.esa.edu.au). Until then, background information and links to the previous websites for Curriculum Corporation and Education.au are provided. Until a rebranding process is complete, an interim brand with the words 'Education Services Australia' is being used.

Thank you for your support of and engagement with Curriculum Corporation since its establishment in 1989. We look forward to continuing to deliver high quality service and support to you into the future as Education Services Australia. 

**Susan Mann**  
*Chief Executive Officer*  
**Education Services Australia**

## Education Services Australia

A merger of



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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  
(MELB METRO ONLY)  
FAX (AUST ONLY) 1300 780 545  
FAX +61 3 9910 9800  
[scisinfo@esa.edu.au](mailto:scisinfo@esa.edu.au)

[www.curriculum.edu.au/scis](http://www.curriculum.edu.au/scis)

# Things that keep us up at night

**The library, as we once knew it, may no longer be relevant. School librarians, as we once knew them, may no longer be relevant. And, yet, this is undoubtedly the most exciting time in history to be a librarian.**

The future of the school library as a relevant and viable institution is largely dependent on us and how quickly we respond to change.

We hope that libraries will always exist as places for learners to find information, resources, services, and instruction. But formats, technologies, learning needs, and our schools are evolving. And so are students themselves. Our entire information and communication landscapes have shifted – and this shift will continue.

We worry about our field and our practice. We worry that as a profession we aren't shifting fast enough to seize new opportunities to create valuable, dynamic programs.

So, let's break it down. What issues keep us up at night?

## Economic shifts

We face a major change in the economic rationale for libraries. Libraries were created under an economic model where it was more cost-effective to buy something (a book, a video, a magazine) and share it than to buy a copy for everyone. And for centuries this model has given libraries their value. But for the first time in history, we are moving from a time of information scarcity to one of information abundance. Can we define why libraries are necessary when information is ubiquitous, more scalable, far more convenient, and often 'free' online?

Libraries need to change from places where we just get stuff to places where we make stuff, do stuff and share stuff. Our libraries should not be grocery stores. We need to use the groceries, to open the boxes, pour the milk, mix the batter, make a mess (see Joyce Kasman Valenza's 'Library as Domestic Metaphor', *NeverEndingSearch* blog (see [www.schoollibraryjournal.com/blog/1340000334/post/90032209.html](http://www.schoollibraryjournal.com/blog/1340000334/post/90032209.html))). We need production space. We need to serve up our creations in presentation or story space. We need to inspire masterpieces of all sorts, and we need to guide members of our communities through new library metaphors.

## Intellectual property shifts

It is time for us to stop being the copyright heavy. We can no longer afford to be seen as fuddy-duddy bad guys in today's thrilling 'remix' culture. That doesn't mean abandoning the need to teach ethics relating to intellectual property, especially attribution. But it does mean adopting a new role and a new attitude. It means becoming an expert in the new rules. Those new rules include helping teachers and learners take full advantage of fair-use provisions.

It is also time to share with teachers and learners the rationale for Creative Commons (see <http://creativecommons.org/>) and other emerging concepts that are less restrictive than traditional copyright licensing. Are we helping our students understand the issue of intellectual property from the point of view of the creator, not just the consumer? Librarians need to help students assign rights to their own creative works. They impart information about a new world of sharing while respecting intellectual property.

## The challenge of keeping ahead

Look around your state conferences. How many of your colleagues graduated from library school more than 20 years ago? Remember what the landscape looked like in 1989? How do we stay one step ahead of our staff and students in information accessing, evaluation, use and communication in order to be seen as experts and collaborators? Do we know more about current information strategies than our school's technology coach? No excuses. We must! If we are truly information professionals, we need not only to keep up, but also to be on the cutting edge of changes in the search and information landscapes.

Good searching is not just about using Google, accessing databases, or teaching Boolean logic. It's about teaching how to search and evaluate information coming from wikis, blogs, Twitter and whatever comes next. It's about understanding and using tags, and about sharing and harnessing the power of a wide variety of information feeds. It's about teaching how to aggregate RSS feeds, to gather useful widgets, and to create personal information portals. Librarians must be able to retool and

stay ahead of teachers and students. We believe that librarians cannot adequately retool if they do not develop PLNs (personal or professional learning networks). Which leads us to ...

## Failing to embrace networked media

Is there a place for media specialists who are not networked? On Twitter, @karlfisch asked, What's the point of having a media specialist if they aren't specialists in the media forms of the day? (see Laura Barack's 'Social Media Specialists?': The use – or non-use – of social tools sparks Twitterstorm', in the June 2009 issue of *School Library Journal*). How do we reach, wake up, and retool the profession for changes that need to be made today and impact us all? We need to prepare young people for a highly connected world. Librarians who don't have PLNs, don't attend conferences, don't read cutting-edge professional literature – from both the library and the education worlds – are dragging our profession down. Good people are going down with them. Professionals who lack an understanding of the power of professional networking disturb our slumbers.

## Advocacy by non-librarians

Rather than creating a perfect library, we need to reshape our thinking and create the perfect library for our individual institution. We can do this by changing our mindset from adopting best practices as defined by our own professional organisation to adopting a 'customer service/support' orientation by crafting goals that support the larger goals of the organisation. In times of budget cuts, it cannot be only librarians who speak on behalf of libraries. Teachers, administrators, parents and students must demand the essential services we provide.

## Our national expectations that ignore critical learning skills

Our national educational expectations do not include holding schools accountable for teaching 21st-century skills. When will our national standards recognise the importance of information problem-based learning? When will we begin to move towards more authentic assessment? In other words, how do we move from test-driven, low-level, skills-based curriculums that do not really require learners to effectively and creatively find,

## Things that keep us up at night (cont.)

evaluate, analyse, use and communicate information? Until what librarians teach is viewed as sufficiently important to assess, librarians will not be viewed as sufficiently important enough to keep.

### Missing the potential of reading 2.0

Are we moving fast enough to embrace shifts in how and what people read? In what reading is? Are we promoting traditional books in ways that reach young readers where they live and play? What do literature circles look like when we add powerful new tools for discussion? Can we promote new titles and award winners and involve students and teachers in sharing and celebrating favourite reads in new, media-rich ways? How can we successfully integrate new book formats – Playaways, e-books, audiobooks, interactive web books – into our programs? Are we making the connection between increased voluntary free reading and increased performance on reading test scores emphatically enough?

Are we preparing our libraries to serve a post-literate society (See Doug Johnson's 'Libraries for a Post-Literate Society' in *Multimedia & Internet@Schools*, July/August 2009, reprinted in *Connections* Issue 72), one in which people can read but prefer to meet their information, communication and recreational needs in formats other than print? How do we begin to understand that literacy is no longer restricted to print? Learners must be able to construct and deconstruct messages in a multitude of media. They need to read, interpret and create all types of writing and scripting: YouTube video, Tweets, blog posts, digital stories.

### Realising that internet access is an intellectual freedom issue

Enough with the 'yeah, buts', opting out of the intellectual freedom battle by saying things like: but my IT people block that, the principal will never approve that, the board has a policy, or the parents will get upset. Intellectual freedom is our banner to wave, and to wave now. If a parent or an administrator tells us to remove a book from our collections, we fight. But many of the new communication tools (see American Association of School Librarians' 'Best Web Sites for Teaching and Learning'), which are used effectively in some schools and

libraries, are blocked in too many others. Are we willing to take the fight for open access to information and tools to the same level that we've fought for in the past (see the American Library Association's 'Interpretations of the Library Bill of Rights') for access to materials in written form? Are we helping develop good internet filtering policies? Are we demonstrating and showing models of the effective use of online tools to our policymakers? And are we bringing the technology department onboard with the concept of intellectual freedom? It is time for librarians who get intellectual freedom to be heroes and fight.

### Recognise that modern practice is directly connected to equity

Look through the big picture lens: our practice resembles 'The Blind Men and the Elephant'. One school library program might eagerly engage learners with its interactive and dynamic web presence; Skyped author visits; global information exchanges with other students and experts; opportunities to write and share using the exploding number of collaborative writing, scripting and presentation tools, as well as opportunities to share narrative with exciting digital storytelling tools. Another school library program may look like it is still the 1960s, but both programs are called school libraries. And the professionals running them are called school librarians. We're tired of hearing school administrators tell us, 'But my librarian doesn't do that'.

In terms of modern information and media skills, our practice demonstrates small, uneven pockets of best practice. We have no textbook for what 21st-century school library practice looks like. So how do we scale these examples so that all learners have access to new tools and resources?

It may begin with uneven professional preparation. While one university pre-service program prepares its graduate students for modern practice, another may not have a clue what modern practice looks like. All this makes a difference for learners, the way they see and experience the library.

These differences in what a child experiences in her school library may soon present a new digital divide. On the one hand, there are students who can effectively

access, appreciate, understand and create quality information in all media formats; on the other hand, there are those who cannot.

### We are bigger than databases

We need to stop fighting against Wikipedia and Twitter. It's not *only* about databases. Demonising any particular information source that the world values makes us look clueless. Each may have a place in the current, big, fuzzy, glorious information puzzle. Each one presents a different information lens. Instead, let's prepare learners to triangulate and evaluate. When do Twitter, blogs and wikis make sense for a particular information task? Which voices are most reliable and relevant? Can we help learners manage the information flow, pushing relevant information to them through personal information portals using aggregating tools like iGoogle, PageFlakes and Netvibes, as well as RSS feeds?

The definition of 'authoritative' seems to be undergoing a societal change. Are we helping make this an intelligent transition or just living in denial?

### Define the brand

What is the school library brand? What makes a librarian different from other teaching specialists in the building? Why is the brand critical to learning, to the operation of a school learning culture? When a principal interviews a school librarian candidate, he or she should be clear about what type of professional is required. Do most school principals know what to look for? We doubt it. And we worry. This article describes our view of the brand. Also check out Joyce's Kasman Valenza's for 21st Century School Librarians, (see <http://informationfluency.wikispaces.com/You+know+you%27re+a+21st+century+librarian+if+...>) and please add to it!

### Plan for one-to-one computing or ubiquitous computing

Ubiquity changes everything. In one-to-one schools, students may visit the library less frequently. In such environments, in all modern, truly relevant environments, the library must also be ubiquitous. The library *must* be everywhere. Librarians *must* teach everywhere, in and outside of the library. One-to-one classrooms change the school librarian's teaching logistics. We will have to

## Things that keep us up at night (cont.)

leave our own facilities to partner and teach in classroom teachers' classrooms. We will have to teach virtually – through our web pages, pathfinders, presentations and screencasts. Though laptops may live on carts in classrooms, they are not tethered to those rooms. Often it makes sense for students to carry their laptops to the library for more project-friendly space, and additional equipment and resources. At this point in time, we must rethink our strategies regarding traditional reference and readers' advisory and plan to be available across our schools via email and chat and text.

Ubiquitous information access also means rethinking what our physical library spaces look like and feel like, and how they function. Bookshops have changed (think coffee shops and comfortable chairs). Can our libraries become places where kids want to be when they are no longer places where they have to be?

### Become an online presence


Ubiquity also means that we have no choice about an online presence. It is both essential and urgent. What type of online presence should school libraries share with teachers and learners? We must be available as a 24/7 learning experience, a hybrid of virtual practice that supports our face-to-face instruction and services. How

are we helping the student who is working on research at all hours at home? How can we guide the process from afar, intervene, make the process more transparent and less frustrating? Do our virtual libraries, pathfinders, online presentations, screencast lessons, and customised search tools represent school libraries as dynamic, powerful and media-rich online spaces?

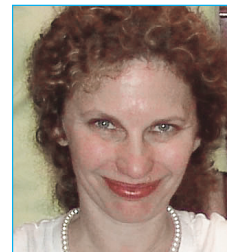
### See obstacles rather than opportunities

We said it at the beginning: no more 'yeah, buts'. It is the best time in history to be a librarian. We have rich opportunities to teach and guide in new information and communication landscapes. These roles, described above, can be critical to our schools and to learners if we seize the opportunities to lead.

Finally, perhaps our biggest nightmare is the lack of urgency in our profession. Educational change, technological change and funding reductions are pressing in on all sides. Our best librarians will evolve, adapt and thrive in effective schools. But will they be called librarians? And will they be in sufficient numbers for the profession as a whole to survive?

Sleep on it – if you can. 

### Joyce Kasman Valenza



**Librarian at Springfield Township (PA) High School, USA**  
Email: [Joyce\\_Valenza@sdst.org](mailto:Joyce_Valenza@sdst.org)

### Doug Johnson



**Director of media and technology for the Mankato (MN) Public Schools, USA**  
Email: [doug0077@gmail.com](mailto:doug0077@gmail.com)

First published in *School Library Journal*, 10/1/2009,  
[www.schoollibraryjournal.com/article/CA6699357](http://www.schoollibraryjournal.com/article/CA6699357)

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## 2010 SLAQ/IASL Conference



Planning is well underway for the joint **2010 SLAQ/IASL Conference** to be held from 27 September – 1 October 2010 at the Brisbane Convention Centre. This is a wonderful opportunity to participate in a world-wide conference being held in Australia, as well as to experience the stunning tourist attractions that Queensland has to offer. Why not bring the whole family and stay on after the conference to take advantage of some of the exciting tours on offer?

The theme of **Diversity, Challenge, Resilience: School Libraries in Action** will be highly evident at the conference:

**Diversity** – there will be a mix of private and public schools represented, with local, national and international delegates attending;

**Challenge** – sessions will inspire us to step out of our comfort zones, yet at the same time offer support with practical strategies;

**Resilience** – teacher librarians will showcase how they have re-invented themselves and adapted to a new learning landscape.

The keynote speakers and pre-conference workshop presenters have already been chosen, and details of the remainder of the sessions will be available soon. A range of accommodation has been selected to accommodate a variety of budgets, and are within a 5–20 minute walk or bus trip from the Convention Centre. Additionally, trade exhibitors will have on offer the newest books and the latest products to enhance your library and make your work easier.

Plan now to attend, and return home rejuvenated and ready to become powerful agents of change within your schools.

For more information, visit the School Library Association of Queensland website at [www.slaq.org.au/events/2010/index.htm](http://www.slaq.org.au/events/2010/index.htm) or follow us on Twitter, <http://twitter.com/slaqiasl2010>, to receive regular updates.



# Managing your digital footprint

The definition of 'digital footprint' from Wikipedia: *A digital footprint is the data trace or trail left by someone's activity in a digital environment. Digital footprints are the capture in an electronic fashion of memories and moments and are built from the interaction with TV, mobile phone, World Wide Web, internet, mobile web and other digital devices and sensors.* [http://en.wikipedia.org/wiki/Digital\\_footprint](http://en.wikipedia.org/wiki/Digital_footprint)

## Technologies and the educator

There is no doubt that things have changed dramatically in all facets of education from kindergartens to universities as a result of the democratisation of technology. The technological revolution we have been through in my lifetime is enormous.

Take any piece of technology that you currently use, whether at home or in the classroom, and think about how it has changed. Think about how the camera has changed from the thing that you took on holidays to capture joyful moments, to the digital variety that can add so much depth to your blogs and classroom records.

I've recently written a few posts on my blog, *You Are Never Alone* (<http://blogs.educationau.edu.au/ksmith/>) that have asked readers to assess where they are in the digital world.

## Toys to tools

In mid-December 2009 I asked, 'Are you ready for 2010?' I was commenting on an article in *T.H.E. Journal* which had listed five technologies to watch in the K-12 sphere in the coming year. I asked 'Have you played with these yet?' and then listed e-books, netbooks, interactive whiteboards and personal devices such as iPods and mobile phones.

In November 2009 I presented a session at E-Dayz09 ([www.edayz.org/about-e-dayz](http://www.edayz.org/about-e-dayz)) called 'From Toy to Tool'. One of the things that I wanted to talk about was how often there is a delay between the appearance of a new gadget in the marketplace and the utilisation of it in our own teaching and learning.

Most of us feel that first of all we need to get a good grasp of how to use the gadget, then we need to assess its educational potential, and then we need time to work out how to unleash that potential into our classroom pedagogy. That all takes time, and if we then

add system-wide implementation into the mix, what can be a matter of months may become years. Sometimes, that delay is too great and by the time the tool makes it into our classroom, our students think it is 'old hat'.

For that session I took in some gadgets that have become almost indispensable parts of my life in the last 12 months:

- my mobile phone which is just a rather ordinary Nokia
- my Dell mini 9" computer which is one of my 'must pack' items whenever I am travelling (it helps keep me connected)
- my Kindle which has joined the 'must pack' list particularly because I won't now have to pack eight or nine paperbacks to cover a week away
- my iPod Nano which I use to listen to audio books to and from work
- my Live Scribe pen that is such a useful tool for recording meetings
- my digital camera
- my digital photo frame.

Now some of those items are still really toys, but most of them are a daily part of my life.

## Could you work unplugged?

A recent report by the Kaiser Family Foundation ([www.kff.org/entmedia/mh012010pkg.cfm](http://www.kff.org/entmedia/mh012010pkg.cfm)) found that with technology allowing nearly 24-hour media access as children and teens (Generation M2) go about their daily lives, the amount of time young people spend with entertainment media has risen dramatically, especially among minority youth.

Today, 8-18-year-olds devote an average of 7 hours and 38 minutes to entertainment media across a typical day (more than 53 hours a week). And because they spend so much of that time 'media multitasking' (using more than one medium at a time), they actually manage to pack a total of 10 hours and 45 minutes worth of media content into those 7½ hours.

Already there are calls for schools to become computer- and internet-free zones, or at least to identify places and spaces in the curriculum where teachers and students have a refuge from the digital life.

I wrote a follow-up post on my blog at the beginning of the year called *Gadget*

Enabled Life. There is no doubt about it – important parts of my life have gone digital. Just recently I asked, 'Could you work unplugged?'

## The impact of the education revolution – DER and BER

The impact on Australian educators including, or perhaps especially teacher librarians of the Digital Education Revolution (DER), followed closely by Building the Education Revolution (BER), will be massive in 2010.

In many schools the people at the forefront of embedding ICT in the curriculum, enabling information and digital literacies, and smoothing the paths for teachers in their classrooms, are also the people involved in the school's building program, the new library, the new gym, the new science lab. They have been required to move quickly, make decisions under pressure, decide upon a path the school will be going down for a number of years, and will also be key movers and shakers in the implementation of the DER and BER. The energy being galvanised in this process is enormous. And the pressures don't stop there.

We are living in times of huge digital change. It is important for educators to have digital and online knowledge and experience, and it is not sufficient for these to be confined to working hours. I'd go so far as to say not only are experiences important for educators, but so is the establishment of an online presence. You probably already have a considerable digital footprint (see the definition at the beginning of the article) and the good (or bad) news is that it will grow, and so it should. What may be a concern for you is how to manage the growth to advantage. How do you know where to focus your attention?

## Social technologies – where do you fit?

Recent research done by an American marketing firm (<http://blogs.forrester.com/groundswell/>) showed that in the last three years there has been a change in what adults do online.

It stratified people using 'social technologies' into seven overlapping categories:

- Creators
- Conversationalist
- Critics
- Collectors
- Joiners
- Spectators
- Inactives.

## Managing your digital footprint (cont.)

What has happened in the last three years is that Inactives have dropped from 52 to 17 per cent. Conversationalists, a new category that takes Facebook and Twitter into account, comes in at 33 per cent. Web consumers are Spectators: reading blogs, watching videos, listening to podcasts etc. for 70 per cent of their time (check my blog post for 25 January 2010). The message for us might be that perhaps we need more time being Spectators.

### Principles for personal digital growth


The big question for Australian teachers in all sectors of education is 'What do I need to do? How do I grow? How do I survive?'

People often ask me about the journey I've been on. 'How long did it take you to get there? How long will it take me? What do I need to do?'

A list that may help you:

1. You don't have to do everything, but you must do something. Doing 'something' implies making some conscious decisions and determining your path yourself.
2. It will help if you have an online life out of school. This really is one of those situations where a transfer of skills and knowledge does occur. My other piece of advice is to have separate professional and personal personas – separate email addresses and Twitter accounts, and separate blogs.
3. Progress comes one step at a time, but like everything, you have to work at it. Progress will depend on consciously making time and putting in the effort.

4. Seize opportunities that take you out of your comfort zone. Don't dismiss something because you've never tried it before.
5. Consider your Personal Learning Environment (PLE). Plan your professional learning, make a list of what you'd like to learn to do, build up your online portfolio, join projects – manage your own professional development. Qualifications are good to have! However, not everything you do needs to be qualification/certificate driven. Create a spreadsheet of things you think you would like to do, and keep track of your progress.
6. Become a sharer, a leader, an organiser, a mentor.
7. Suck and see. If you don't like the taste, or if it takes up too much time, move on, but give it a good try first. Some things will not appeal. Set up a Facebook page, a Flickr account, a blog, a Twitter account. Join a community like <http://me.edu.au>, OZTLNET, or a Ning group for teachers or teacher librarians. Explore, observe, but above all participate. After you've worked out what goes on, introduce yourself, and then contribute. That's when you'll see the maximum benefit.

I hope what I've said in this article is not too daunting, and just a little bit helpful. The important thing is to realise that personal growth requires you to make an action plan, however simple. Do that and you will not only be moving with the times, but taking charge of your digital footprint. 

**Kerrie Smith**



**Executive Officer  
Education Services Australia**

Previously a secondary History and English teacher, Kerrie Smith has been at Education Services Australia, formerly Education.au, for nearly 10 years, and currently works as Executive Officer and assistant to the CEO. Kerrie bought a computer back in 1985 and since then has been the recipient of Australian and international awards for her work in enabling teachers to embed ICT in their teaching and learning. Her blogs are at <http://blogs.education.edu.au/ksmith> and <http://paradise-mysteries.blogspot.com>

## 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](mailto:scisinfo@esa.edu.au) and include your contact details.

### Advertising in *Connections*

Contact SCIS for specifications and advertising rates.

### *Connections* online

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# Website reviews

## 5–14 – Resources – Science Animations

[www.ltscotland.org.uk/5to14/resources/science/index.asp](http://www.ltscotland.org.uk/5to14/resources/science/index.asp)  
Simple interactive animations demonstrate the science of sound and light to students. The first sequence illustrates how sound waves travel through different materials and how we measure sound. The second sequence illustrates light waves travelling through a variety of materials.  
SCIS No: 1448559

## ABC Radio National – Poetica – A Pod of Poets

[www.abc.net.au/rn/poetica/features/pod/](http://www.abc.net.au/rn/poetica/features/pod/)  
The site features podcasts of Australian poets reading their works, along with interviews, photos and transcripts. Featured poets are Les Murray, John Kinsella, Robert Adamson, Jayne Fenton Keane, John Clarke, Jordie Albiston, L K Holt, Joanne Burns, Aidan Coleman, Martin Harrison, Sam Wagan Watson, Kathryn Lomer, Esther Ottaway, Josephine Rowe and Craig Billingham.  
SCIS No: 1434457

## Arts Online

<http://artsonline.tki.org.nz/>  
Primary and secondary teachers will find a variety of resources for dance, art history, music, drama and visual arts available here. Although aligned to the New Zealand curriculum, aspects of the site are relevant to other educational systems.  
SCIS No: 1406014

## Award Winning Websites

[www.webaward.org/](http://www.webaward.org/)  
This collection showcases 96 award-winning websites from the annual WebAwards competition. All sites selected offer exemplary website design and several are intended for the education sector. As topics covered are diverse, teachers should check the content of sites before using them with students.  
SCIS No: 1349657

## BBC News – Country Profiles

[http://news.bbc.co.uk/2/hi/country\\_profiles/](http://news.bbc.co.uk/2/hi/country_profiles/)  
The BBC has provided users with an authoritative and encompassing profile of the politics, history and economic data of countries and territories. Also included are links, BBC video and audio archives and flags.  
SCIS No: 1346362

## Blood Buddies

[www.bloodbuddies.com.au/](http://www.bloodbuddies.com.au/)  
Developed on behalf of the Australian Red Cross Blood Service this comprehensive website aims to increase awareness of the importance of blood donations among secondary students. Students will be engaged by the mixture of video, animation and text. Teachers are catered for with quality material which includes state and territory curriculum links.  
SCIS No: 1428258

## Centre for Learning & Performance Technologies

<http://c4lpt.co.uk/index.html>  
Jane Hart, a social learning consultant, founded the Centre for Learning & Performance Technologies which features resources and services regarding learning trends, technologies and tools applicable to schools, universities and the workplace. Links are grouped under either Learning Tools Compendium or Social Learning Academy, while Connexions Directory lists the blogs of 1,300 learning professionals.  
SCIS No: 1448615

## Indigenous Education

[www.edna.edu.au/edna/go/pid/3413](http://www.edna.edu.au/edna/go/pid/3413)  
This new indigenous education portal from edna comprises Aboriginal Studies resources, links to indigenous resources on Australia's Cultural Portal, relevant Education.au papers, and wider links to a selection of related topics.  
SCIS No: 1448635

## Interactive Whiteboard Sites

[www.avenelps.vic.edu.au/interactive\\_whiteboard\\_sites.htm](http://www.avenelps.vic.edu.au/interactive_whiteboard_sites.htm)  
Avenel Primary School in Victoria has compiled an extensive array of links to websites suitable for interactive whiteboards. Topics covered include space, story writing, games and activities, whiteboard tutorials and symmetrical patterns.  
SCIS No: 1448628

## Introduction to the International Year of Biodiversity

[www.cbd.int/2010/about/](http://www.cbd.int/2010/about/)  
The United Nations declared 2010 to be the International Year of Biodiversity. This resource is a gateway to material relating to the 'celebration of life on earth and of the value of biodiversity for our lives'. Comprehensive links are available to websites, printed material, multimedia and exhibitions.  
SCIS No: 1443989

## SimplyBox

<http://simplybox.com/index/education>  
Students can use this web tool to capture parts of websites and then add their own text to create visually appealing, stimulating and well organised 'boxes' of information to share. The basic service is free for students and teachers, although enhanced features require subscription.  
SCIS No: 1448600

## Twelve Canoes

[www.12canoes.com.au/](http://www.12canoes.com.au/)  
This intriguing and widely acclaimed website highlights the culture and history of the proud Yolngu people from Ramingining, located in the northern part of Central Arnhem Land. Content includes artwork, photos, songs, video, audio, and a study guide for teachers.  
SCIS No: 1391955

## Weblinks

[www.csiro.au/resources/DIYScienceWeblinks.html](http://www.csiro.au/resources/DIYScienceWeblinks.html)  
The CSIRO has created a website with 21 scientific subjects for students. Each of the subjects is a portal to a variety of quality links. Topics covered include biology, dinosaurs, environmental science, invasive species, marine science, salinity, and magazine links.  
SCIS No: 1448577

## Reviewed by Nigel Paull



**Teacher librarian**  
**South Grafton Public School, NSW**  
**Email: [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 address of these sites may not be permanent.



## SCIS is more ...

Authority files, Cataloguing, Clickview, CMIS, digital media, ebooks, ISBN, Professional development, RDA, RSS, ScOT term: Giraffes, student blogging, Web 2.0 – what do these terms have in common?

They're all part of the tag cloud on the SCIS blog!

The redeveloped SCIS website (previously discussed in *Connections* issue 71) is your primary source of information about SCIS and its products and services and is the portal to SCISWeb, SCIS Subject Headings and SCIS Authority Files. But for regular updates and discussions of interest to school library staff, why not check out our blog?


The blog was created using Edublogs software and is available at <http://scis.edublogs.org/>. Emily Pyers, Metadata and Systems Support Librarian at SCIS in Melbourne, created the blog and updates it at least weekly. Topics covered include newsy items (SCIS staff out and about this month), helpful hints for SCIS customers (Two books but one ISBN? ... it's not our fault!) and items of professional interest such as regular reports on the development of RDA (Resource Description and Access), the cataloguing standard that will replace the *Anglo-American Cataloguing Rules*.

It's easy to subscribe to the blog – just use the links on the page to subscribe in an RSS reader, an RSS feed or by email. One of Emily's recent posts 'RSS readers, Feral Learning and PLE's' discussed the advantages of using a reader to keep track of your favourite blogs and includes a video with step-by-step instructions.



The SCIS blog features a feed from *delicious* (you can also subscribe to this feed) – items are simply tagged in delicious with a unique tag (<http://delicious.com/tag/scis-issc>), which generates a constantly updated list of websites of interest to the user community. This feed is also used in the edna group ([www.groups.edna.edu.au](http://www.groups.edna.edu.au)) which the SCIS Information Services Standards Committee uses to manage its communications.

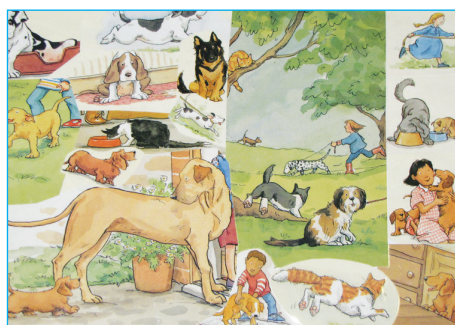
We look forward to your comments on the articles in our blog.

And if you're still wondering why the ScOT term 'Giraffes' features in the blog, why not check it out for yourself! 

## A new life for weeded books

You've applied the principles of weeding – CREW: Continuous, Review, Evaluation and Weeding (Segal, 1980) – and identified resources that no longer meet the needs of your school community. What next? Some of these de-accessioned resources have been identified as being suitable for overseas donation, and some for the book sale at the School Fair. What happens to the rest of them? Do you covertly take sealed boxes to the rubbish bin in the early morning?

With a little bit of time, creativity and enthusiasm they can be used for bookmarks, altered books, artworks, papier-mache masks, atlas and dictionary skills lessons, cartooning lessons, English genre stimulus lessons and magnetic poetry. In addition they can be used for resource-based learning (RBL) – Science, SOSE, Health stimulus pictures, SOSE lessons on the portrayal of women, men, children's roles in society, examples of time, continuity and change.



Book illustrations made into placemat

### Bookmarks and placemats

Some books are loved so much that they become damaged. Our *Where's Wally?* book had all the Wally characters circled and several of the Geronimo Stilton books were also damaged. We turned them into bookmarks, cut out interesting shapes, laminated them and sold them for 20c. This allowed us to purchase a replacement copy of *Where's Wally?*

Placemats made from deleted books are placed on the tables when the students participate in art and craft activities. Old Art books and picture books are used. The images are cut out and pasted on to laminating sheets with key phrases added as well. These mats provide a talking point and are easy to wipe over after activity.

### Altered books – book sculpting

Altered books have been defined by artist Karen Hatzigeorgiou as 'any book, old or new that has been recycled by creative means into a work of art'. She combines scrapbooking, poetry and art to repurpose children's board books, hardcover fiction and non-fiction books. Her website provides insight and stimulus into this art form: <http://karenswhimsy.com/altered-books>.

A search for altered books provides an extensive gallery of work to start students' creativity. Incorporating found poetry and words and phrases cut from the text adds multidimensional layers.



## A new life for weeded books (cont.)

Niche books that fall open to reveal a cut-away panel with collage and realia make wonderful presents for Mothers' and Fathers' Days. Check Corinne Stubson's niche books at: [www.glitz-oh.com/art/v/booksculptures](http://www.glitz-oh.com/art/v/booksculptures).

There's book sculpting as well: [www.ehow.com/how\\_2113451\\_sculpt-using-books.html](http://www.ehow.com/how_2113451_sculpt-using-books.html).

Memory books utilising scrapbooking techniques are also interesting to make with older students.

### Artworks – collage

Steve Wide's *It's a Jungle in Here* purchased from Readings, Lygon Street Melbourne has collage shapes cut out of books and newspapers with ink drawings overlaid. This provides stimulus for repurposing; students can cut words that express emotion and incorporate them in paintings of faces. The words could form the outline of the face. Shaun Tan's *The Lost Thing* also uses word cut-outs as part of the illustrations.



*Clifford the Small Red Puppy diorama*

Two *Clifford the Small Red Puppy* books were used to build this display diorama on top of an old picture book. Sentences from the story were added to provide discussion starters, and the display diorama can be used for promotion of the Clifford stories as well.

### Simple paper tole

Students can individually repurpose weeded picture books. Selecting one illustration as a new background, carefully cut it out and paste it on a cardboard surface. Cut out characters and objects from other pages, cover them with paper glue and set aside to dry. When dry, colour in the edges with a similar colour to the cut-out. Students use two-sided tape and add them to the background picture. Words or phrases cut from the story can form the caption, or can be placed throughout the artwork as a found

poem or story. Found objects can be added as well. These can stimulate students to write and illustrate their own stories.

### Papier-mache

Masks made from book pages with expressive words, large symbolic pictures, single or multicoloured layers could add an exciting dramatic dimension. Old Shakespearean plays could become creative masks for the Capulet Ball! Found poetry could also be generated from textbooks, adding the student's insight into the language of the text.

### Cartooning – upper primary

Take one Tintin or Asterix book that is beyond repair, cut out a sequence of action, adventure or interesting dialogue and glue to a cardboard background. Laminate them and use as stimulus pictures for cartooning, and the development of narrative or persuasive writing. Discuss the cartooning style of Hergé and Goscinny. Students could add the cartoon sequence at different stages in their narrative, mixing media to enhance their writing. An example of this technique is *The Invention of Hugo Cabret* by Brian Selznick who dramatically mixes drawing and text.

### Atlases and dictionaries

Laminated pages from old atlases make fantastic placemats for Maths and SOSE lessons. The placemats can be used to explore coordinates, latitude and longitude, key political and geographic features, scale, oceans and land mass. Launch into country exploration, population growth – the possibilities are endless. Combine the study of the countries on the placemat with the lyrics from the chorus of 'I am Australia – from all the lands on earth we come' to start a unit on migration.

What can you do with a coverless dictionary that has been embellished with highlighter? ... Cut it up! Using the 26 alphabet starter pages, glue them onto some A4 card and laminate them. These can be used for dictionary skills lessons, introducing exciting new words to vocabularies. Encourage students to add them to their conversations or writing. Dictionary pages can also be used to provide language stimulus and enrichment.

### Stimulus pictures

The illustrations, maps, diagrams, cut-away sections, examples of indexes, contents pages and glossaries can be reworked

into research stimulus posters. Animal photo-stories with extensive paragraphs of text can be cut up to provide the initial introduction and brainstorming session for an information report.


Junior primary students can develop alphabet friezes utilising photographs from weeded materials. ESL students can develop counting books with both their mother-tongue language and English incorporating illustrations from these sources as well.

### Blasts from the past

Transport or communications books from the '70s or '80s can be incorporated into units on 'Then and Now', look how far we've come.

### Magnetic poetry

Take some books with large fonts, cut up individual words, glue them to an A4 magnetic sheet, and carefully seal with paper glue. When it is dry, cut up the words and provide the students with a tin biscuit sheet. They can write their own sentences, poems, group nouns, verbs and adjectives, and write their own meanings – there are so many possibilities. What about a poem of the day or words added to a feelings face? Compare the new texts with the original if there is a second copy available.

In hindsight, I should have made *The Infant Song-Mistress' Book* from the mid-1950s into an altered book; unfortunately, it did go out to the big green bin late one afternoon. We need to think beyond the book: repurposing, reducing landfill by re-using and recycling damaged textbooks and weeded resources. Green weeding is the way of the future! 

### Rhyllis Bignell



**Teacher librarian**  
**Allenby Gardens Primary School, SA**

### Bibliography

Segal, Joseph P 1980, *Evaluating and Weeding Collections in Small and Medium-sized Public Libraries: The Crew Method*, Chicago: American Library Association

# From little things big things grow

## One school's account of a new BER library

One of the positive outcomes of the bleak economic news from 2009 was the Australian Government's stimulus package.

The highlight of the package for schools was the Building the Economic Revolution (BER) program. Billions of dollars have been set aside to be invested in significant infrastructure projects in schools across Australia. Over the next few issues of *Connections* Nigel Paull, teacher librarian at South Grafton Public School, will document the process of planning, building and finally occupying a new multimillion dollar library at South Grafton Public School.

South Grafton Public School is a multi-campus primary school in northern New South Wales. It houses over 600 students, 250 on a K-2 campus and 350 on a 3-6 campus. The K-2 campus was built in the 1950s; the majority of the 3-6 campus was built in 1917. Additional administration, two classrooms and a library were built in the 1970s.

Over the last 15 years the size of the library relative to the size of the school has been a concern. Previous principals have had a larger library at the top of their agenda, but this had to compete with priorities at a higher level. Our current principal, Mrs Sue Hillery, has been pursuing a larger library vigorously.

Our current 'little' library has serious space issues. We cannot extend the shelving as it would impinge on the small teaching space. We have no workroom for processing materials, and consequently have to use a small office for all administrative functions. Our 'storeroom' is the disused toilet next door! Regardless of these constraints, the library is a focus for the school community, has sufficient IT equipment, a generous budget and a wonderful collection of



IT and library facilities all-in-one at South Grafton Public School, NSW


resources. I would assume there are many schools around Australia in similar situations.

We had been told the library was undersized according to the NSW Department of Education and Training (DET) guidelines and finally had DET architects come onsite to look at increasing the current library's size by utilising walkways.

However, it was only a matter of months after this that the BER stimulus package was announced. To our delight the priorities for primary schools were building new halls and libraries and replacing demountables with permanent buildings. After meeting with all school stakeholders, the decision was made to use our \$3,000,000 grant to apply for two permanent classrooms and a library appropriate for the size of the school.

In June 2009 we met with architects, project managers and surveyors to start the planning process. After this phase we pored over plans, selected the site and

started looking through the wonderful book *Rethink!: Ideas for Inspiring School Library Design*. The plan for the library had to be taken from a stock set of NSW DET plans to expedite the building process. After looking at the plans and video, which are available on the internet, we were excited. They looked fantastic! We were captivated by the space, storage, display areas, informal reading sections, IT sector and natural light.

We had one setback when the first set of site plans had changed our Core 21 library (the biggest) to a Core 14 (similar size to our existing library). However, this issue was speedily resolved and in February 2010 the development application was sent to the local council. We were on our way! From our 'little' library big things will grow. 

**Nigel Paull**



Teacher librarian  
South Grafton Public School, NSW

## Websites

South Grafton Public School  
[www.sthgraston-p.schools.nsw.edu.au](http://www.sthgraston-p.schools.nsw.edu.au)

BER – NSW Integrated Program Office – Standard Design: Library video  
[www.ber.nsw.gov.au/index.php/primary-schools-for-the-21st-century/standard-designs/library](http://www.ber.nsw.gov.au/index.php/primary-schools-for-the-21st-century/standard-designs/library)

BER – NSW Integrated Program Office – Standard Design: Library plan  
[www.ber.nsw.gov.au/wp-content/uploads/2010/01/Library\\_510orMore.pdf](http://www.ber.nsw.gov.au/wp-content/uploads/2010/01/Library_510orMore.pdf)

## New and revised subject headings

A summary list of new and revised SCIS subject headings is provided in each issue of *Connections*.

For the detailed lists of new and revised subject headings, see the SCIS website at [www2.curriculum.edu.au/scis/subject\\_headings.html](http://www2.curriculum.edu.au/scis/subject_headings.html).

In the summary lists, headings are marked with:

\* Existing allowed headings which have been updated with changes to references or notes

A Headings which were previously USE references but are now headings in their own right

D Deleted headings

N New headings

U Previously allowed headings which have become USE references

\* East Timor

\* Southern Africa

# Is technology producing a decline in critical thinking and analysis?



**This report summarises research undertaken by Patricia M Greenfield, University of California, Los Angeles, USA. Distinguished Professor of Psychology and Director of the Children's Digital Media Center, Los Angeles. A more extended article on this topic, written by Professor**

**Greenfield, appears in the 2 January 2009 edition of *Science*. Stuart Wolpert is a media officer for UCLA.**

Technology has changed familiar patterns of learning. As technology has played a bigger role in our lives, our visual skills have improved while our skills in critical thinking and analysis have declined. This article reports on these and other findings of Professor Patricia M Greenfield, a psychologist who has analysed more than 50 studies on learning and technology, including multitasking and the use of computers, the internet and video games.

A wide range of research evidence indicates that visual intelligence as measured on IQ tests has been rising globally for 50 years, and people's visual intelligence also appears to be better sustained over the course of their lives. In 1942, people's visual performance, as measured by a visual intelligence test known as Raven's Progressive Matrices, went steadily down with age and declined substantially from age 25 to 65. By 1992, however, results from the same test showed a much less significant age-related disparity in visual intelligence over this age range.

Many factors have contributed to the rise in visual intelligence, including increased levels of formal education, improved nutrition, smaller families and an increasingly complex society. Much of the advance, however, is attributable to the increased use of technology, especially visual media, which develop skills such as spatial orientation and the interpretation of images.

Such skills put learners in a good position to effectively use materials from the vast array of multimedia resources available on the internet and other digital environments. They also prepare students for the growing range of applications for sophisticated visual skills in the workplace. In medicine, for example, a surgical procedure known as laparoscopy now calls for surgeons to develop skills in the use of images on a two-dimensional screen to navigate a three-dimensional space. A study has found that surgeons who were skilled video game players performed 39 per cent faster on laparoscopic tasks than the worst video game players, and made 47 per cent fewer errors.

The demands of screen environments such as sophisticated computer games or websites have also improved learners' capacity to divide their attention between different components of a screen. Managing divided attention is a prerequisite for multitasking and multitasking skills can be usefully applied in a number of educational and vocational contexts. A study by New Zealand researcher Paul Kearney examined how participation in a realistic video game affected proficiency in a military computer simulation, in which the player was required to operate a weapons console, locate targets and react quickly to events. Participants who had played the video game

prior to taking part in the simulation performed significantly better than a control group who had not played the video game.


With students spending more time with visual media and less time with print, the use of visual media in the classroom allows students to draw on the knowledge and experience that they have developed outside the school context. There are also implications for assessment. Assessment methods that include visual media will provide a fuller understanding of students' knowledge. Schools should make more effort to test students using visual media, by asking them to prepare PowerPoint presentations, for example.

Technology is not a panacea in education, however. The cognitive benefits of video games need to be balanced with their potential negative effects.

Studies have found that participants who watched news reports on screens that also displayed competing information such as 'news crawls', stock market data and weather information, remembered significantly fewer facts than those whose attention was undivided. Other studies have shown that students given access to the internet during class, and encouraged to use it for study purposes, had a poorer understanding of the material covered in class than students who did not have internet access.

Real-time media such as television or video games do not allow time for critical thinking and reflection, which are important for the development of inductive problem solving and imagination.

These skills are better developed by sustained reading for pleasure, which is also a more effective way to improve vocabulary. With the prevalence of visual media, students are reading less, and as a result, these key, complex skills are underdeveloped.

Schools should ensure that students have the opportunity to access and work with a broad range of media, balancing new media with traditional forms of reading. Parents should encourage their children to read and should read to their young children. No single medium can develop the variety of skills needed by today's learners. A balanced media diet will facilitate both the visual intelligence skills obtained through new media, and the deep processing skills best learnt through traditional media. 

**Stuart Wolpert**



**Media Officer, University of California, Los Angeles, USA**

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# Share and celebrate

## It's the School Library Association of Victoria's 50th anniversary year



2010 sees the School Library Association of Victoria celebrate its 50th anniversary. Much change and reinvention has taken place in both education and librarianship over the past 50 years – and SLAV has always been at the forefront.

This wonderful association grew out of a meeting of interested professionals, which was held on 12 July 1960. This meeting identified the need for a strong organisation to support the work of school libraries. The School Library Association of Victoria was then formally established on 13 September 1960, with Mr Warwick Eunson as President.

The objectives of the association at that time were identified as 'promoting school libraries and school librarianship throughout Victoria'. Current members are indebted to the vision and commitment of these foundation members and to all of those who, over the past 50 years, have taken on roles as office bearers, editors, branch representatives, enthusiastic and active members and staff of the association – responsible for maintaining the momentum of those original objectives, building on them, and ensuring the vitality and constant improvement of the association.

The theme chosen for this 50th anniversary year is 'Share and celebrate!'

'Celebrate' goes without saying!

'Share' however, not only reflects the sharing nature and role of our profession and our members – but also joins old with new as we see sharing and collaboration as a major feature of current technologies and the way that they are being used in society, in our schools and in our school libraries. It certainly is, as futurist Mark Pesce, recently said, an 'era of sharing'.

Sharing is also what we would like our members past and present to do throughout this year. Sharing memories, stories, photos, achievements – sharing our history!

To facilitate the sharing, the association has established a number of social networking sites – a Ning, a Facebook page, and a Twitter account (all linked from the SLAV website: [www.slav.schools.net.au](http://www.slav.schools.net.au)) – so that former and current members can join, spread the word, renew acquaintances, share photographs and memories, and post videos and podcasts. These sites also offer us the collective opportunity to record our history and create a digital archive of the association's activities and achievements.

Members of the SLAV 50th Anniversary Celebrations Committee have been browsing through the archives – identifying dates and events – and the association's journal *FYI* will share and celebrate with Issue 3 this year being devoted to SLAV's history, in particular honouring the significant personnel of the association.


*Celebrations* commenced on 3 March, 2010 with a cocktail party held in Experimedia at the State Library of Victoria. Here, SLAV's Immediate Past President, Bronwen Parsons, encouraged us all to start thinking about who we can get in touch with, about working in our branches to find memorabilia, and about inviting as many of our colleagues and former colleagues as possible to get involved. Founding member Alison Boundy proposed a toast to launch the celebrations and reflected on the vitality of the association saying, 'I must admit that

when I attended a meeting of like-minded people in 1960, I did not imagine that I would be standing here some 50 years later in this magnificent building and wishing SLAV all the best for the next 50 years! But it is wonderful that the association has enjoyed such longevity and still has so much to offer to education in Victoria'.



**Founding member Alison Boundy (left) and Immediate Past President Bronwen Parsons**

The major social event for the year is planned for 9 September 2010 with a Gala Dinner at the Rendezvous Hotel Ballroom in Melbourne. We hope to see as many members, former members and supporters of SLAV as possible at this event to celebrate the success of the association and acknowledge the contribution of so many who have been involved over the years. We hope to see you there!

Details of all events relating to SLAV's 50th anniversary year celebrations can be found at [www.slav.schools.net.au](http://www.slav.schools.net.au). 

**Rhonda Powling**  
*President, School Library Association of Victoria*

### References

Pesce, Mark (2009), *Nexus*, presented at Perpetual Possibility, State Library of Victoria, 17 November 2009



# Educational Lending Right

## 2009–10 survey successfully completed

### Thank you to all schools who participated in this and previous surveys!

The Educational Lending Right (ELR) school library survey 2009–10 was successfully run by SCIS on behalf of the Australian Department of the Environment, Water, Heritage and the Arts (DEWHA). The final survey results will provide an estimated 'score' for the number of copies of each title held in all school libraries in Australia. These figures are passed on to DEWHA who calculate payments to book creators and publishers.

ELR payments to creators and publishers will be met by the Australian Government. The payments to Australian creators (authors, illustrators, translators, compilers and editors) and publishers are on the basis that income is lost from the availability of their books in educational lending libraries. The payments support the enrichment of Australian culture by encouraging the growth and development of Australian writing and publishing.


Australian book creators appreciate the financial support that the Australian Government offers them with payments calculated from the Educational Lending Right survey. In previous issues of *Connections*, Australian book creators Libby Gleeson, Pat Flynn, Craig Smith, Bronwyn Bancroft and Sue Bursztynski have discussed their appreciation of payments from ELR.

### 10 year anniversary

In 2000, Curriculum Corporation, now known as Education Services Australia, began running the Educational Lending Right school library survey. Over the ten years SCIS has operated the survey, many improvements have been made to the survey. The ELR survey software has been developed in collaboration with library software vendors and is designed to run in the school library system. The developments have assisted the operation of the survey to be quicker and easier for library staff.

### Looking forward to 2010–11 survey

It is anticipated that requests to participate in the Educational Lending Right school library survey 2010–11 will be distributed to 600 sample schools in October this year.

Schools selected meet specified criteria based on enrolment size, location and library system used. We are not able to predict which schools will be selected. If your school is approached to participate we hope you consider the request and are able to run the survey in your library management system. Your participation will help to support our Australian book creators. 

### ELR – Encouraging the growth of Australian writing and publishing




Australian children benefit from books created by Australian authors and illustrators

# National Digital Learning Resources Network?

## Collections – your one stop shop!

Digital resources grouped under a variety of themes across curriculum are now available for teachers across Australia. This new bundle of resources called Collections is a newly added dimension to digital content made available by the National Digital Learning Resources Network (NDLRN), formerly known as The Le@rning Federation (TLF).

NDLRN understands that educators are always pressed for time when planning teaching and learning activities and looking for appropriate resources. So to make their job easier NDLRN is offering digital curriculum content grouped under a range of topics or themes. Essentially, collections are groupings of thematic ideas which draw in relevant interactive learning objects, film clips, images and sound files. The digital resources also include teacher support materials from partner cultural institutions and professional associations. Collections provide selections of themed quality-assured resources to support teaching and learning across various years of schooling. These are currently available to support English, Mathematics, Science and History – the first curriculum areas developed for the new Australian Curriculum.

A collection is identified by the symbol and  the following symbols are used to identify the type of digital resource within the collection:



Interactive multimedia resources such as learning objects



Audio files including speeches, songs, radio broadcasts and interviews



Moving images from documentaries, feature films, newsreels and television programs



Still images such as photos, artwork, posters, maps, documents and cartoons



Interactive multimedia assessment resources

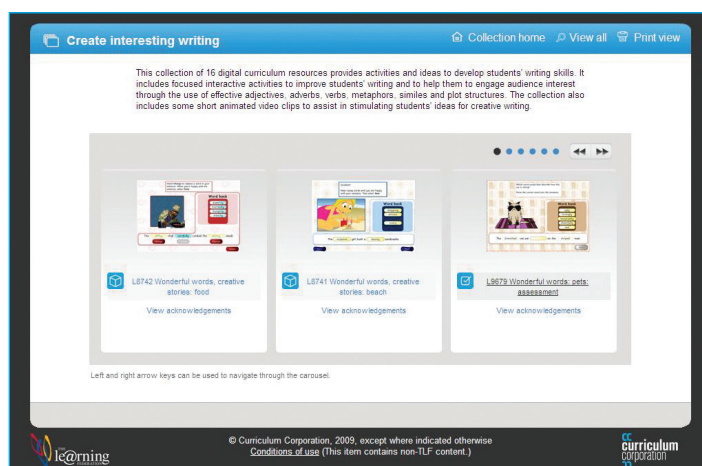


Units of work or Teacher ideas which demonstrate how teachers have integrated digital resources into their teaching and learning activities.

## National Digital Learning Resources Network (cont.)

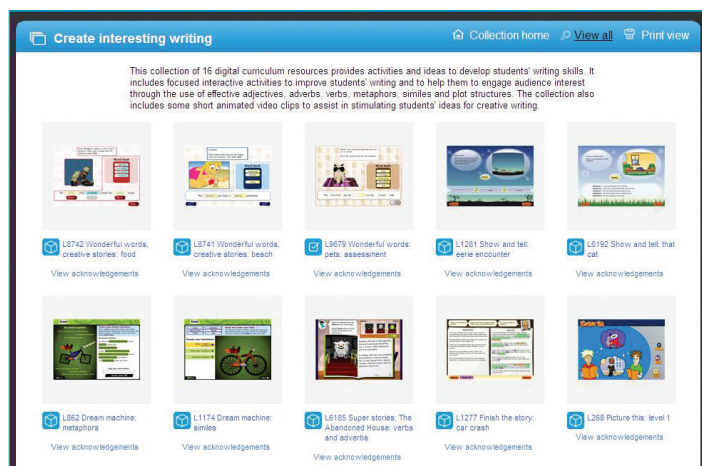
Accessible in the same way as you access other NDLRN content, the Collections interface is intuitive and makes it easier for you to select and view a particular item or work with the entire range of digital content available for that theme.

The Collections home page provides a description of the collection, how many resources are available, and divides it into subtopics. The resources display on a carousel which can be moved back and forth for browsing.



### Collections home page

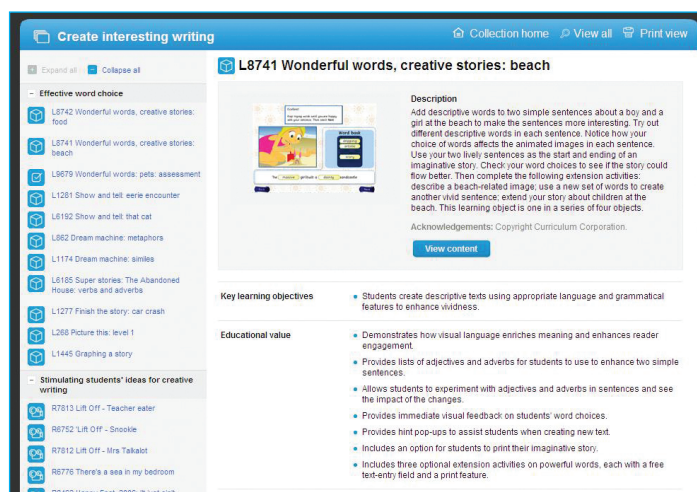
You can click on 'View all' on the top right corner of the page to see all the resources displayed on a single page.



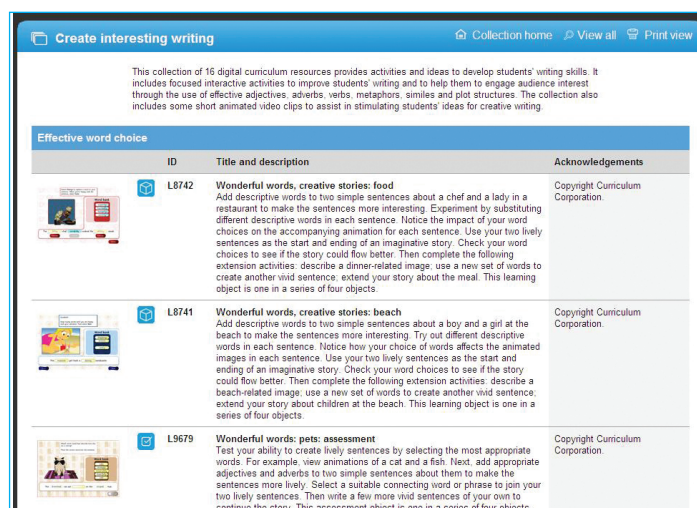
### View all page

Click on any of the content images to read its description, including the education value statements and the topics it may be relevant to. This individual resource page also includes year level, learning area, strand and student activity information. You can click on 'View content' to start using the content. The left-hand side navigation of the page provides access to all other available digital content from the collection and is categorised under subtopics or subthemes.

Another very useful feature is the 'Print view', where all the items in a collection are categorised under subtopics and listed with their descriptions and acknowledgements. Print and use as a ready reference handout for your classroom or even to share with your colleagues.



### Individual resource page



### Print view

NDLRN has further simplified the task of searching for collections that match your teaching needs by making available a 'Collections catalogue' that lists all the collections under curriculum areas. The catalogue is available on the NDLRN website. Each collection also has a SCIS ID attached to it.

Now educators can spend less time in searching for appropriate content and focus more on integrating this fantastic bundle of resources in everyday classroom teaching.

## Access National Digital Learning Resources Network digital curriculum content

Information on how you can access NDLRN's range of digital curriculum content is available at [www.thelearningfederation.edu.au/for\\_teachers/access\\_information/access\\_information.html](http://www.thelearningfederation.edu.au/for_teachers/access_information/access_information.html).

For any NDLRN-specific enquiries email [info@esa.edu.au](mailto:info@esa.edu.au).

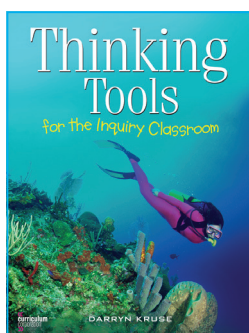
**Rohini Mehta**  
Communications officer  
National Digital Learning Resources Network

## Resources for classroom teachers

This page features our most recent or 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.

### Thinking Tools for the Inquiry Classroom

104 pp  
Author:  
Darryn Kruse  
RRP: \$38.95  
SCIS No:  
1422677  
ISBN:  
9781742003115  
Years: 3–9



How do you ensure that your class is engaging with inquiry learning?

Motivated students will take an active role in their learning by:

- building on prior knowledge and asking questions
- finding information from a variety of sources
- making connections between ideas, learning domains and experiences
- reflecting on and taking action related to their understandings.

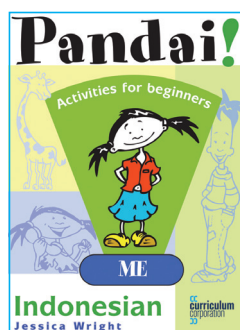
*Thinking Tools for the Inquiry Classroom* provides a rich resource of activity starters, graphic organisers, proformas, thinking processes and techniques to support inquiry learning in the middle years classroom.

Each tool is linked to a key stage of inquiry and described in context. When should you use it? How does it work in a real classroom? With guidance on inquiry stages, multiple intelligences and the critical and creative thinking approaches students use, this book makes it easy for you to adapt and extend these clever tools in your own classroom.

An invaluable source of inspiration and practical support, *Thinking Tools for the Inquiry Classroom* helps you to delve deeper into your students' inquiry journey.

### Pandai! Me

24 pp e-book  
Author:  
Jessica Wright  
RRP: \$10.00  
SCIS No:  
1391699  
ISBN:  
9781742005072  
Years: 3–8



*Pandai! Me:*

*Activities for Beginners* is one of four units for students who are beginning and consolidating their Indonesian language skills. With these games, students practise greetings and questions, counting, the time of day and identifying parts of the body.

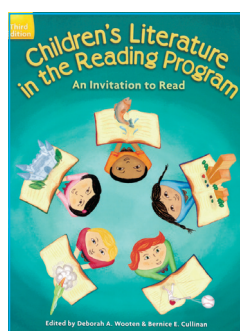
Students are actively involved in their learning as they practise vocabulary, role-play common situations, and encounter cultural and social information about Indonesia. Activities focus on listening and speaking, or looking carefully at written characters to practise reading and writing.

These e-books are available in PDF format, are fully searchable, printable and hyper-linked for quick reference to related material.

*Pandai! Me* is one of our range of 16 new e-books for language learners of Japanese, Chinese and Indonesian.

### Children's Literature in the Reading Program 3rd edition

200 pp book  
Authors:  
Deborah Wooten  
and Bernice Cullinan  
RRP: \$55.00  
SCIS No: 1444399  
ISBN: 9780872076990  
Years: 0–6  
*International Reading Association*

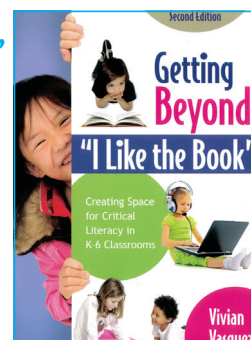


Discover the creative teaching strategies and practical guidance you need to select the right books for the right students at the right time, while also breathing life into the literacy curriculum.

This fully revised edition features new chapters by leading educators and children's book authors, who make the most recent research relevant for your classroom. Tips and techniques for incorporating high-quality literature into busy classrooms, while practical and inspiring suggestions cover lesson planning, using mentor texts, genres and current forms of quality children's literature (such as graphic novels, postmodern picture books, and a range of popular book series). A section on reaching beyond the classroom and creating community links is included, as are book lists for each chapter.

### Getting Beyond 'I Like the Book'


2nd edition  
152 pp book  
Author:  
Vivian Vasquez  
RRP: \$48.00  
SCIS No:  
1444407  
ISBN:  
9780872075054  
Years: 0–8  
*International Reading Association*



Be drawn into a classroom where students and teachers use critical literacy together as a framework for taking on local and global issues like racism and gender, making use of books and everyday texts such as school posters and advertisements.

*Getting Beyond 'I Like the Book'* includes a chapter on using children's literature to unpack social issues in the school community with examples on understanding indigenous issues including the Stolen Generations.

This expanded second edition provides:

- additional chapters on the content areas of science and social studies, to emphasise that critical literacy is relevant to more than just the literacy curriculum
- a new chapter on the impact of modern technologies on critical literacy, including websites, videos and podcasts
- a fresh focus throughout on multimedia literacy and using multimedia text sets. 





## New resource for middle years

To commemorate the milestone of the 150th consecutive running of the Melbourne Cup, Education Services Australia has been contracted as part of the celebration's initiatives to develop a national school education resource for Years 4–9. The resource, a curriculum website, will focus on the national heritage of the Cup, and on the stories and experiences that have helped this race become an important part of Australia's history, as well as an international phenomenon.

The resources and student activities will include the curriculum areas of History, Civics and Citizenship, Values and ICT, and will incorporate topics such as the race during historic events, for example, the world wars and the Depression, the importance of the Cup Carnival for the economy, the technology of racing, and the Cup in the media and the arts. Contemporary and historic documents, images and film, as well as interactive components will ensure the site is an engaging resource for teachers and students.

The curriculum resources will be available for all Australian schools when the website goes live in September 2010.



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