

The 2006 copyright amendments – all under control?

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Changes to Australian copyright laws were introduced in 2006. Ian McDonald explores how the new provisions have 'bedded down' and what they mean for educational institutions.

The *Copyright Amendment Act 2006* made wide-ranging changes to the Copyright Act, introducing provisions that:

- allow individuals to 'format-shift' different types of copyright material for personal purposes and to 'space-shift' sound recordings they own
- allow individuals to 'time-shift' TV and radio broadcasts to watch or listen to later
- allow the use of copyright material for the purposes of parody and satire
- add to and amend the special provisions for libraries and archives
- add to and amend the special provisions for educational institutions
- tighten up the provisions in the Act relating to the technological protection of copyright material.

The amendments stem from three distinct sources:

- a review of the *Copyright (Digital Agenda) Amendment Act 2000*, which dealt with how copyright should operate in a digital communications environment
- the Free Trade Agreement that Australia entered into in 2004 with the United States
- pressure from organisations that use a lot of third-party copyright material, who argued that the Free Trade Agreement was overly beneficial to copyright owner interests and that new exceptions should be introduced.

Most of the amendments came into operation on 11 December 2006, while the provisions relating

to technological protection came into operation on 1 January 2007.

One year after the introduction of the provisions, how have they bedded down and what do they mean for educational institutions?

Time-shifting, format-shifting and space-shifting

'Format-shifting' includes changing a purchased video to a digital format (such as DVD) and copying books, magazines and periodicals into a different 'form' (for example, to view on a computer screen). 'Space-shifting' relates to making copies of sound recordings such as cassette tapes and CDs – there is no requirement that the copy be in a different form.

The introduction of the 'time-shifting', 'format-shifting' and 'space-shifting' provisions got a lot of press coverage at the end of 2006. Many of the statements made by the then Attorney-General, Mr Philip Ruddock, in relation to the *Copyright Amendment Act 2006* emphasised that common activities of 'ordinary Australians' should not infringe copyright.

Impact on schools

There are a number of points to note about these provisions from the point of view of schools. These provisions may only be relied upon by individuals wanting copyright material for personal purposes; they are not provisions upon which teachers or administrative staff can rely in order to do things for school.

Teachers and school staff can, however, continue to record material from TV and radio for school purposes under the scheme in the Act administered by Screenrights. There is no

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requirement under the Act that this be done on the school premises, although some schools have had administrative policies in place to this effect. Teachers and other staff can still copy at home for school purposes, provided they comply with administrative requirements such as marking any analogue copies.

Resource management issues

That said, there are a number of 'management' issues in relation to what teachers and other school staff might do with copies made under the new 'personal use' provisions.

While there is no prohibition on using a personal 'time-shifted' copy in class, it would be better if teachers didn't bring personal time-shifted copies to school. This is to prevent staff inadvertently breaching the legislation – for example, lending the personal copies to colleagues or students, which would make the personal 'time-shifted' copy an infringing copy under the new 'personal use' provision.

Similarly, teachers and other staff can play in class copies of CDs and films they have 'space-shifted' and 'format-shifted' for themselves under the new provisions. However, if they were, for example, to lend to a colleague or student either a copy they have 'space-shifted' and 'format-shifted' or the commercially-produced item they used to make the copy, they would be infringing copyright. Also, if they were inadvertently to play the CD or film for wet-weather entertainment, rather than just as part of a class, the copy would become an infringing copy.

In addition, if teachers were regularly in the habit of bringing in 'space-shifted' and 'format-shifted' copies from their personal collections, an argument could be mounted that they really weren't copying just for personal use at all.

Fair dealings for the purpose of parody or satire

Although it's a general provision, in the right circumstances the new 'fair dealing' provision for parody or satire can be relied upon in the school context. This new provision augments the other 'fair dealing' provisions that relate to dealings with copyright material for particular purposes – research or study, reporting news, criticism or review, and the giving of certain types of professional advice.

In the school context, the new provision may well be relied upon by schools when students, teachers or parents stage revues, for example, and when copyright material included in commemorative CD-ROMs or in publications is given a parodic or satirical slant.

There have not yet been any decided cases based on this new provision, but the definitions of 'parody' and 'satire' set out in the *Macquarie Dictionary* are probably a reliable guide to the way a court would determine what types of uses of copyright material are covered by this exception:

Parody:

1. a humorous or satirical imitation of a serious piece of literature or writing.
2. the kind of literary composition represented by such imitations.
3. a burlesque imitation of a musical composition.
4. a poor imitation; a travesty.

Burlesque (used as an adjective):

4. involving ludicrous or debasing treatment of a serious subject.

Satire:

1. the use of irony, sarcasm, ridicule, etc in exposing, denouncing, or deriding vice, folly etc.
2. a literary composition, in verse or prose, in which vices, abuses, follies etc are held up to scorn, derision, or ridicule.
3. the species of literature constituted by such composition.

The new exception provides a defence to a claim that copyright has been infringed. However, you still need to consider relevant creators' moral rights, as there is no specific equivalent defence to a claim that someone's moral rights have been infringed by a parody or satire.

A parodic or satirical use of material will not necessarily cause prejudice to a creator's honour or reputation. However, if you think there's a risk in relation to your use of someone else's material, you may be able to rely on the defence that your actions are 'reasonable' in the circumstances.

If in doubt, get legal advice.

The new 'flexible dealing' or 'special case' exception

Of particular interest is a new provision, section 200AB, which was introduced to give 'flexibility' in relation to when certain groups may use copyright material without permission. This includes educational institutions, libraries and archives (including galleries and museums), and people with disabilities.

In some ways, this provision is similar to the 'fair dealing' provisions in the Copyright Act. However, section 200AB is much more restrictive than any of the 'fair dealing' provisions and is distinguished by the fact that it expressly provides that it may only be relied on if there is no other provision in the Act that deals with the situation.

Uncertainties and interpretations

The provision is not a particularly easy one to understand. There are a number of uncertainties as to what particular parts of it mean or how these parts are likely to be interpreted by the courts.

The provision can be approached in several different ways, but the way I find useful is to look first at whether or not you are able to satisfy four threshold issues:

- You must be the sort of person entitled to rely on the provision (people in schools and in libraries qualify, as do people assisting individuals with difficulty hearing, seeing or viewing copying material).
- Your use of the copyright material must be for a purpose set out in the provision (this includes 'giving educational instruction' and 'maintaining and operating a library').
- The situation must be one that no other provision in the Act deals with (such as the schemes administered by Screenrights and CAL).
- You must not use the material for a 'commercial advantage or profit' (cost recovery is permissible).

Secondly, you can only use the material if you satisfy what, in the international context, is often referred to as the 'three-step test':

- Your proposed use must not 'conflict with a normal exploitation' of the material by the copyright owner.
- Your proposed use must not 'unreasonably prejudice' the interests of the copyright

owner (under the provision, you are entitled to prejudice those interests but not unreasonably).

- The circumstances in which you are using the material (including all of the above circumstances) must amount to a 'special case'.

Impact on schools

Certainly, the provision is forbidding.

Nonetheless, since its introduction the school sector has been very active in getting together written material to help you assess when you are likely to be able to rely on section 200AB. The fact sheets on the 'Smart Copying' website – <http://www.smartcopying.edu.au> – include more information. The Copyright Council has also published a practical guide to the provisions entitled *Special case' exception for educational instruction & libraries*.

It's worth bearing in mind that the provision was never meant as a 'no-gaps' provision for educational institutions or libraries when it comes to the use of third-party copyright material. It plugs some of the gaps left by other provisions in the Act, but is not an alternative to those provisions.

Also, as noted above, it only applies:

- where the circumstances of the case amount to a 'special case'
- in relation to gaps which the copyright owner him or herself does not fill by a 'normal exploitation' of his or her material
- if reliance on the provision is not 'unreasonably' prejudicial to the copyright owner.

Other provisions relating to educational institutions

The *Copyright Amendment Act 2006* also includes a range of other very specific exceptions for educational institutions. Many of these are not entirely 'new'; they extend, clarify or modify existing exceptions.

Screenrights extension

The most useful of these may be the extension to the TV and radio copying scheme administered by Screenrights. As a result, you can now copy free-to-air broadcasts that have been made available online (for example, podcasts) in the same way that you can copy broadcasts.

A couple of points to note about this extension:

- You can only copy material from free-to air broadcasters (not, for example, podcasts made available on newspaper, magazine or other sites).
- You can only copy what the free-to-air broadcaster is broadcasting or has broadcast (not, for example, additional material that hasn't been broadcast).

Also, in some cases, you may have agreed to terms and conditions before getting access to the online material that are contractually binding. If the terms or conditions preclude copying other than for personal use, for example, you couldn't rely on the extended Copyright Act scheme. Just signing up for a podcast, however, won't necessarily mean that you've entered into a contractually binding agreement. Again, if in doubt, get advice.

We understand that you are not restricted to copying material from Australian broadcasters under the scheme; you may also copy podcasts and vodcasts of material that has been broadcast on overseas TV or radio stations and then posted to their websites. However, we understand that you can only do this if the country is a signatory to the Rome Convention (New Zealand, Britain and other members of the EU and the Philippines are; the United States, Indonesia and Malaysia are not), and then only if the TV or radio station you are copying from is equivalent to one of our national, commercial or community free-to-air broadcasters.

Anthologies

The 'anthology rule' in Part VB of the Act, administered by Copyright Agency Limited (CAL), now applies both to works in anthologies published in electronic form (for example, as an e-book in pdf format) as well as to works published in hardcopy anthologies (such as short stories, one act plays and poems).

There is a proviso that the 'pages' in the electronic anthology must be unlikely to change, regardless of how it is viewed or copied, so generally you couldn't rely on the exception to copy from web pages in html. Otherwise the principal features of the anthology rule are the same for hardcopy and electronic forms:

- It only applies to published anthologies of literary and dramatic works (and not, for example, to anthologies of music or to art books).
- You may only copy an entire work under this rule if it is no more than fifteen pages in length.
- In addition to printing, scanning, photocopying and the like, you may also email the file to students and post the work to a secure part of your website or to your intranet.

Performing or screening in class

Another amendment directly relating to educational institutions is the amendment to the 'performing or screening in class' exception (section 28). This provision now allows 'communicating' material (for example, from a central server or learning management system such as *ClickView* or *BlackBoard*) so material can be seen in class. Note, however, that the amended exception doesn't actually cover copying the material onto the central server or learning management system so, in many cases, unless the new section 200AB applies, you may be restricted in what you can post centrally. (You could generally, for example, copy onto such systems material copied from radio and television under the provisions in the Act administered by Screenrights and material copied under the Part VB provisions administered by CAL.)

Temporary reproductions

The third provision of interest states that educational institutions don't need permission for the temporary reproduction and copying that occurs when they capture copyright material from websites in a proxy-cache or a proxy server that they control. (Proxy servers are often used to facilitate efficient later access to material by people using the institution's network.)

There are two points to note about this amendment:

- The provision only relates to temporary copies made available when students or staff go to a website and then revisit the same site later. (In these cases, unless the student instigates a 'refresh' of the page, the computer will generally retrieve the copy of the pages held in the proxy server rather than from the web.)

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and so:

- The provision does not permit actively capturing and storing websites offline for later use (for example, using programs such as *WebWacker*).

Provisions relating to technological protection measures (TPMs)

The *Copyright Amendment Act 2006* strengthens the provisions that enable copyright owners and exclusive licensees to take action when people interfere with technological protection measures (TPMs) they have adopted to try to protect their material. These amendments stem from Australia's obligations under the Free Trade Agreement with the United States. There are two types of TPMs:

- TPMs that protect against copying copyright material
- TPMs that control access to the material in the first place.

Generally, the provisions entitle copyright owners and exclusive licensees to take action against people who manufacture, import and trade in 'devices' and computer programs that are designed to circumvent these types of protection. However, while no one is legally prevented from circumventing any copy-control TPM, the Act now generally gives both copyright owners and exclusive licensees the right to take action if an access-control TPM is circumvented.

Both the Copyright Act and the Copyright Regulations list various situations in which

an access control can be circumvented. The situations include:

- when making acquisition decisions, if the material is not otherwise available to be assessed
- when making replacement copies of things that have been in the library but have been lost, stolen or damaged or have deteriorated, and where a replacement copy is not commercially available.

However, the ability to rely on section 200AB is not among the situations that allow you to circumvent an access-control TPM. The practical effect of this will be most clearly felt in relation to commercially-produced copies of DVDs, which almost invariably are protected by access-control TPMs. In other words, even if you can rely on section 200AB to make a 'flexible dealing' or 'special circumstances' use of a DVD, you may still be liable for circumventing an access-control TPM if you need to disable the access-control in order to copy the DVD.

The Copyright Council publishes a range of publications discussing how the Copyright Act applies in educational institutions. For further information, including information on 2008 seminar program, see the website at <http://www.copyright.org.au>.

Ian McDonald
Senior Legal Officer
Australian Copyright Council

The Australian Copyright Council is a non-profit organisation whose objectives are to:

- assist creators and other copyright owners to exercise their rights effectively
- raise awareness in the community about the importance of copyright
- identify and research areas of copyright law which are inadequate or unfair
- seek changes to law and practice to enhance the effectiveness and fairness of copyright
- foster cooperation among bodies representing creators and owners of copyright.

**AUSTRALIAN
COPYRIGHT
COUNCIL**



**Includes communications/charger cradle,
USB cable, power pack and two
rechargeable batteries.**

**Transmits barcodes within 50 metres
then stores in memory if out of range.**

Order form: <http://www.curriculum.edu.au/scis/resources/orderform.pdf>

Cipherlab 1166 CCD portable bluetooth wireless scanner

ONLY \$779



Reviving my inner librarian

How can isolated teacher librarians nurture the librarian in their professional life? Helen Dacy describes how she found an answer to this dilemma.

As teacher librarians, we often work in isolation. One Person Australian Libraries (OPAL) recognises the isolation and subsequent needs of a professional working alone, but schools rarely do. Often a teacher librarian works in isolation. All their colleagues in the immediate workplace are teachers not librarians and, in my experience, the professional talk is usually about students and curriculum, not best library practice. So the demands of the job mean that teacher librarians focus primarily on the teaching side of it all, relating library services to curriculum issues – after all, that is the focus of our work.

As a secondary school teacher librarian, I found the skills of the librarian were becoming less important than the skills of the teacher so I jumped at the chance to refresh them at two ALIA conferences and an ALIA InfoLit Forum. My eyes were opened to the ‘other’ library world. Along with a short stint in a public library, this experience has reinvigorated the librarian in my professional life.

Venturing into the outside world

At the 2004 ALIA conference here in Brisbane, I huddled around hoping for anonymity among all the higher education and TAFE librarians and those from state or overseas libraries. Imagine admitting to working as a school librarian in such company. What a conversation stopper!

I listened, chatted hesitantly, realised how hugely relevant ‘real-world’ librarianship could

be to schools and rushed back to my school to try out some ideas. If those very interesting speakers from the British medical library system ever knew that I put the evidence-based librarianship skills I learnt from them to really good use in a Year 8 Ancient History class, they would no doubt see them in quite a different light! The world of medicine may be important, but nothing beats the enthusiasm generated by a group of noisy twelve year olds when they realise the library can give shape to their research about Egyptian artefacts while they are still excavating them from a pile of crumbling bricks.

New ideas and information sharing

The ALIA InfoLit Forum was interesting. It was here I realised that, as librarians, we all meet the challenge of information skills in different ways. This time I was one of only two teacher librarians in the audience. Higher Ed and TAFE librarians and I listened to the similarities in the challenges we face as library professionals. Again, I picked up some good ideas, but this time I was able to contribute a few ideas too.

At the 2006 ALIA Conference (*click06*), again I was one of only two teacher librarians there, but by this time I was used to being a novelty! This conference was full of ideas, information sharing and contacts that gave the profession of teacher librarian a new perspective. The pre-conference tour of libraries in and around Perth opened my eyes to the huge range of library work and the different ways we put skills to good use in our respective areas.

I returned to my school full of enthusiasm and vigour with a new perspective on old problems. As a teacher librarian, this was a novel and

enlightening process for me. So much of the professional knowledge of the librarian world gets bogged down in the demands of teaching. Taking time out to rediscover this world has been a strong professional highlight for me.

‘Real-world’ relevance

Brisbane City Council Library has about four million books and is the second largest town council library in the world after California. I jumped at the chance to get some work experience there. How did they handle the problems of a huge library, the library management system, overdue loans and grumpy customers? (With great aplomb, I discovered. Give me a classroom of thirty teenagers over one grumpy old man any day! At least I can tell the teenagers to mind their manners ... my hat goes off to public librarians everywhere.)

Dabbling in the world of libraries outside the school system is an energising experience. It has changed the way I look at my practice. I can see the connections between the practices of library and the practices of teacher with far more clarity than before and I have become a better teacher librarian because of it. I thoroughly recommend you try it.

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Bringing teachers to the library

How do you bring teachers into the library? Isobel Williams describes two library activities that provided a springboard for talking about research and information literacy with teachers in her school.

In late 2005, I was appointed to Tasmania's largest school, an all-girls state school for Years 7 to 10. The role was designed specifically to introduce the new curriculum area *Being information literate* across the school. For various reasons, mainly political, the new curriculum has shifted in emphasis. Information and communication technology (ICT) has now become the priority, with information literacy incorporated into it.

Supporting information literacy

From the start of my appointment, I noticed that teachers came to the library with research assignments for their students. Yet most spent little time teaching students how to research or use resources other than the Internet. When these teachers were approached and asked if they would like some help, or it was suggested that we could plan together, the answer was always the same: 'I'm alright!' This made me wonder if there were other ways I could attract teachers to the library and get them to start thinking about how their teaching could be supported.

Fortunately, our library is well staffed with 1.4 full-time-equivalent (FTE) teacher librarians, 1.5 FTE library technicians and one library aide for more than 1,000 students and over 80 teachers. We are a very busy library, however, managing text book loans, audiovisual equipment, laptops and class sets on a lesson-by-lesson basis, as well as the fiction and non-fiction collections. We also help manage the sports equipment and musical instrument loans.

Library relay

We decided to develop some interesting short lessons to attract teachers to the library and help their students learn research skills. As most teachers have a busy schedule, we opted for one-off lessons that could be fitted into their programs. We also spent time developing an idea that would be fun, yet challenging, for students.

Having been a maths teacher in the past, I was familiar with the maths relay. I'd seen the way students enthusiastically participated, competing in teams to complete the problems and working cooperatively to find the answers. We decided to use this model as a basis for our library relay.

We developed 20 questions based on the use of the online catalogue, fiction and non-fiction books, encyclopaedias, reference titles, citations and research skills. We decided that the questions should be different for each group of students if it involved finding a book or encyclopaedia article. This meant having to write 10 sets of questions of equal difficulty but requiring different answers: for example, 'How many books do we have by Roald Dahl?' or 'How many books do we have by John Marsden?'

Each set of questions was printed on a piece of differently coloured paper. When a class came to the library, a few minutes were spent explaining the game. Students either self-selected teams of up to three members or were assigned to teams by the teacher. Each team was given a colour and the race began.

Some of the tasks we set included: Write the web address for the school library catalogue. Use *World Book* to find the largest city in Iceland. When looking for fiction titles on the shelf, why is the author's name important?

Watching the students running about trying to find answers and persisting until they did was amazing. All the teachers involved commented on how good it was to see the students engaged. At the end of the lesson, the team that had completed the most questions won some stickers. The class then spent a few minutes reviewing the lesson.

Marketing

The library relay was marketed to Year 7 and 8 Society and Environment classes. All teachers were approached – if they did not sign up, we would ask a second or third time. The relay was mentioned at subject meetings and all teachers eventually took part. The teachers came to the library with their classes and this gave us a chance to sit and talk to them. Many of them were very pleased that their students were participating so enthusiastically. We felt that

this activity gave us a strong starting point for future approaches to teachers.

One teacher commented that he did not realise that if you went into different libraries, the numbering system in the non-fiction area would be the same. This comment reminded me that we should never make assumptions.

Constructing citations

While running the library relay, we noticed many students had trouble constructing citations. We then designed another activity to help students. This involved constructing citations for 10 sets of similar resources such as a book, a magazine article, a web site, a DVD and an article from an encyclopaedia. These were printed in a large font and then the parts cut up and stuck to coloured cards – a different colour for each set. (We also made a few extra.) The whole set was then put together with the resources.

Students worked in small groups. Each group had to sort their cards, match them to the correct resources and put them in the correct order. This activity was introduced with a lesson on the importance of acknowledging other people's work in assignments.

Springboard to information literacy

These are just two examples of how we are trying to bring the teachers into the library and encourage them to see that teacher librarians do more than check books out. This approach has become a springboard for talking about research and information literacy.

Isobel Williams

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Internetting corner

ACER – Library

http://www.acer.edu.au/library/other_web_resources.html

Teachers browsing this website will discover a comprehensive array of educational research links including portals, library catalogues, databases, statistics and news sources.

SCIS No. 1339460

ArtsEdge – Playing with Shadows: An Introduction to Shadow Puppetry

<http://artsedge.kennedy-center.org/shadowpuppets/artsedge.html>

This engaging website uses text, videos and animation to explain the cultural significance of the ancient art of shadow puppetry. Students are shown how to construct puppets and encouraged to create and perform their own plays.

SCIS No. 1339466

CHICO Instrument Encyclopedia

<http://www.si.umich.edu/chico/instrument/>
Many of the world's diverse and interesting musical instruments are featured on this reference website. Details and illustrations are provided. The site can also be searched by general reference or geographical region.

SCIS No. 1138680

Discovering Antarctica

<http://www.discoveringantarctica.org.uk/>
Vital aspects of Antarctica are investigated on this award-winning UK website. Particular topics of interest include the environment and climate change. Additional material includes student-centred activities, images, news, information about the Antarctic Treaty, videos and weather reports.

SCIS No. 1339858

Doing Research Tutorial

<http://www.uic.edu/depts/lib/reference/services/tutorials/DoingResearch.shtml>
Students who are using the Internet for online research will pick up some handy hints from this tutorial guide about the concepts of online searching. The fun format includes topics such as keywords, Boolean searching, citation use and synonyms.

SCIS No. 1339864

Dollars and Sense

<http://www.dollarsandsense.com.au/>
Secondary students are the focus of this

financial management information presented by the Commonwealth Bank. Interactive tools allow students to explore money, saving, borrowing, budgeting, lending and employment. Content is aligned to mathematics and commerce curriculums for all Australian States and Territories.

SCIS No. 1101543

Dr Blythe's Rainforest Life

<http://www.rainforesteducation.com>

The major facets of rainforests are clearly explained using photos, text and video footage. Additional sections include threats to rainforests, their use in plant medicine, examples of rainforests in different countries, teacher resources and student activities.

SCIS No. 1145641

Free Online Graph Paper/Grid Paper

<http://www.incompetech.com/graphpaper/>
As the title implies, this website allows users to download an array of graph paper templates and grid paper templates. The dimensions and spacing can be altered to suit individual needs.

SCIS No. 1339372

HubbleSite

<http://hubblesite.org/>

Students studying astronomy will be inspired with the stunning images, informative videos and wealth of associated material relating to observations from the Hubble telescope. Content also includes podcasts, wallpaper, background information and teaching units.

SCIS No. 1024222

The Official M.C. Escher Website

<http://www.mcescher.com>

A variety of the works by the fabulous Dutch graphic artist Maurits Cornelis Escher are featured here. Students can watch a video of Escher at work, download interactive puzzles and view his general and symmetry works.

SCIS No. 1307350

National Gallery of Art – NGAKids

<http://nga.gov/kids/>

This innovative interactive site allows students to undertake an array of different online art activities. The activities are stunning and range from 17th century art to abstract art.

SCIS No. 1055111

Smartkiddies Mathematics

<http://www.smartkiddies.com/index.htm>

Students can hone their skills in mathematics using these interactive activities, which cover a variety of operations and topics. Smartkiddies activity levels are aligned with the appropriate level for students in NZ and each Australian State and Territory. After each module is completed, students undertake assessment tasks.

SCIS No. 1313085

Teacher Librarians

<http://k6.boardofstudies.nsw.edu.au/linkages/IntegratedUnits/TeacherLibrarians/librarians.html>

Written with contributions from teacher librarians, this is a subsection of the broader curriculum integration website of The NSW Board of Studies. The focus is on information literacy via an integrated curriculum. Five comprehensive units of work are included, ranging from Early Stage One to Stage Three.

SCIS No. 1339406

wickED – Pasifika Patterns

http://www.tki.org.nz/r/wick_ed/pasifika/patterns.php

By creating a Pasifika mat, students can use this interactive learning object to investigate the rotational symmetry and plane symmetry in tapa cloth. The traditional patterns on the cloth come from Samoa, the Cook Islands, Niue, Tonga and Tokelau.

SCIS No. 1339303

Reviewed by Nigel Paull

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The Internet sites abstracted in **Internetting corner** 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.

SCISWeb handy hints

1 Creating order files – dynamic results

As a result of enhancements to *SCISWeb*, both the RESULTS and the RECORD file, *usmarc.dat*, pages are created dynamically; that is, they are created 'on the fly'.

Create orders

ORDERS TABLE Note

DATE AND TIME	ORDER FILE	SCIS DATA	RESULTS
2007-11-19 14:46:43	Order file	usmarc.dat	results

If you create an order and then change your *SCISWeb* profile - Dewey preference, you will see the changes when you view the RESULTS. Examples of *SCISWeb* RESULTS screens for the same order are shown.

SCISWeb Results

- Your SCIS order file RESULTS -

Statistics

Number of unique orders : 1
Produced : 1
Unmatched : 0

[Return to Create order page](#)
[Return to Upload order page](#)

Matched orders

Your order matched the following records on the SCIS database. [Go to list of Unmatched orders](#)

SCIS no	Title	Author	ISBN/SN/MN	Call Number
1223900	The adventures of Robin Hood I	Burrows, John.	140271257X	398.2 PVL

Example 1: *SCISWeb* profile – Dewey preference set for Full DDC

SCISWeb Results

- Your SCIS order file RESULTS -

Statistics

Number of unique orders : 1
Produced : 1
Unmatched : 0

[Return to Create order page](#)
[Return to Upload order page](#)

Matched orders

Your order matched the following records on the SCIS database. [Go to list of Unmatched orders](#)

SCIS no	Title	Author	ISBN/SN/MN	Call Number
1223900	The adventures of Robin Hood I	Burrows, John.	140271257X	398.2 PVL

Example 2: *SCISWeb* profile – Dewey preference changed to Abridged DDC

2 Navigating in *SCISWeb*

Use the links *Return to create order page* or *Return to upload order page* rather than the browser Back button. Using the browser Back button may result in reprocessing the order. A duplicated order file would appear in the *ORDERS TABLE* (creating possible confusion).

SCISWeb Version 2006 Orders - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address <http://scis.curriculum.edu.au/scisweb/order.php>

SCISWeb Results

Your SCIS order file RESULTS -

Statistics

Number of unique orders : 1
Produced : 1
Unmatched : 0

[Return to Create order page](#)
[Return to Upload order page](#)

Matched orders

Your order matched the following records on the SCIS database. [Go to list of Unmatched orders](#)

SCIS no	Title	Author	ISBN/SN/MN	Call Number
1223900	The adventures of Robin Hood I	Burrows, John.	140271257X	398.2 PVL

Navigating back from RESULTS screen

It is important to find navigation buttons within the pages when you want to move back, as it will help maintain connectivity and avoid creating excessive temporary Internet files.

Create orders

Enter orders here:

[Special order files](#)

[SCISWeb Manual](#)
[SCISWeb Menu](#)

[Process order](#)
[Clear order](#)

ORDERS TABLE Note

DATE AND TIME	ORDER FILE	SCIS DATA	RESULTS
2007-11-20 09:34:48	Order file	usmarc.dat	results

Navigating back from CREATE ORDERS screen



New and revised subject headings

Headings marked with an asterisk in the following list are existing allowed headings which have been updated with changes to references or notes. New headings are marked as N. Headings which were USE references in SCIS Subject Headings Fifth Edition, but are now headings in their own right are marked as A. Previously allowed headings which have become USE references are marked as U. Deleted headings are marked as D.

For full details of these headings, see the SCIS website at <http://www.curriculum.edu.au/scis/productinfo/supplists.htm>

- * Abortion
- N Abortion - Moral and ethical aspects
- * Aeronautics industry
- * Aesthetics
- * Aquaculture
- * Architecture, Modern
- * Architecture, Modern - 20th century
- * Architecture, Modern - 21st century
- * Art, Modern - 20th century
- * Arts
- * Ball games
- N Biofuels
- A Biomass energy
- N Bocce (Game)
- N Boules
- * Boxing

- * Buddhism
- * Clothing industry
- * Computer industry
- * Cricket - Bowling
- * Death
- * Deep-sea diving
- * Dinosaurs
- D Divers
- * Diving
- * Electronics industry
- * Ethics
- * Euthanasia
- N Euthanasia - Moral and ethical aspects
- * Exercise
- * Finance, Personal
- N Financial literacy
- * Firearms industry
- * Fossils
- * Fuel
- N Gautama Buddha
- * Historiography
- * Human rights
- * Literature, Modern
- * Marine biology
- * Martial arts
- * Meat industry
- * Medicine
- A Miscarriage
- N Modernism

- * Modernism (Art)
- * Music industry
- * Numeracy
- * Philosophy, Modern
- * Physical education
- * Postmodernism
- * Pregnancy
- * Primary industry
- * Printing industry
- N Pterodactyls
- N Pterosaurs
- * Renewable energy
- * Reproduction
- A Right to life
- A Scuba diving
- * Seafood industry
- * Shoes and shoe industry
- * Skin diving
- N Snorkelling
- * Suicide
- N Tai chi
- U Tai chi ch'uan
- * Theosophy
- N Tyrannosaurus Rex
- * Underwater exploration
- * Underwater medicine
- * Underwater research stations
- * Water sports

iSCIS news

1. SCIS cataloguing agencies

The efforts by staff of the SCIS cataloguing agencies are always very much appreciated. Thanks to the:

- Curriculum Materials Information Services Team, Department of Education and Training, Western Australia
- SCIS Unit at Education Queensland
- Curriculum Support Directorate, Department of Education and Training, New South Wales
- National School Library Service, South Australia

- SCIS Cataloguing Agency, Victoria
- Schools Service Centre, National Library of New Zealand.

The work these groups perform keep our database updated with new resources.

2. SCIS Subject Headings

SCIS Subject Headings continues to be maintained through normal consultation with stakeholders through the Information Services Standards Committee (ISSC) teleconferences.

3. Schools Online Thesaurus (ScOT)

The Schools Online Thesaurus (ScOT) Release 6.1 was made available in mid November at <http://www.curriculum.edu.au/scis/partnerships/scotpapers.htm>

4. SCISWeb

SCIS staff continue with work to enhance the *SCISWeb* software. When improvements are made, we will announce them here, in email alerts and in 'What's new' at <http://www.curriculum.edu.au/scis/news/whatsnew.htm>

It's in the procedures book

A staff member asks, 'Where are the directions for setting up the projector?' Can you answer, 'It's in the procedures book'?

Does your library have an up-to-date and helpful policy and procedures book? Are your essential documents in one place so you can refer to them quickly? Or do you spend too much time digging for what you need to help you manage efficiently? There is no better time than now to begin compiling your library's procedures book. It will come in handy!

What is a procedures book?

A procedures book is a collection of documents that explains how your program operates. It describes or prescribes a preferred, common and consistent course of action. It is both a practical tool to help you and your staff and a resource that helps define the philosophical basis of your program. Specifically, a procedures book:

- helps staff become self-sufficient and efficient
- helps provide continuity when there is a staff change
- offers guidance for substitutes and volunteers
- provides answers to your own questions (Although I no longer work in a specific school, I still refer to the contents of the procedures book we developed in my current district position.)
- provides quick answers to questions from parents and visitors
- ensures that your essential documents will be accessible in one place
- presents an image of you and the library as organised and professional ('Wow! Do you really have to know and do all this?').

Documents unique to your program are the central component of your book. Sector, state and national documents are helpful too. Include policies and guidelines in addition to library or library task and operational directions.

Start small

You most likely don't have a chunk of time to devote to writing and completing an entire procedures book. Start small. Document by document, your book will grow. Begin by gathering existing documents, even those in draft form. Put them in one place, preferably

a binder organised into sections, with plastic sheet covers for documents you want to use to prepare notes that might be helpful for future reference.

Involve library support staff who can contribute documents explaining tasks that represent their area of expertise. When you revise older documents and create new ones, aim for a reasonable amount of consistency in format and appearance. Always add 'date created' or 'date revised' to each document and be sure to include the school name.

Rosie Sasso is a media specialist at Saint Stephen's Episcopal School in Bradenton, Florida. She modelled her media program's procedures book after a class project she completed in a media administration course.

'When I arrived there wasn't much to go on, so I had to start a system that worked best for me and what was in the best interests for our teachers and students. Things were in bad shape.'

She started the manual in 2001 and completed it three years later using a variety of resources: school documents, ALA and AASL documents, and documents she created on her own.

The table of contents

Basic information

Most of this is in your head, but can you put your fingers on it if you need to share it with others or need information quickly? Include the program mission and library overview information such as hours and schedule as well as basic unique programs and services offered. A floor plan will be helpful, especially in larger facilities. Program plans and goals may be a useful addition.

Contact information

Who's who is obvious to you, but it isn't obvious to new staff or substitutes. Here are some suggested contact items to provide:

- staff names, work phone/fax numbers and extensions, email addresses, and home or mobile phone numbers (if appropriate – can someone find you if you are gone and there is a real emergency?)
- phone numbers and other contact information for key people you work with such as vendors, technical support and immediate supervisors

- an organisational chart and job descriptions
- an FAQ of the most frequent questions you receive from parents or visitors, such as: What are your hours? How many books do you have? What software is on the computers?

Emergency and safety procedures

You do not want to hunt for this during a drill or in the event of a real emergency. Include natural disaster and emergency exit or evacuation routes as well as other procedures.

Library guidelines

Incorporate these into the book so you have them for quick reference, especially in potentially difficult situations:

- scheduling and scheduling priorities (For example, do you have guidelines in place for determining which class or teacher might have priority when scheduling is tight?)
- behaviour and discipline guidelines – include library rules as well as school rules that apply (Avoid potential conflicts by always having the correct information available.)
- circulation guidelines (How are lost and overdue materials handled?)
- guidelines for displays (How long can a classroom keep displays in library display cases? What displays are appropriate?)
- use of facilities and equipment by outside groups (Is there a rental fee? What can they use?).

Pertinent school board, sector and building policies and guidelines

Basics to include are the sector's Acceptable Use Policy, policies about selection and reconsideration of materials, technology guidelines such as copyright, web page content or software selection policies, and guidelines for collection and weeding.

A master copy of frequently used forms

Include a clean copy of your most frequently used forms so they are ready for quick reference or copying. Examples include request forms for materials, collaborative planning forms, equipment repair forms and forms requesting removal of materials. (We hope this last form is never requested, but have it handy just in case.)

Volunteer information, application and tasks

Are volunteers required to fill out an application or register with the school? Keep necessary applications handy. Prepare a list of ongoing and short-term tasks so there is always something for them to do. Do they shelve books? They will find guidelines for shelving helpful, especially if you have exceptions to the normal shelving rules.

Don't assume volunteers understand how to shelve, stamp or cover books, or to complete any of the routine tasks they assist with. At our school, we included shelving directions in the procedures book and also kept copies on the book carts so volunteers could easily refer to them. We also found specific directions for stamping new items were very useful.

Quick reference guides

The most useful part of your procedures book is likely to be quick reference guides and 'how-to' information. The possibilities are endless. Here are some I've found useful:

- copies of the current budget and budget codes
- vendor contact information
- software registration information
- a sheet that visually depicts assorted types of cables, adapters and bulbs
- unique cataloguing guidelines (for example, special subject headings or keywords related to your curriculum or any customised cataloguing you do)
- citation guidelines
- a list of available software in the labs and all computers
- where to find passwords (Don't include them in the book.)
- special directions for software installation, troubleshooting or management (This will be especially beneficial for infrequently used applications or those that consistently provide the same problems and frustrations.)
- automation system basics, especially start up, shut down and circulation (Make it possible for substitutes to handle the basics of library operation if you or your staff are gone. Cheat sheets for other infrequent automation system procedures may be helpful as well.)
- technical 'how-to' for commonly used software applications
- directions for tasks you do infrequently or those that can be confusing (for example, take pictures to show how to connect certain types of audiovisual and computer equipment)
- notes on special features of frequently checked-out equipment or special inventories (for example, which projector works best in the auditorium or certain classrooms).

Directions and cheat sheets take time to create and test for accuracy. An efficient method I used was to simply print email responses from our tech support or vendors who responded to questions. Not every question and answer is included, but those that I knew were likely to come up again or that were in reference to unique situations were addressed.

By now your procedures book is packed!

Start a second book to keep copies of these important (and possibly large) documents close by for quick access:

- the sector technology plan
- student and staff handbooks
- your information and technology literacy curriculums
- sector curriculum guides
- national documents such as ALIA library and information services in schools, access to information, professional conduct policies, statement on staffing and standards
- recommended reading lists or award winners
- copies of frequently requested reports or documents.

Why more paper in today's world?

Hard copy will be easy for everyone to access quickly, especially if the book is kept in a location used by all staff. You and your staff will not always be there to answer questions that come up. Electronic files may not always be accessible. However, by all means keep electronic copies of procedure documents you create and save helpful files you receive from others as well.

If possible, maintain a virtual procedures book on your media or library program's web site. You may want to password protect it so that only staff can use it. I've started a virtual procedures book on our district media centre

web site that will be accessible to district media staff with a password.

Your procedures book is a work in progress and is never going to be complete. Having everything in one place saves time and will become invaluable in your hectic, multifaceted work environment.

*Mary Alice Anderson
Lead Media Specialist
Winona Area Public Schools, Minnesota, USA*

This article was first published by Information Today, Inc. in **MultiMedia & Internet @ Schools**, November/December 2006. <http://www.infotoday.com/>

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Educational Lending Right

ELR funding encourages the growth of Australian writing and publishing.

ELR 2007–08 School Library Survey

Thank you to over 300 Australian schools who have responded to the annual Educational Lending Right (ELR) school library survey. It was wonderful to experience the positive support from school library staff across Australia for the ELR survey.

The data collected by schools is currently being used by the Department of Communications, Information Technology and the Arts (DCITA) to ascertain the payment levels to be made to Australian authors, illustrators, editors, translators, compilers and publishers later this year.

On 8 October 2007, the Australian writing and publishing industry received the good news that the ELR program will receive ongoing funding from the Australian Government. The media release from the then Minister for the Arts and Sport explains further.

*Renate Beilharz
ELR Project Officer*

Ongoing funding to support the publication of educational books

The Minister for the Arts and Sport, Senator George Brandis, announced today that the Educational Lending Right programme will now receive ongoing funding.

The programme, which makes payments to authors and publishers whose books are held in educational libraries, and whose funding was due to lapse in 2008, is now secure.

'I am delighted that this popular programme, widely supported by Australian authors, is now ongoing', Senator Brandis said today.

'The Educational Lending Right programme is an important contributor to the livelihood of many Australian authors and publishers and the Australian Government is pleased to continue this support for high-quality educational publishing in Australia.

'The programme is helping to enrich Australian culture. It supports the development of Australian writing and it is unique to Australia, as no other schemes aimed at educational publishing operate anywhere else in the world.'

The Educational Lending Right programme provides payments to eligible Australian creators and publishers, on the basis that they are missing out on potential royalty payments when their books are borrowed from educational libraries, rather than purchased. The Government's Public Lending Right programme provides the same support for works held in public libraries.

The Educational Lending Right programme was established in 2000–01 as an element of the Book Industry Assistance Plan. It received funding of \$35 million for the period 2000–01 to 2003–04. Following a review of the programme in 2003, \$44 million was provided in the 2004–05 Budget to continue the scheme for the next four years.

In 2006–07 Educational Lending Right payments of \$10.4 million were made to over 10,000 authors and publishers – 9,887 of the claimants were creators and 374 were publishers.

Ministerial media release: http://www.minister.dcita.gov.au/brandis/media/media_releases/2007/127

PD EVENTS CALENDAR May 2008

The following three professional learning events are designed for P–8 teachers.

City	Day/Date	Topic	Venue
Sydney	Friday 2 nd May	Multiliteracies: Cracking the Code of Visual Texts	Citigate Central, Thomas Street, Haymarket
Adelaide	Thursday 8 th May	Multiliteracies: Cracking the Code of Visual Texts	AAMI Stadium, West Lakes Blvd, West Lakes
Melbourne	Thursday 15 th May	Comprehension Strategies for New Times, New Literacies	Darebin Arts Centre, Cnr St Georges Road and Bell Street, Preston

PRESENTERS

Dr Michèle Anstey and Dr Geoff Bull are acclaimed authors and classroom practitioners who have facilitated professional development with over 10,000 teachers during the past five years. Their sessions are highly participatory and focus on practical outcomes.

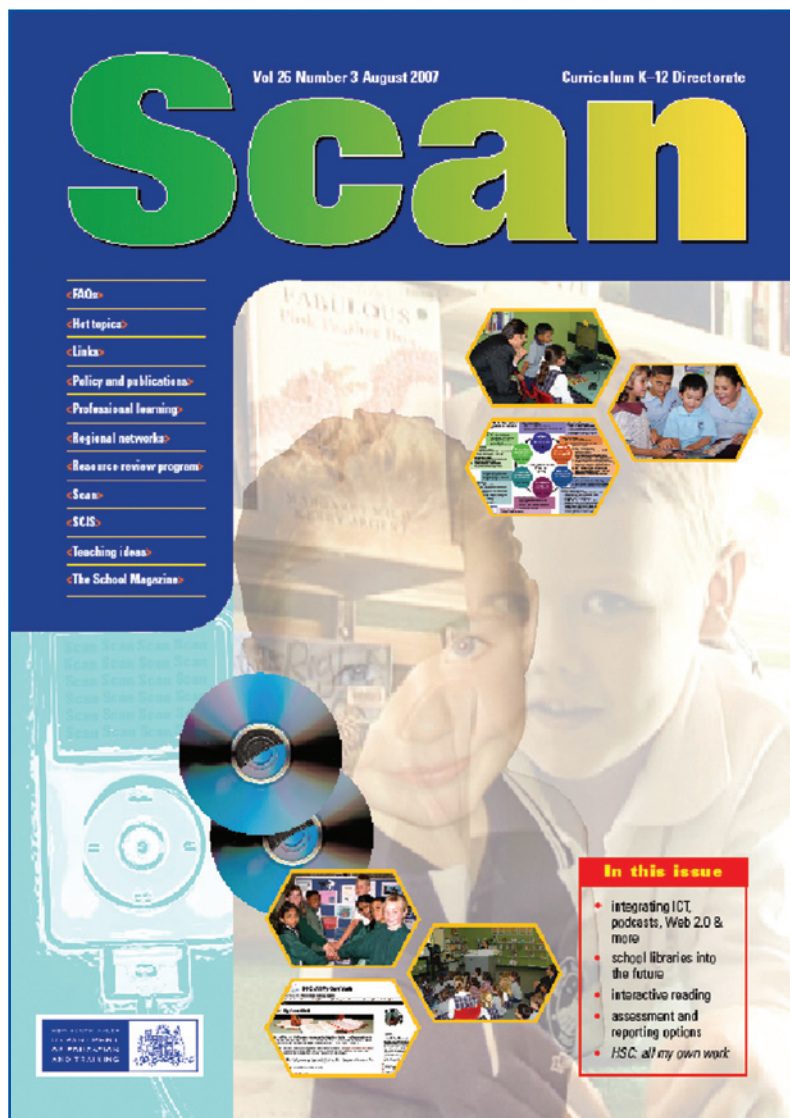
COMPREHENSION

Re-examine the teaching of comprehension with a focus on metacognition and teaching an understanding of the comprehension process. Participants will review and develop strategies for their own classrooms.

MULTILITERACIES

Sessions will provide participants with knowledge and ideas about multiliteracies, visual literacy and critical literacy for immediate classroom implementation. Recently published: *Teaching & Learning Multiliteracies: changing times, changing literacies* available from Curriculum Corporation.

For further information contact sales **03 9207 9600** or sales@curriculum.edu.au or visit www.curriculumpress.edu.au/pd



Scan is a quarterly refereed professional journal produced by the NSW Department of Education and Training. Of interest to all educators, **Scan** is an essential support for teacher librarians and school libraries.

Each issue of **Scan** contains a range of articles covering:

- Quality Teaching for teacher librarians
- integrating ICT in teaching and learning
- collaborative support for the curriculum
- practical ideas for library management
- recent Australian and overseas research, highlighting important implications for teachers
- 80 internet site reviews and approximately 200 other resource reviews, including podcasts and new media.

Contact us: editor.scan@det.nsw.edu.au
For further information and subscription forms: <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/scan>

The first 100 schools to quote this advertisement will receive a complimentary back issue.

Connections

Connections is a quarterly newsletter produced by the Schools Catalogue Information Service (SCIS), a business unit of Curriculum Corporation. SCIS is committed to publishing informative and useful material for the benefit of library staff in schools. Our focus is helping library professionals keep up to date with the latest in information services and information technology relevant to school libraries.

Connections is distributed by Curriculum Corporation to all schools in Australia.

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

Connections contributions

SCIS welcomes submissions of articles to be considered for publishing in *Connections*.

Articles may range in length from 500 to 2,000 words. Work outside these specifications will be considered.

Contributions and correspondence are welcome and should be forwarded to scisinfo@curriculum.edu.au Please include your contact details.

Advertising in Connections

Advertisements, supplied in electronic form, should be forwarded to SCIS. Contact SCIS for specifications and advertising rates.

Connections online

All articles and regular features are available electronically at <http://www.curriculum.edu.au/scis/connections/latest.htm>

The Le@rning Federation

The Le@rning Federation (TLF) has now made available over 5,500 items of online curriculum content, including interactive multimedia learning objects as well as digital resources licensed from cultural institutions and public organisations.

Through TLF, teachers in your school can access a remarkable collection of digital resources, useful for a range of teaching and learning purposes in a variety of curriculum areas. Unlike learning objects that have in-built learning design, a digital resource may consist of a single item – a section of moving image footage; an image of a document, line drawing, painting or map; a photograph; an audio file of a song or broadcast – or a set of items.

For each digital resource, TLF provides a description, an interpretation of its educational value and acknowledgement of its source. The education value and descriptive notes provided for these digital resources serve as a guide for teachers to their use in various classroom contexts. With these resources now readily accessible, teachers have enhanced opportunities to extend students' critical, visual and aural skills within a contemporary multiliteracies framework.



I think

TLF licenses these items from a range of cultural institutions, including the National Film and Sound Archive, the National Archives of Australia, the Museum of New Zealand Te Papa Tongarewa, scientific organisations and private individuals.

National Film and Sound Archive

The National Film and Sound Archive has more than one million audiovisual items, dating from the 1890s to the present day. Newsreels, songs, home movie footage and early silent era films that document aspects of the Australian experience are represented within the collection.

Announcement of victory, 1945 is one of the audio files available from the National Film and Sound Archive. This is a broadcast made by the Australian Prime Minister, Ben Chifley, on 15 August 1945 to announce the surrender of Japan and the end of the Second World War. Teachers might use the resource on its own or embed it with other digital resources around the same theme.

National Library of Australia

The National Library of Australia is our country's largest reference library and it preserves a wide variety of Australian artefacts and national treasures. TLF has licensed a range of iconic photographs and prints among other resources from the National Library of Australia.

The Southern Cross reaches Sydney, 1928 is a photograph of the Southern Cross biplane arriving in Sydney after the record-breaking flight of Charles Kingsford Smith and his crew across the Pacific.



The Southern Cross reaches Sydney, 1928

It includes signed portraits of the crew members of the Southern Cross superimposed on the photograph. Teachers might use these iconic photographs and images to engage students in the history of flight or to examine the concept of heroism in the Australian context.

National Archives of Australia

The National Archives of Australia include collections that span over the past 200 years of Australian history. The resources available reflect who we are as a nation, celebrating all aspects of our culture including the migrant experience.

Mister - here's your hat! is a black-and-white poster, published in 1941 by the Commonwealth Advertising Division. Apart from its value for Australian history, this digital resource could also be used in classrooms to explore advertising appeals and use of active language.



Mister - here's your hat!

australianscreen online

The *australianscreen* online website – <http://australianscreen.com.au> – is created by the Australian Film Commission (AFC) in partnership with the Curriculum Corporation, through The Le@rning Federation (TLF). This website gives you access to a diverse collection of film clips produced in Australia over the past 100 years. These include clips from feature films, documentaries, newsreels, short films and animations. This website is easy to access and free of charge to all users. For each clip in the Education section of the website, TLF has written Teacher Notes, which provide contextual information about the film.

Among other film clips, scenes from the film *Gallipoli* stand out as representing the ANZAC spirit.



Clip from Gallipoli

Although there was no military victory at Gallipoli, the qualities of courage, endurance and mateship displayed by the ANZACs have continued to play a central role in the discussion of Australian identity.

Full details about accessing the TLF digital resources, as well as sample digital resources, can be found on our website at <http://www.thelearningfederation.edu.au>

Rohini Mehta
Communications Officer
The Le@rning Federation

Resources

NEW Tuning In with Topics

Author: Andrea Hillbrick

Primary teacher and student resource

The *Tuning In with Topics* series supports teachers in planning for an inquiry-based approach to teaching and learning. Each book includes reproducible, clearly set out task cards that develop significant understandings about 12 carefully selected topics.

The task cards act as springboards for student's own investigations and take advantage of their natural curiosity about the world around them. A focus question on each card promotes higher-level thinking and addresses a range of concepts within a number of learning areas.

Tuning In with Topics (Lower primary)

112 pp
RRP: \$39.95
SCIS No: 890850
ISBN: 9781863666558

Teacher resource

Tuning In with Topics (Lower primary) features key questions such as: How can we be a water-wise school? What do our senses do? What is an edible garden? What is unique about marine life? and What are the rewards of being a buddy?

Tuning In with Topics (Middle primary)

112 pp
RRP: \$39.95
SCIS No: 1314083
ISBN: 9781863666565

Teacher resource

Tuning In with Topics (Middle primary) features key questions such as: How have satellites changed the way we live? What do we mean by brain power? Why do rainforests exist? and How is electricity made, used and conserved?



Tuning In with Topics (Upper primary)

112 pp
RRP: \$39.95
SCIS No: 1314084
ISBN: 9781863666572

Teacher resource

Tuning In with Topics (Upper primary) features key questions such as: When does a sport become extreme? How do governments resolve issues? What are the costs of natural disasters? and How do robotics change the way we live?



NEW Reclaiming Reluctant Writers: How to encourage students to face their fears and master the essential traits of good writing

144 pp
Author: Kellie Buis
RRP: \$49.95
SCIS No: 1332957
ISBN: 9781551382203

Teacher resource: Years 3–9

Reclaiming Reluctant Writers explores the myths and realities of writing and shows how to give struggling students the knowledge, understanding and confidence to write willingly and well.

This insightful book helps you take an honest, deep look at the needs of your students so you can give them the support they need when they need it. It is a practical guide, featuring classroom-tested activities that take students from isolated skills to a deep and rich understanding of the form and function of language.



NEW Differentiation: From planning to practice, Years 6–12

256 pp
Author: Rick Wormeli
RRP: \$49.95
SCIS No: 1332865
ISBN: 9781571107084

Teacher resource

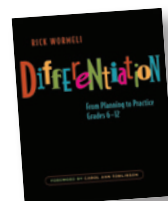
In this practical and accessible book, Rick Wormeli walks middle-level teachers through a differentiated lesson from start to finish, detailing the steps to take before, during and after to deepen connections for students. At each stage, Rick offers time-tested strategies and reflective advice about reaching a wide range of learners within the same classroom.

Schoolyard-Enhanced Learning: Using the outdoors as an instructional tool, K–8

166 pp
Author: Herbert W. Broda
RRP: \$45.00
SCIS No: 1332880
ISBN: 9781571107299

Professional resource

Schoolyard-Enhanced Learning shows how the school grounds – regardless of whether your school is in an urban, suburban or rural setting – can become an enriching extension of the classroom. This comprehensive handbook blends theory and practice, providing readers with practical suggestions and teacher-tested activities for using the most powerful audiovisual tool available – the outdoors.





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or e-mail library-au@mmm.com

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