

Need support and advice? Network!

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When you're the only person in your school with your kind of job and no one on the school staff can answer your questions about library systems, resource management and professional teaching challenges, you need support. Regional and local networks can provide the support teacher librarians need.

'Teacher librarians are very generous in sharing ideas and resources and supporting each other', says Jenny Stubbs, Coordinator of the Ipswich District Teacher Librarian Network (IDTLN). 'They can help solve each other's problems, and pass on information and advice. When you're the only person in your school with your kind of job, you need support and advice.'

Teacher librarians just starting out can have lots of questions like: How do you run a library monitor program? How do you access some professional development? What do you do when a kid loses a book? They might seem simple questions, but when there's no one on the school staff who can answer them, you need support!

The IDTLN has been providing support for the teacher librarians in the Ipswich area – and beyond – for over 30 years. Over those years, the Network has survived cutbacks, restructures, funding shortfalls and loss of staff. It has not only survived, it has grown and in 2007 it's stronger than ever. This year, the IDTLN is:

- running a Biennial Festival of Children's Literature and an Online Literature Festival
- producing a book of activities and ideas on how to celebrate Children's Book Week
- organising the Ipswich Region Reader's Cup Final for CBCA

- supplying or lending resources like books, a puppet theatre and IT equipment to schools
- running professional development sessions and workshops
- maintaining a website packed with news, contacts and resources
- running a writing competition connected with the Literature Festival.

If that sounds impressive, it's even more impressive when you realise that all this is done by volunteers — people who have full-time jobs, families and plenty of other commitments but who make time for this as well. Why do they do it?

Why join a network?

Megan Daley is Junior School Teacher librarian at St Aidan's Anglican Girls' School. She joined the Network because she wanted to talk to other teacher librarians about issues that were unique to being a teacher librarian. 'It can be quite an isolated profession, working in a school library — all the classroom teachers are a network in themselves', Megan said. She had to start a primary school library from scratch. 'I had very little idea where to get practical advice on how I should go about this. Academic study taught me the theory of the job: my Network — and my teacher librarian mother — has taught me how to actually do the job!'

'We do offer some benefits for members who become actively involved in running the Network, working on subcommittees and so on. For example, we might offer help with funding to attend conferences, provide free attendance at the Festival or access to author sessions in schools and network-owned resources', said Jenny Stubbs. 'But that's not why most people join. They join for other reasons.'

Need support and advice? Network! (cont.)

Ann Christopherson, Teacher librarian at Ipswich East State School, said she joined the Network 'as soon as she was placed in a school'. 'The six-month teacher librarian training course was detailed, rigorous, extremely practical and superb, in my opinion, but it didn't address all the school issues I confronted once I started the job', she said. 'My fellow teacher librarians were able to help me with library system questions, resource management organisation and professional teaching challenges.'

A brief history

The IDTLN was set up in the 1970s. 'It was at that time an Education Department initiative', said Jenny Stubbs. 'Library and Resource Services (LARS), based in Brisbane, set up networks all over the state for state school teacher librarians. There could be a few networks in each region. Each network had a contact person, who received information from the Regional Library Advisor, and that would be passed on to members.'

Regional networks got together to share ideas and resources. At meetings, many members arrived with duplicated copies of 'tried and true' activities to pass out and share. Many networks put these activities together and produced 'ideas' books that were then distributed to other networks. LARS also produced publications like *Review Point*, with reviews of new books, and *Connexions*, a booklet of teaching and display ideas.

Teacher librarians entering the state system joined their local network as a matter of course. In those days, Jenny Stubbs remembers, almost all contact was personal. Meetings of primary and secondary teacher librarians were held regularly. 'They were great! Real resource sharing, problem solving, show and tell. Everyone supported everyone else. And it was all face to face – nothing electronic in those days!'

In that time, Regional Advisors organised a lot of in-service sessions. 'The role of the teacher librarian was changing', Ms Stubbs said. 'It was moving from library lessons in isolation and the promotion of literature, towards cooperative teaching and learning. Teacher librarians were starting to work with teachers, planning lessons in collaboration with them. It was a very exciting and productive time!'

In the 1980s teacher librarians from Catholic, Lutheran and other private schools began to attend network meetings, as did children's librarians from the Ipswich City Council Library.

When Carol Moore was first appointed to the position of Children's Librarian with the Ipswich City Council in 1996, she was keen to tap into networks that supported literacy, reading and the advancement of children's literature. 'I discovered there was a very active local network of teacher librarians who met on a regular basis', she said. Ms Moore contacted the IDTLN and was welcomed.

'There are approximately 70 schools within the Ipswich City Council area. If the IDTLN didn't exist, it would be much more difficult to obtain information as the library would need to rely on individual contact with those schools', she said. 'It would also be harder for the Library Service to disseminate information to schools.'

The Ipswich Library and Information Service now works collaboratively with the IDTLN on projects such as the Children's Book Week 'ideas' publication, the Ipswich Festival of Children's Literature, training in new technologies, storytelling workshops, author visits and other events. The Network has gone from strength to strength.

Personal 'highs'

For Network member Marilyn Bell, Teacher librarian at Rosewood State School, the 'high' has been introducing students to authors and illustrators at first hand. 'This has come about largely through participating in our biennial Children's Literature Festival', she said.

For Carolyn Keighley, Senior Project Officer at the Learning Place, Department of Education, Training and the Arts, a highlight has been the online chat sessions between students and authors and illustrators. Carolyn's favourite piece of interaction took place between a student and the author Richard Tulloch.

Student: Richard, do you think I could be an author or an illustrator? If I do, I want to be just like you.

Richard Tulloch: But no-one else can be just like me. Be an author just like you.

Roz Reichle, Teacher librarian at Immaculate Heart School, also enjoys getting students

together with authors and illustrators. She took her whole school of 200 students to the Festival in 2003 and 2005, and plans to take them all again this September. She loves watching children respond to writers' and illustrators' presentations. 'The writers and illustrators are incredibly talented, not only as writers and illustrators but in 'knowing' kids.'

And some lows

In the 1990s, much of the centralised departmental support for school libraries and the Network disappeared. The Regional Library Advisor roles were abolished and LARS was disbanded soon after that. There was no more *Review Point* or *Connexions*.

'If the Regions wanted to keep their networks, it was up to the networks to provide the impetus', Jenny Stubbs said. 'Some networks seemed to get kind of lost without a person to coordinate them. Some survived, some didn't.'

The Ipswich Network was fortunate. Jenny Stubbs (Regional Library Advisor since 1989) had been able to retain some of her advisory role, working with small schools. 'So I still had the knowledge, I had some flexibility, I was making contact with people through my work and I could pass the knowledge on', she said. The IDTLN not only survived – but flourished.

Successes

Many of the small 'ideas' books had disappeared along with the networks that had produced them. The Ipswich Network decided to step into the void and produce a book, full of ideas and activities, to support Children's Book Week. The book was based on the short-listed books and the Book Week theme. They began to sell it to other schools and public libraries. In the first year, 800 copies went out. In 2007 the Network has sold 3,300 copies.

The biggest changes to the way the Network operates, over the years, have been driven by technology. Initially meetings, sharing sessions and professional development took place face to face. Now, although there are still face-to-face meetings, minutes are immediately placed online and made accessible to members who can't attend.

The Network was quick to take advantage of developments in technology. 'In 1995 we had information about our first Festival up on a website', said Jenny Stubbs. 'The Internet was

just getting going then. Around that time, we also ran a rather primitive online chat with James Moloney as part of a Book Rap. Chats and raps are now a vital part of the Festival, hosted by the Learning Place.'

By 1999, additional material for the ideas book, together with other resources and links to useful websites, was up on the Internet. When Education Queensland provided their listserv facilities, it enabled much more efficient communication than the old fax tree system. In 2003, EQ's Learning Place joined in.

'The Learning Place has been great!', Jenny Stubbs said. 'They've done so much to support our online presence. Through the Learning Place we can share information, communicate between meetings and store documents in a secure store. Every member has access to all the information at any time and can add to, or edit, data on the site. The website is especially valuable for people in remote areas. If you have a communication tool like this, you're not so isolated – you can talk to people, access professional development and share, all online.' According to Ms Stubbs, the IDTLN website gets more hits than any other website on the Learning Place. For more information, visit <http://www.learningplace.com.au/sc/ipswich/idthn>

Network projects for 2007 include the Festival, which is bigger than ever. This year the Network

is trialling a new approach and taking the Festival to secondary schools. Six authors and a bookseller will travel to schools, creating a mini-festival for a day. 'We found that logistics were a problem for some secondary schools in getting students to the Festival', said Jenny Stubbs. 'Things like timetabling and distance and transport costs. So we're taking the Festival to them!'

What if there was no Network?

Without the Network, Roz Reichle said, it would be much harder and more time consuming to get information. 'By networking and knowing other teacher librarians, we are able to share resources, particularly multiple copies of books: for example, for the *Reader's Cup* or *Literature Circles*.'

'Without the Network I'd lose the human support and professional stimulation and the development that really makes the TL job so essential to an effective school', said Ann Christopherson. 'Without our network of shared interests and experience, mine would be a very different position to the one I hold now.'

Megan Daley said, 'I would still be floundering without the support of the amazing, utterly professional, totally cool, not-at-all-stereotypical teacher librarians I have met through the Network – many of whom are now personal friends. Every time I've started to feel disillusioned with education, another Network

meeting rolls around and I leave feeling utterly refreshed and bursting with ideas to take back to school.'

Starting a network

If there's no network in your area, how do you go about creating one? It may seem an overwhelming task.

'Don't be deterred', Jenny Stubbs says. 'You can run an effective network without major projects like festivals and publications. You can share ideas, especially through electronic mediums. If you can set up a website through a body, for example, like the Learning Place, that's the greatest networking tool around. Everyone has access to all the information and the resources. All you need to start is a coordinator and someone to take the minutes – plus people willing to share and to share the workload!'

Other useful sources for information include:

EDNA Teacher Librarians Community <http://www.groups.edna.edu.au/course/view.php?id=5>

Queensland Teacher Librarians Network (subscribe) <http://education.qld.gov.au/listserv/subscribe.html>

OZTL_NET http://www.csu.edu.au/cstl/oztl_net

Pamela Rushby

Email: P.Rushby@uq.net.au

<http://www.pamelarushby.com>



Duncan Ball, Isobelle Carmody, Paul Collins and Lilli Wilkinson at the IDTLN 2005 Festival

Teacher librarian exchange to Canada 2006



Christa Mood shares the joy of being an international exchange teacher librarian when she travelled from Australia to Canada in 2006.

I think international exchange is one of the truly great opportunities available for teachers. From the minute I found out about it, I wanted to do it. Twenty years later I finally got to realise my dream. It has been quite a process, with incredible highs and lows and heaps of challenges and adventures along the way.

So how did I find out about exchange?

As a young teacher librarian, a colleague I worked with had a brother on exchange in California. The regular updates of his adventures and trials planted a seed and I made up my mind that, when I was able, I would do it. Well, there are always excuses for not doing something challenging and life tends to get in the way of big plans. After acquiring a husband, a mortgage and two children, the exchange seemed too hard but I kept the idea stored away just waiting for the right time.

Fast forward 18 years. After being in the same school doing the same job for a long time, I felt like I needed a change and a challenge. I thought of a couple of options – move to another job, promotion, maybe even further study – and then I remembered the exchange option. It seemed a good way of getting a taste of change without any of the risks of leaving permanently. So I got in contact with the exchange teachers' unit. They were very helpful but suggested that it could be difficult to get an exchange as a teacher librarian, because there simply aren't that many of us that apply for exchange.

Not to be put off, I thought I'd use the wonderful online community of teacher librarians to see if there was any interest. I did a bit of research and ruled out the UK and USA because, as a general rule, they simply do not have many teacher librarians. New Zealand just didn't

seem exotic enough and I don't speak another language, so any of the non-English-speaking countries were ruled out. That left Canada, an interesting country with a great reputation for friendly locals, incredible scenery and a thriving teacher librarian community. I thought I'd post a message on the British Columbia Teacher Librarians' Association (BCTLA) listserv first. If I had no luck there, I made up my mind I'd just make my way east.

Within the first week I had three responses. The best one came from Karen Lindsay, the teacher librarian at Reynolds Secondary School in Victoria, on Vancouver Island. It was starting to get really exciting now and looked like there really was a good possibility it could happen. We talked and found out we were both really keen and discussed logistics.

Making it happen

We both went off to apply for exchange through the official channels and indicated we had already made contact. As there were no other teacher librarians with an application for exchange, we were matched ... bingo! Now came the hard part of getting organised. It took a lot of planning and negotiation to move my whole life, job and family to the other side of the world. It really took a whole year and there were times when I wondered if I'd done the right thing, it was all so much effort. However, I was incredibly lucky to have a committed exchange partner, a supportive husband and a daughter excited about the idea and up for an adventure. It made the task much easier. I've heard of stories since where kids have been dragged kicking and screaming to the airport.

As with all travel, once you get on the plane you know the adventure has begun and you finally get to enjoy it. We planned to enjoy it. You only get two weeks break at Christmas in North America because it's winter in the Northern Hemisphere. You don't get a long break until summer, in July and August ... then you get two whole months off! So we had a short break in Hawaii on the way over to enjoy the warm weather and relax. It was a good idea because the weather was dreadful for the first month of the exchange. I've never seen so much rain but, as the expression goes: cold climate, warm people. This was so true for my experience. I couldn't have asked for a better school, with friendly staff and great kids.

A Canadian school

The school system I experienced at Reynolds Secondary School, School District 61, was quite different to what I was used to. I'd only ever taught in public schools in NSW and I found it refreshing to experience a different way of doing things. At first it was a challenge – even regular stuff that you just take for granted becomes a hurdle. Like walking up the corridors and wondering why everyone is in my way, only to realise a week later that it is actually me walking on the left hand side instead of the right that had caused the problem.

In the School District 61, there was Elementary School (grades K–5), Middle School (grades 6–8) and High or Secondary School (grades 9–12). I was at a secondary school and my daughter was at a middle school so I got to experience how these two later stages of schooling worked.

With no uniform, 900 students and four blocks of an hour and a half each, a day in the secondary school was more like a college. The tone was more relaxed than I was used to. Without the younger grades, there seemed to be more space to build cooperative learning relationships with the students, who seemed to respond to the more mature approach. Unlike the system in NSW, there is a pass and a fail – if a student doesn't pass, they have to do the course again ... or not, depending on the student's decision. There are very tangible consequences for not studying.

At my school in Australia I was interested in middle schooling and I had spent some time before the exchange looking at best practice currently in use. The middle school my daughter attended in Canada, Arbutus, had approximately 180 students. They put a lot of the theories of how a good middle school should look into practice, with interesting results. It was fascinating for me to be a part of a whole different way of doing things and to see the positive effects it had on my daughter.

The exchange library – similar but different

I really enjoyed my time in the library, seeing how similar yet how different things were. The difference that stood out the most was how important my role as keeper of the

textbooks was. I found textbooks were used more extensively at my new school than I'd experienced in my 20 years of teaching in Australia and, when I spoke with other teacher librarians, I found out this was pretty common throughout North America. There were a lot of textbooks at my school, again pretty standard, and just about all of them were circulated through the library.

Now, I'd always supported the idea of libraries managing textbooks. It seemed a logical and efficient way for the school to manage these expensive resources. So I thought, until I practiced it. I had no idea how much time it would take away from the other important jobs teacher librarians do. My colleagues and I had no choice in whether we did this or not; it was part of a working conditions agreement made some years before between the British Columbia provincial government and the British Columbia Teacher Federation.

The textbook handling wasn't just confined to the beginning of the semester, when you hand out the textbooks – this was frantic the first time and I was very grateful for a terrific

school assistant in the library – or the end of the semester when you have to recall them, the toughest job of all. Throughout the year, students and staff seemed to consistently be changing books, losing them, coming and going. It took up a good deal of library time and no extra funding was allocated for clerical hours to help with any part of this process. I did see it basically as a clerical job.

At the end of the school year I had to concede, with the support of classroom teachers in the process of recovery, that we achieved a good deal of success with the recall of texts. This is because a library does have, as I had originally thought, good structures for managing this task. However, without proper clerical support, a lot of other worthwhile jobs the teacher librarian does simply have to be sacrificed.

Of course, my other important job was teaching. I really liked the program my exchange partner had set up for teaching information and study skills to the older students in the school. I hadn't organised formal skill-building courses before and was surprised at how well they worked. I'm negotiating with teachers now on

integrating some of these ideas into my own program back home.

In summary, was it worth all the work in finding an exchange partner, all the organising to make it happen and the discomfort of being out of my comfort zone? Most definitely! I learned so much at school and we saw such amazing things on our travels as a family that this would be enough reason to say the exchange was a success. The wonderful friends we made and people we met were the real highlight and this will be the part of the exchange that we will carry with us for the rest of our lives.

Christa Mood
Teacher librarian
Narooma High School
Narooma, New South Wales

In Issue 62 of *Connections*, there is an article by Karen Lindsay, the teacher librarian who 'exchanged' with Christa Mood.

Curriculum Corporation's 14th Annual Conference

Curriculum Corporation's 14th annual conference, *21st Century Curriculum: Taking Bearings*, is being held at the Hilton Sydney on 12–13 November 2007.

Globalisation, the evolution of advanced technologies and greater national consistency in the curriculum will be the context for education in the 21st century. Leading national and international educationalists, researchers, policy makers and practitioners will investigate how innovative curriculums can unlock the potential of all young people to shape the 21st century.

The thematic strands of the conference that will be explored by keynote speakers and in workshops include: key values and

ideas that shape the curriculum; learning in an interconnected world; characteristics of a successful learner in the 21st century; excellence and equity in the curriculum; and 21st century expectations of schools and the profession.

Keynote speakers include: Lord Puttnam of Queensgate CBE, President, UNICEF UK; Tom Bentley, Director of Applied Learning, The Australian and New Zealand School for Government; Ben Levin, Canada Research Chair in Education Leadership and Policy, Ontario Institute for Studies in Education; Kathe Kirby, Executive Director, Asia Education Foundation and Asialink at the University of Melbourne; Fazal Rizvi, Professor, Department

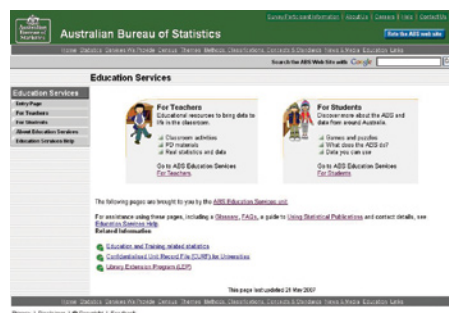
of Educational Policy Studies, University of Illinois; Elliot Washor, Co-director, The Big Picture Company, Providence, Rhode Island; and Frank Wilson, Neurologist, Stanford University School of Medicine, California.

Further information on Curriculum Corporation's 2007 conference is available at <http://www.curriculum.edu.au/conference/2007/>

ABS brings data to life in the classroom

The Australian Bureau of Statistics (ABS) has launched a new set of web pages designed for use by both teachers and students. Developed by the Education Services unit within the ABS, these new pages aim to assist educators to bring data and statistics to life in the classroom. The pages offer a range of learning resources, including classroom activities, games, professional development materials and specially selected ABS publications.

The new web pages have been divided into resources for teachers and a separate area specifically for students.



Education Services entry page

All new resources for teachers

The teacher pages contain a comprehensive set of classroom activities for secondary school students covering Commerce and Economics, Geography and Mathematics. Designed with the help of

experts in the education sector, these activities have been linked to the curriculum of each state and territory to make it easier for teachers to incorporate them into their existing program.

The pages include a range of professional development materials designed to assist teachers to introduce and explain statistical concepts and practices in the classroom. Case studies, such as how statistics were used to increase the effectiveness of the *Quit Smoking* campaign, help demonstrate real world applications of data and information.

Making statistics fun and engaging

The student pages include a series of learning objects developed by The Learning Federation (TLF) using ABS data. These learning objects have been specially selected to explain various statistics-related concepts in a fun and engaging way.



TLF learning object – Random or not: explore numbers of jubes (1:1), SCIS No: 1280847

The student area provides an explanation of the statistical process, including the work of the ABS and the background and purpose of the *Census*. It also includes an interactive careers 'wheel', enabling students to explore the diversity of job opportunities open to graduates with statistical skills.

Other features include the *Statistic of the Week*, which introduces some of the more unusual and interesting statistics from around the world. The *Statistical Stories* page explores some real world examples of how statistics have played an important role in history. For example:

- the role of statistics in revealing the link between sun exposure and skin cancer
- how statistics were used to accurately estimate the strength of the German Army in WWII
- why tall parents have shorter children on average.

Accessing the web pages

The new ABS Education Services pages and resources, including real ABS data, can be accessed free of charge online from the ABS website at:

- <http://abs.gov.au/websitedbs/cashome.nsf/Home/For%20Teachers.es>
- <http://abs.gov.au/websitedbs/cashome.nsf/Home/For+Students.es>

Free publications and statistics are available at <http://www.abs.gov.au/>

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.

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Connections contributions

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

Articles may range in length from 500 to 2000 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 as camera-ready artwork, should be forwarded to SCIS. Details of advertising rates may be obtained from SCIS.

Connections online

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



Internetting corner

About New Zealand

<http://newzealand.govt.nz/aboutnz>

New Zealand's official government portal provides access to a multitude of government agencies, policies and statistics. A general overview containing information on the natural environment, history, culture, economics and people is particularly useful for students.

SCIS No: 1279543

ASU – Ask a Biologist

<http://askbiologist.asu.edu/index.html>

Primary and secondary students (and their teachers) who have puzzling biology questions are invited to submit them to the scientists at Arizona State University. The site also contains links to related exemplary websites.

SCIS No: 1323500

Australia's Lost Kingdoms

<http://www.lostkingdoms.com/>

Focusing on Australia's reptiles, birds and mammals from the Cretaceous to the present time, this resource from the Australian Museum contains links, games, age-appropriate information and movies.

SCIS No: 1246887

The Chandra X-ray Observation Center

<http://chandra.harvard.edu/>

Jointly developed by the Harvard-Smithsonian Center for Astrophysics and NASA, the content of this site details all facets of the Chandra X-ray Observatory – NASA's flagship mission for a-ray astronomy. The diverse collection of images, multimedia and data on this site provides a graphic array of information.

SCIS No: 1289801

Chris Van Allsburg – The Official Chris Van Allsburg Site

<http://www.chrisvanallsburg.com/flash.html>

Students who are fans of the author and illustrator Chris Van Allsburg will appreciate this stunning interactive website. Contents include news, biographical information, downloads and a bibliography.

SCIS No: 1294651

A Chronology of Aboriginal and Islander History

http://www.natsiew.nexus.edu.au/chronology/info_fset.html

Resources on this encompassing website are aimed at a wide educational audience to provide a 'comprehensive chronology of Aboriginal and Islander history enabling visitors, particularly students, to explore and unpack the "hidden history" of the First Australians'.

SCIS No: 1279439

CLI – Featured Products

http://www.cli.nsw.edu.au/cli/our_serv/products/featureprods.shtm

The Centre for Learning Innovation is a NSW DET initiative to encourage quality teaching techniques utilising technology. Although most of the innovative material is available specifically for NSW DET schools, some material can be purchased by other Australian educational bodies.

SCIS No: 1323513

Discover Dairy

<http://www.dairy.edu.au/discoverdairy/>

Dairy Australia has launched this website to inform parents, students and teachers of the benefits of including dairy products as part of a balanced diet. Teachers will find lesson ideas and activity sheets, while students can undertake games and interactive quizzes.

SCIS No: 1323519

Education

<http://www.aec.gov.au/Education/>

A wide range of educational materials related to democracy and elections are provided by the Australian Electoral Commission. The material is useful for both primary and secondary students and separate units of work are available for teachers.

SCIS No: 1323582

The EPA Climate Change Kids Site

<http://epa.gov/climatechange/kids/index.html>

Animations, links, activities and games present concise information as the US Environmental Protection Agency delves into the causes of global warming, the greenhouse effect and climate change. The site explores future implications of climate change.

SCIS No: 1323589

Mughal India – The British Museum

<http://www.mughalindia.co.uk/room.html>

Students with an interest in Mughal India will be intrigued by this interactive website. Students can explore a virtual classroom which contains a timeline, an atlas, filing cabinets with primary source material and an art chest. Teachers are not forgotten and have a 'staff room' for their specific needs.

SCIS No: 1323598

National Centre for History Education

<http://www.hyperhistory.org/>

Funded by the Commonwealth Government, this Australian history gateway is designed for primary and secondary teachers. Contents include current research, a teachers' guide, units of work, links and the online journal *ozhistorybytes*.

SCIS No: 1122987

No Bully – New Zealand Police

<http://www.police.govt.nz/service/yes/nobully/>

An initiative of the New Zealand Police Youth Education Service, this site provides extensive resources, international links and information about current best practice to address bullying. The material is relevant for primary and secondary students, their parents and teachers.

SCIS No: 1023090

Welcome to Cool Cosmos

<http://coolcosmos.ipac.caltech.edu/>

An engaging, student-friendly website about the universe and the world of infrared light. It features innovative use of technology including interactive activities (Ask an astronomer), videos, games, stories and images.

SCIS No: 1195823

Reviewed by Nigel Paull, Teacher librarian, South Grafton Primary School.

Email: npaull@telstra.com

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

SCIS OPAC

SCIS OPAC provides access to all the records on the SCIS database. Searches of SCIS OPAC can be used as a selection tool for the acquisition of new resources, including websites.

Example of an *Author (browse)* search:

An author search results in the *Headings* page containing a list of name headings, which may include editors, illustrators, directors, narrators, government departments and organisations responsible for a work.

#	Titles	Headings
1	108 Eddings, David	
2	2 Eddings, Joshua	
3	24 Eddings, Leigh	
4	1 Eddington, Arthur	
5	4 Eddington, Keith	
6	1 Eddington, Paul	
7	1 Eddins, John M.	

SCIS OPAC: Author (browse) and Subject (browse)

For a browse search, names (Author) and terms (Subject) must be entered in the order in which they appear in the heading or reference. Browse searches are automatically truncated and retrieve headings or references beginning with the words you enter.

Example of a *Subject (browse)* search:

A subject search results in the *Headings* page containing a list of subject terms, which include topical, geographic and name headings used as subjects.

#	Titles	Headings
References 1	163 Chemistry, Organic	
2	3 Chemistry, Organic Computer-assisted instruction	
3	4 Chemistry, Organic Examinations, questions, etc.	
4	8 Chemistry, Organic Experiments	
5	3 Chemistry, Organic Laboratory manuals	

All SCIS OPAC screen dumps © Ex Libris Incorporated.

i SCIS news

1 SCISWeb Manual

A new version of the *SCISWeb Manual* has been uploaded to the website. The manual has been comprehensively revised with new screen dump views and updated instructions. There are seven sections in pdf format, which you can view online or print off for easy reference. For more information, visit http://www.curriculum.edu.au/scis/productinfo/scisweb_manual.htm

2 Invoices for 2008

Invoices for a 2008 subscription to *SCISWeb*, *SCIS Subject Headings Online* and *SCIS Authority Files* will be dispatched in October 2007 to schools not involved in a bulk deal. The cost will not increase in 2008.

3 Holiday access and customer support

Access to *SCISWeb*, *SCIS Subject Headings Online* and *SCIS Authority Files Online* will be available over the holiday period. SCIS Customer Support will be open until Friday 21 December 2007 and will resume on Tuesday 2 January 2008.



New and revised subject headings

The first stage of a review of genre headings for fiction and poetry has been completed. Scope notes have been standardised and now include examples of works belonging to each genre. Headings for Oceania, Polynesia and the former Yugoslav countries have also been subject to review.

Headings marked with an asterisk in the following list are existing allowed headings which have been updated. New headings are marked as N. Headings which were previously USE references 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.

Not all headings affected by the genre heading review have been included in the following list: for instance, several new example headings and headings with the subdivision History and criticism have not been included. For full details of these headings, see the SCIS website at <http://www.curriculum.edu.au/scis/productinfo/suppliers.htm>

- * Adventure and adventurers
- * Adventure stories
- N American Samoa
- * Animal stories
- A Animals – Fiction
- N Asperger's syndrome

- * Australian stories
- * Autism
- * Children as artists
- * Choose your own stories
- * Computer networks
- * Cowhands
- * Cowhands – Fiction
- * Crime stories
- A Diaries – Fiction
- * Diary stories
- * Dystopian fiction
- * edna
- * Emotionally disturbed children
- * Family sagas
- * Fantasy
- * Fiction
- * Films
- * Gothic fiction
- * Historical fiction
- * History
- * Horror stories
- * Humorous stories
- * Literature
- A Love – Fiction
- * Love stories
- * Macedonian literature
- A Montenegro
- * Mystery and suspense stories
- * Native plants
- * New Zealand fiction
- * New Zealand literature

- * New Zealand poetry
- * New Zealand stories
- N Niue
- * Oceania
- * Personal development
- * Personality disorders
- * Plants
- * Poetry
- * Polynesia
- * Polynesians
- * Psychology
- * Samoa
- * School stories
- * Science fiction
- * Self
- A Self-esteem
- * Self-perception
- A Serbia
- D Serbia and Montenegro
- * Stories in rhyme
- * Supernatural stories
- N Tokelau
- * Tokelauans
- * Utopian fiction
- * Verse novels
- * War stories
- * Westerns
- * Wordless stories
- * Yugoslav literature
- * Yugoslavia

4 One millionth record

A significant milestone in the history of SCIS occurred on 9 August 2007. The one millionth record was created on the SCIS database. This is a wonderful milestone for SCIS, the cataloguing agencies and staff in Australia and New Zealand. The team at Curriculum Materials Information Services, Western Australia Department of Education and Training, led by Bev Blackwell, had the honour of creating the one millionth SCIS record.



Sabina Cull created the one millionth record on the SCIS database

Secret library business – part 2

Part 1 of Secret library business featured a discussion on stocktaking and was published in Connections, Issue 62, Term 3 2007. In part 2, Renate Beilharz discusses the importance of weeding a school library collection.

Weeding

Weeding is the deselection of resources; it is the process of consciously removing items from the library collection. Weeding is not to be confused with stock decrease through loss or theft, which the stocktaking process determines. Weeding a library collection is a difficult task for many library staff because it involves 'deselecting' items which were carefully selected in the first place, purchased with limited funds and lovingly end-processed.

Weeding objectives

The objective of weeding must be to support the school collection development policy: to develop a school library collection which is current, relevant and attractive.

Students deserve information that is current and up to date. A key purpose of weeding is to rid the collection of inaccurate, outdated and misleading resources. Students are encouraged to use and rely on information provided in the school resource centre. It is essential to provide information that is correct, non-racist or sexist, and that reflects modern knowledge and values.

A school library collection must be relevant to the community it is serving. It is not necessary to keep a collection 'just in case' a subject will reappear in the curriculum; current resources should be obtained if this should occur. School libraries are not 'collecting libraries'; there is no need to keep classic novels and texts. When these are required, local libraries or State libraries can provide these resources (although many public libraries are very active in their weeding) or, if the demand is high enough, new and attractive editions can be purchased.

Students like to have access to attractively presented information sources, organised and arranged in a manner that makes good quality and suitable resources easy to find. Shelves with dusty, faded and old-fashioned books do not entice students to use the excellent resources that are also there. A secondary student once asked me why we don't have any

new books in the fiction collection, unlike the local library collection she preferred to use. This stunned me because we had been heavily purchasing in the area of adolescent fiction for some time. On closer questioning, we discovered that every title she had borrowed from the local library was available from the school library. The difference was that the school's fiction collection was much bigger and all the new books were hidden among the older books; she could not find the new books and so she did not enjoy browsing our collection as much as the smaller, more appealing local library collection. This was the catalyst for another extensive fiction collection weed.

The way resources are housed and presented plays a big role in whether they are used effectively. A school library has limited space for housing resources; space needs to be made for new items. Packing shelves full, placing extra shelving on stands or removing display shelves to make room for new resources all decrease the accessibility and attractiveness of a collection.

By ruthlessly discarding old, unused, incorrect and unattractive resources, a library's collection will decrease in size. This is not a bad thing. The school community, including the administration, will be given an accurate picture of the size of the collection and quality of resource available to students. I was given the opportunity to set up the school library in a new school. The Principal proudly informed me that we would be provided with a large collection immediately, thousands of unwanted books from two amalgamating schools. I wish I had refused the collection at the time, as those 30-year-old books hung around for a long time. When a second campus opened, we resisted the urge to move many books from the original campus. Comments by parents on the small size of the collection at the second campus led to additional funding from the administration.

Another benefit of the deselection process is that library staff develop a really good feel for the collection, its strengths and its weaknesses, because weeding does involve a close, detailed look at the resources held by the library.

What should go?

Deciding what items should be discarded can be a difficult and controversial process.

It is important before starting any deselection process to carefully consider and discuss the weeding criteria to be used with the stakeholders.

Commonly used qualitative weeding criteria have been expressed in the acronym 'MUSTIE'. This is a useful guide to help develop weeding guidelines in any library. MUSTIE stands for:

- Misleading – factually inaccurate
- Ugly – worn beyond mending
- Superseded – new edition or better information
- Trivial – no literary or scientific merit
- Irrelevant – to needs of school
- Elsewhere – material easily borrowed or available from another source.

Some school librarians prefer to use quantitative criteria based on numerical or statistical measurement. It is objective and does not rely on subjective judgements of individuals. The usual quantitative criteria used are:

- Date of publication
 - Published before a certain date
- Borrowing statistics (note that statistics produced by a library management system often do not record usage of items within the library, in book boxes or through bulk loans)
 - Usage over a specified period of time
 - Last usage
- A combination of these.

Most weeding criteria used by libraries involve a combination of qualitative and quantitative weeding criteria.

In the book *Less is More: A practical guide to weeding school library collections* (Baumbach and Miller 2006), the authors provide retention guidelines for each of the Dewey classes; that is, how long materials of that topic should be kept, based on how long information on that topic remains current. They also provide guidelines for fiction and reference collections. This is a useful resource for a school planning an extensive weed of their collection, despite its North American bias.

Excuses not to weed

For library staff who 'love books', who have lovingly chosen each individual item on the shelves and weighed up the cost of purchasing one item instead of another, finding excuses not to weed is far too easy:

- A large collection looks good.
- I hate throwing things away.
- If I pulled everything off that should go, I wouldn't have a collection left.
- My principal/teachers won't let me weed.
- I haven't the funds to replace discarded items.
- I can't discard the donated items, I may offend ... (the donor).

Doug Johnson is a passionate writer, speaker and consultant on school technology and library issues in the US. He gives these excuses short shrift:

Poorly weeded collections are not the sign of poor budgets but of poor librarianship. Period. Only two things can happen if library material replacement budgets are inadequate. The collection ages if the librarian does not weed. The collection gets smaller if the librarian does weed. That's it.

Whether fortunate or unfortunate, many people regard books as sacred objects and have difficulty throwing them away ... [what] we need to remember is that it is not books that are sacred, but rather the thoughts, inspiration and accurate information they contain.

For more information, visit <http://www.doug-johnson.com/dougwri/weed.html>

We're weeding. Isn't that great!

While sometimes it is politic, or easier, to undertake weeding in secret (under the cover of a dark moon, destroying all evidence as you go), it is much more effective to undertake actions that will help the school community understand the reasons for and the processes of weeding.

Use the school library's policy documents to enshrine weeding as an essential part of the development of the collection. This formalises and validates the process of deselection. The guidelines in the procedures manual should include clear and justifiable weeding criteria and a schedule for weeding sections of the collection. This ensures that all weeding is completed methodically and logically. Written guidelines, especially policy documents that have been approved by the administration of the school, can provide back-up and support

when dealing with arguments against weeding.

Nothing can beat involving the school community when it comes to weeding the school collection. This can be done on a large scale with general announcements, explanations and invitations for involvement. You can also involve staff in subtle, low-key ways.

- Have some really good examples of weeded items put aside so, if the opportunity arises, they can be used to illustrate the need for weeding.
- Talk to individual, approachable staff and get them on side. Ask them to be involved with weeding the area of their expertise.
- Use the weeding exercise to identify underutilised current and accurate resources, and actively promote them to the school community.

Some other tips and helpful hints for hassle-free weeding:

- Decide on clear, justifiable criteria before starting.
- Don't try to weed the whole collection at once – do a little at a time.
- Get the support of at least one other staff member.
- Discard old editions of texts immediately to save problems later.
- If in doubt about a subject area, weed with a teacher who has the expertise and an understanding of the purpose of weeding.

Life after deselection

Ensure that the catalogue records are updated to avoid problems at stocktake time. Consider whether there are subject/topic areas that need to be replenished or replaced next time money is available for selection of new resources. Keep statistical records of the number of discards, useful when writing the annual report for the school council.

The next decision is what to do with the deselected items. The first step must be to clearly mark the item with a conspicuous stamp that identifies it as removed from the collection. Barcodes should be peeled off or crossed out with a thick black felt pen. The security strips or tags must be removed or detuned. If these steps are not undertaken, books will turn into boomerangs and find their way back into the hands of the librarian.

Getting rid of an item is not an easy task. It is one that exercises the minds of many library staff, as it comes up regularly on library discussion lists. There are at least six options, each with its benefits and drawbacks.

Donate it. It must be remembered that information that is out of date and unsuitable for Australian children is also out of date and unsuitable for children in Timor-Leste (East Timor) or Afghanistan. Careful consideration must be given to how donated items are to be used by the charity and whether the items themselves are suitable for the intended purpose.

Recycle it. By tearing off the plastic-coated covers, most books are suitable candidates for the paper recycling bin.

Discard/bin it. This is the simplest option, but do not risk the ire of the school cleaners by filling the dump bin with books so that there is no room for the other school rubbish.

Sell it. Have a second-hand book sale. For a small cost, someone can walk away with a tatty looking copy of a favourite book.

Give it away. Along the same line as a book sale, some libraries have trolleys or tables of books that are free. It is essential that the books are clearly identifiable as discards; otherwise some current books may be taken under a wrong assumption.

Hide it. If the coffee table book donated by the grade 6 class in 1975 is hidden from view, there's a 99 per cent likelihood that no-one will ask for it or miss it. If it should be asked for, it can be produced without a fuss. The hidden book(s) can then be disposed of after a period of time has passed or will be disposed of by the new librarian who has no idea why they were hidden in that cupboard in the first place.

What about audiovisual, electronic and digital resources?

All resources in a school library's collection – print, audio, visual, electronic or digital – must meet all the criteria of relevance, currency and attractiveness. Stocktaking and weeding non-book resources is not to be seen as an afterthought, but rather as an integral part of the processes discussed earlier. All the advice, recommendations and information in this article are just as relevant to a DVD or Internet

site as to a book. Even so, there are a few other issues to consider as well.

The audiovisual collection contains many different types of resources – video cassettes, audio cassettes, 13 mm film, filmstrips, slides, DVDs, CDs or a combination of these in a kit format. It is important to ensure that the resources are accessible. This means not just that they have an appropriate catalogue record, but that the equipment required to view or access the information contained in the item is readable, audible or viewable. If there is no longer any way of playing the resources, throw them out.

Making links to useful Internet sites in a school library catalogue or on the school intranet is a service most schools now offer their school communities. This has been taking place in some schools since the mid-1990s, when Internet information became freely available to the wider community. But the Internet is not a static beast. URLs or web addresses change over time; a link that worked last month will not necessarily work

next month, causing frustration for the users. Some library management systems have a link checker functionality; if not, then regular manual checking of links could be considered a nice Friday afternoon task, when energy and enthusiasm are at a low ebb and a routine task is just what's needed.

A second, even more important reason to regularly access Internet sites is to ensure relevancy and currency. While the Internet is an ever-changing, flexible and immediate entity, there is no guarantee that the information contained in a website is continually updated to ensure information is current and relevant. Placing a link to this website on an Intranet or in the library catalogue is the same as placing a book on the shelves; users assume that the information provided is relevant, current and suitable to their needs. Weeding Internet links on the basis of currency is just as important as deselecting print or audiovisual resources.

Essential collection development

Weeding and stocktaking are essential collection development activities. It is vital

that every library staff member who cares about the state of their collection understands the need for stocktaking and weeding, and does it professionally with clear criteria and objectives in mind.

Renate Beilharz

Renate is a teacher librarian of 20 years experience who is currently enjoying a portfolio of positions relating to librarianship in and outside the school environment.

This article is based on a presentation given at the SLAV conference *Building on essentials!*

The article with bibliography appears in the online version of *Connections 63* at <http://www.curriculum.edu.au/scis/connections/latest.htm>

Copying podcasts in educational libraries

Recent changes to the Copyright Act in relation to copying of podcasts have brought the audiovisual copying provisions for educational institutions up to date with technology and make it much simpler for teachers and academics to make the most of this resource.

Podcasts have become increasingly popular. Changes to the *Copyright Act* now allow libraries in educational institutions to make copies of podcasts for staff and students. Copied podcasts can also be emailed and made available to educators and students at the institution.

Now, nearly all libraries in schools, TAFEs and universities can:

- copy anything from radio or television (pay or free to air)
- copy programs made available by the broadcaster online (podcasts and vodcasts)

- make copies of copies (for example, update old VHS copies of broadcasts into digital format)
- make copies available to staff and students on an internal network or by email.

To find out more about the copying provisions and how they apply to your library, visit <http://www.screenrights.org>

Screenrights is the non-profit copyright collecting society that has been appointed by the Australian Government to administer the television and radio copying provisions in the *Copyright Act*.

Finding what's relevant to you

With a wide variety of material available, teachers and academics can find out which programs are relevant to them by subscribing to <http://www.enhancetv.com.au> – an online resource established by Screenrights. Each week, EnhanceTV members receive an email guide to upcoming programs relevant to their nominated learning areas.



EnhanceTV web editor, Anna Yates (rear), and TTN reporter Emily Barker (front) with Neutral Bay public school students

You can also ask the EnhanceTV team to copy programs on your behalf. These are delivered to you, without the ads, in less than seven days. The site also contains study guides and features to help use audiovisual material in teaching. For example, study guides with a distinctly Australian flavour include those provided for *Somersault* (feature film), *Enough Rope's Gallipoli: Brothers in Arms*, *Curtin*, *Eco House Challenge* (series) and *Making Ten Canoes*. Alternatively, select from the *Planet Earth* individual study guides for each program in Series 1 and 2.

To find out more about EnhanceTV, visit <http://www.enhancetv.com.au>

Educational Lending Right

School Library Survey out NOW!

Once again school libraries across Australia are being asked to participate in the Educational Lending Right (ELR) survey. Survey information has been sent out to 600 randomly selected schools in a Curriculum Corporation envelope, with a distinctive green ELR label.

If you are one of the sample schools, please take the time to undertake the survey. There are no questions to be answered or statistics to be manually retrieved. This survey uses your library management system (LMS). The process varies depending on the LMS you use. In some cases, all that is required is for a back-up to be provided, while in other cases a program is provided which is run in the LMS. Step-by-step instructions are provided and, depending on the size of your collection, this should not take too long to run.

It is essential that we receive enough survey responses to ensure there is statistical validity to the data collected; therefore, we try to make it as easy as possible by providing telephone and email support throughout the survey period. When you have received the survey information, you may receive a follow-up phone call to check if you require more assistance.

Financial support for the Australian writing and publishing industry

By completing the survey, you are providing the statistics required by the Australian

Government's Department of Communications, Information Technology and the Arts (DCITA) to calculate payments for Australian authors, illustrators, translators, compilers, editors and publishers. These payments are made on the basis that income for creators and publishers is lost due to the availability of their books in educational lending libraries.

In May 2007, nearly 10.5 million dollars was paid to 9,887 Australian creators and 374 Australian publishers. This amount is a considerable boost to the whole writing and publishing industry, ensuring the continuing growth and development of quality Australian resources for our school libraries.

'I want to do the survey, but never seem to be selected'

To ensure statistical integrity, 600 schools are randomly selected across Australia. This is why we cannot select schools who offer to undertake the survey. We are also limited to selecting from school libraries that have one of the following library systems: Alice, Athena, AmLib, OASIS, Bibliotech, BookMark or LibCode. If your LMS is different, we encourage you to speak to the company and encourage them to participate in the survey.

Top 100 Australian books

The statistics collected by the survey are used to provide the Top 100 Australian books listing. A snapshot of this list provides interesting

information on Australian creators and their creations:

- Mem Fox's *Possum magic* is still number one after seven years. Mem has another four titles in the top 100.
- Emily Rodda has 19 titles in the list. Paul Jennings is the next most popular with 14 titles.
- *Flags and emblems of Australia* by Jill B. Bruce is the new non-fiction book in the top 100.
- Graeme Base is a newcomer to the list with his titles *TruckDogs* and *My Grandma lived in Gooligulch*.

Have a look at the list yourself at <http://www.curriculum.edu.au/scis/partnerships/elr.htm>

Thank you to all who visited the SCIS/ELR trade stands at the ALSA Conference in Adelaide and the ALIA National Library and Information Technicians Conference in Melbourne this month. We hope you have found a good use for the colourful *Top 100 Australian books* poster. Some free copies of the poster are still available. Please contact elr@curriculum.edu.au if you would like one.

Renate Beilharz
ELR Project Officer



\$779.00

CIPHERLAB 1166 CCD BLUETOOTH WIRELESS SCANNER

- 'live' transmission up to 50 m
- automatic memory when out of range
- ergonomic and light weight
- small size (158 mm)
- reading distance up to 33 cm
- transmission rate up to 433 Kbps
- kit includes communications/charger cradle, USB or PS2 cable, power pack and two rechargeable batteries
- additional battery charges in cradle while scanner is in use
- programmed for library purposes including ISBN13
- 3 years warranty on scanner

Further product details: <http://www.curriculum.edu.au/scis/productinfo/scanners.htm>

The Le@rning Federation

It's time to browse through the catalogues of The Le@rning Federation to find out what new content is being distributed to your schools.

Literacy for students at risk – critical multiliteracies

A new series of learning objects are available to help you encourage students in Years 5–9 to critically examine and evaluate the underlying techniques used in the construction of a range of multimodal texts. Through these learning objects, students are taught to deconstruct the hidden meaning in the multimodal text. They are also taught the use of positive statements to get their message across.



Ad campaign: soft drink: level 1 SCIS No: 1325317

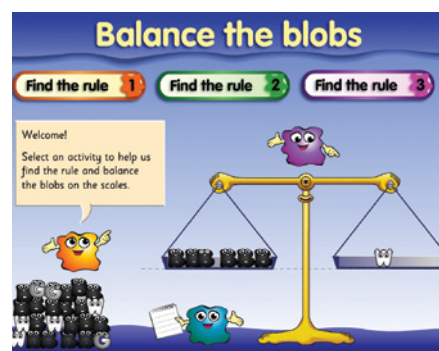
Use the *Ad campaign* series with students to explore the techniques through which positive or negative evaluations are communicated in multimodal texts. Students learn to identify words and phrases in written text that have a negative connotation. Then, by using positive messages through the use of text, image and audio, they learn how to create advertising campaigns.

In the *Digital story* series, students turn a print narrative story for a specific age group into a digital book. Apart from using multimodal ways of communication, students also learn the use of surveys in assessing target audiences.

The *Super stories* series is more focused in approach and these learning objects help students to identify suitable grammatical forms and illustrations to evoke an emotional response from readers in a range of narrative texts. In the series, there are different learning objects that familiarise students with the use of nouns and adjectives as well as verbs and adverbs.

Mathematics and numeracy

Algebraic thinking needs to be supported for primary students. Two new series of learning objects, *Balance the cups* and *Balance the blobs*, have been developed by The Le@rning Federation focusing on these skills. A dynamic model of equality allows students to explore number relations. A set of scales is used as a metaphor for equations to aid students' understanding. The series is interactive at all levels and provides a printable worksheet for students to keep a record of what concepts they learn. It also gives a new problem to solve using the same rule.



Balance the blobs SCIS No: 1323427

Science

New Science learning objects are now available. These learning objects are based on current research findings in science education and pedagogy. They promote scientific inquiry, data interpretation, analysis and synthesis skills that are transferable to daily life and to offline learning scenarios. The *Eclipses* series and *Seasons* series of learning objects use interactive models that the students can manipulate to learn more about eclipses and seasons. The series are also supplemented with multiple choice questions that test students' understanding at all levels. With *Tectonics investigator*, students investigate some of the scientific evidence that leads to their understanding of the current model of the Earth's structure. They also look at the scientific observation of magnetic stripes at divergent plate boundaries and how this supports tectonic plate theory.



Tectonics investigator SCIS No: 1313233

Digital resources

Film Australia and Museum Victoria have joined the increasing number of TLF partners for digital resources. More clips that educate and entertain have been added from the Australian Children's Television Foundation (ACTF). These include 23 clips from 'Lift off' – an early childhood program – and seven clips from the 'Kaboodle' anthology.



Reproduced courtesy of Film Australia

You can also try some of our new content in the *Showcase* section of the TLF website at <http://www.thelearningfederation.edu.au>

To download the latest catalogue of digital resources and learning objects from each curriculum area, visit <http://www.thelearningfederation.edu.au/node2>

Information about how to access these free online curriculum resources is included in the *Accessing TLF Content* section of the TLF website.

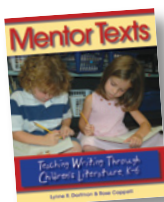
*Rohini Mehta
Communications Officer
The Le@rning Federation*

Resources

NEW

Mentor Texts: Teaching writing through children's literature, K–6

326 pp
Authors: Lynne R. Dorfman
and Rose Cappelli
Stenhouse Publishers
RRP: \$49.95
SCIS No: 1329452
ISBN: 9781571104335



Teacher resource

Mentor Texts shows teachers how to help students become confident and accomplished writers, using literature as their foundation.

The book is organised around the characteristics of good writing – focus, content, organisation, style and conventions – and includes:

- mentor texts that can be used to scaffold student work
- student writing examples to demonstrate how students take risks as writers
- teacher writing examples to show the power of teacher as writer
- a comprehensive annotated list of children's literature that includes specific suggestions for teaching points
- 'your turn' lessons at the end of each chapter that show how to put the ideas into practice.

NEW

Essay Writing: Teaching the basics from the ground up

96 pp
Author: Jock Mackenzie
Pembroke Publishers
RRP: \$49.95
SCIS No: 1329461
ISBN: 9781551382104



Teacher resource

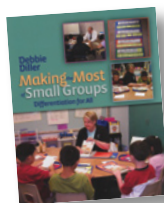
Get back to basics with this practical look at the foundations of good essay writing. With personal and classroom anecdotes, ideas and strategies, and samples and blackline masters, *Essay Writing* offers real-life advice that both teachers and students can really use. This lively and informative book:

- defines the essay
- reviews planning concepts, such as brainstorming, building an outline, and gathering and prioritising information
- explores the difference between formal and informal writing
- covers assessment and marking, with a look at rubrics and marking keys.

NEW

Making the Most of Small Groups: Differentiation for all

232 pp
Author: Debbie Diller
Stenhouse Publishers
RRP: \$49.95
SCIS No: 1329470
ISBN: 9781571104311



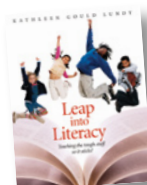
Teacher resource

Previous books by Debbie Diller, *Literacy Work Stations* and *Practice with Purpose*, are structured around the five essential reading elements – comprehension, fluency, phonemic awareness, phonics and vocabulary. This book provides practical tips, sample lessons, lesson plans and templates, suggestions for related literacy work stations, and connections to whole-group instruction. In addition to ideas for immediate use in the classroom, Debbie provides an overview of relevant research and reflection questions for professional conversations.

NEW

Leap into Literacy: Teaching the tough stuff so it sticks!

128 pp
Authors Kathleen Gould Lundy
Pembroke Publishers
RRP: \$49.95
SCIS No: 1329480
ISBN: 9781551382128



Teacher resource: Years 4–12

This sensible book offers lesson plans and practical suggestions for stimulating active learning and creating learning opportunities in new ways. It directs teachers to simple methods of inspiring a questioning attitude that will help students to master skills, acquire information and become critically aware of their own possibilities as learners.

The book shows teachers how to encourage students to:

- grapple with problems that interest them and share new understanding
- represent their new understanding in drama and movement, visual arts and electronic media
- share leadership in groups as they talk through ideas
- engage in ideas that force them to rethink what they know
- reflect on how, what, why and when they are learning.

NEW

Yes, But ... If They Like It, They'll Learn It!: How to plan, organize, and assess learning experiences with meaning, purpose, and joy

128 pp
Authors: Susan Church, Jane Baskwill and Margaret Swain
RRP: \$49.95
SCIS No: 1329516
ISBN: 9781551382111



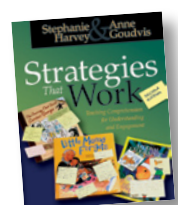
Teacher resource: Years K–8

This innovative book shows that it is possible, and necessary, to meet the literacy learning needs of a diverse range of students with engaging practices that are both authentic and accountable. The book encourages connecting students' existing knowledge, experiences and interests to classroom literacy learning that is relevant and purposeful to every student. It offers a wealth of specific curriculum projects to help teachers engage students and build skills that will improve test scores. The authors' belief is that when teachers respond to students with needs-based and appropriate instruction, the number of students who can meet expected outcomes will increase. This book includes a wealth of positive possibilities for achievement through its hands-on, practical suggestions.

NEW

Strategies that Work: Teaching comprehension for understanding and engagement

2nd edition
344 pp
Authors: Stephanie Harvey
and Anne Goudvis
RRP: \$62.00
SCIS No: 1329437
ISBN: 9781571104816



Teacher resource

Since its publication in 2000, *Strategies that Work* has become an indispensable resource for teachers who want to explicitly teach thinking strategies so that students become engaged, thoughtful and independent readers. Twenty completely new comprehension lessons have been added, extending the scope of the book and exploring the central role that activating background knowledge plays in understanding. There is also a section on content literacy, which describes how to apply comprehension strategies flexibly across the curriculum.

Essential Educational Resources For Film & TV



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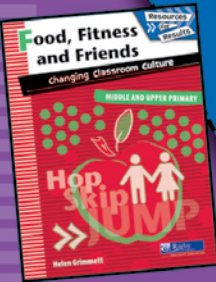


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