

Competing in a Google world

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How can the library compete in a world where the reflex reaction to any query that starts with 'who, what, when, where' is 'Google it!?' What is it that librarians need to do to ensure survival in this world? What can librarians do to define the difference and enrich the experience of information seeking and delivery?

The pervasive nature of search engines such as Google and Yahoo leads many of us in the information industry to question how we can compete. 'Google' itself is not only a noun; it's a verb. How many times in a working day do you hear a colleague, a student, a teacher or a friend suggest 'Google it!' Wouldn't it be wonderful if 'OPAC it!' was the response? It doesn't have the same ring though, does it?

As librarians, we have remained wedded to some fairly user un-friendly jargon. Beyond the jargon, we have held firmly to a belief that we know we are the experts in information seeking and delivery. We have some strong advocates and allies, but we've made little impact in marketing and selling this truth to our users who are awash in a world of information and choices. For the Google Generation, what is the place of the library catalogue?

In the days before automated library systems – the days of card catalogues, weighty reference tomes, kardex and mysterious ILL (Inter Library Loan) forms – reference librarians would take their rostered turn on the Information Desk and wait for the next information seeker to come along. A request which involved finding a book, a citation, a photocopied page or perhaps a paid dial-up search of a database would be accurately clarified and delivered. Now a Google search can provide

all of these results without any professional involvement from library staff – fast, free, at any time of the day or night. Furthermore, the Google Generation feels more at home in cyberspace than in library space.

Perceptions of library users

The Online Computer Library Centre (OCLC) report *Perceptions of Libraries and Information Resources* (2005) – refer to *Connections* 57 (p 2) <http://www.curriculum.edu.au/scis/connections/cnetw06/57perceptions.htm> – describes several recurring themes:

- users are not aware of the electronic resources libraries make freely available
- users are as comfortable using the Internet to source information as library sources
- the library brand, while trusted and recognised, is outdated.

Overall, more respondents to the OCLC commissioned survey were very satisfied with searches using search engines. *'I do not use it (the library) ... it is a good place for research but I think the Internet is better and faster.'*

One of the enduring problems faced by libraries and librarians is that of perception – of the profession, the skills, the value. As a profession, we have an ongoing distaste for the *s* and *m* words: sales and marketing. Yet, the problem of perception is a perennial one. The services we provide are valuable, professional and specialised; sometimes they are also intangible, unquantifiable and often undervalued. Yet we are accountable for the money that governments and school boards spend and we are accountable to those users who make a choice in using the library and its resources rather than going elsewhere.

Competing in a Google world (cont.)

What does 'the Internet' do well?

Primarily, the Internet locates and returns free information quickly, seemingly without the need for any training. Results delivered by Google, Yahoo and the like are usually relevant enough to satisfy most queries (93 per cent of the respondents to the OCLC survey agreed that Google provides worthwhile information). If the intention in the search is who, what, when or where, a search engine can deliver an adequate result.

Aside from locating simple information in websites, Google can return results which include pdfs, word documents and spreadsheets. It is moving into spaces that schools, colleges, universities and libraries previously held as their own preserve: for example, Google Book Search, Google Scholar and College Life. It is ubiquitous – Google toolbars download into the browsers we use almost without us knowing. It is using its own technology to track user behaviour to better inform its understandings of its markets. For most users, the fact that Google is primarily an advertising agency is irrelevant or unknown. Nor do most users understand that the ranking of search results can be manipulated by IT professionals who know about search engine optimisation. For the user, it's easy, it's fast and it's always there. It also interprets poor spelling and sometimes seems to translate confused intentions.

Get excited about the challenges of the school environment

So, what is it that librarians and libraries do well and how can we translate this into the services we deliver through our catalogues? There are many challenges in delivering information services in a school – insufficient funding, providing and retaining quality staff, fractured ICT support, lack of professional understanding and support for library staff, competition for limited resources, providing a multipurpose environment and, of course, working with teachers and students and their fluctuating needs and demands.

Yet there are also unique opportunities to target the delivery of services: there is an identifiable community; databases and systems are especially designed to cater for the various needs of the school, staff and students; exciting ventures are taking place among divergent

product developers looking for ways to work together; and there is a captive audience of the users that librarians really want to reach in order to build a generation of lifelong learners.

School libraries have the delightful opportunity to take these skills and services to a generation that can multi-task with technology – process numerous incoming and outgoing communication streams while visually scanning graphics and text on a computer screen. We have an adaptable and receptive audience.

OPAC (Online Public Access Catalogue) on the World Wide Web

Library service at your fingertips: libraries must provide online catalogues accessible on the web. The Google generation uses the online environment like oxygen – they are always on it, whether it's for Instant Messaging or downloading music to iPods or searching for a quick answer. The key information resource in the school needs to be available all the time, from wherever the users may be.

Promote your services

The online catalogue plays a key role in linking learners with information which has been specifically selected and provided. In a world overwhelmed with information, the school library is resourced according to the curriculum and with material which has been pre-selected by subject and information specialists and evaluated for relevancy and for appropriate content, language and reading levels. The catalogue points students, teachers and the wider school community to a range of shared and available resources.

All of these skills in library management and information literacy have combined to provide a valuable and targeted resource. But the school community needs to know the resources exist and how to access them. Is there a link to the OPAC on the school website? On the Intranet? Is the OPAC address on all of the school's marketing material?

Promote your skills

Returning quick results in a Google search is easy, but how relevant, appropriate and accurate are they to the question the seeker had in mind? Was the question articulated well enough to satisfy the enquiry? Was the enquirer capable of formulating a good search strategy?

The key skill that librarians have always brought to the discovery process is to elicit the context and improve the quality of the question. Neither skills are available in any search engine or database, but we can bring modern tools (instant messaging, email, virtual reference services) to standard practices.

The school community needs to know there is a specialist in information skills on the staff.

Provide opportunities for interaction

Encourage interaction online. Reading is alive and well and so is publishing. Despite predictions that the Internet and electronic publishing would relegate traditional publishing to niche markets, and that there would be a negative impact on reading, the sale of books has continued to trend upwards and the number of English-language titles published continues to increase.

What has changed is that the Internet has made personal publishing and sharing a collaborative activity. Online social networking spaces are encouraging instantaneous and interactive responses – whether it's sharing an opinion on a blog or contributing a review to *Amazon.com*. Today's youth (and the young at heart) expect to be able to share their opinions on what they are reading, just as they do their photos on *myspace.com*. You can enable feedback and interactive responses to the library resources via the library website, your school home page or OPAC.

Add value to your resources

Amazon has not succeeded simply because it is online, but because it has added additional interest and value with book covers, tagging, recommendations, reviews and links. *Amazon.com* has raised consumer expectations – resources and information can be displayed in richer ways than flat, one-dimensional textual descriptions.

An easy way to capture enrichment data for library resources is via the integration your ILS vendor may provide with third party services.

Bring your resources and services to the user

Technologies now provide many ways to automate the delivery of information from the online catalogue out to the user and give more ability to the user to manage his or her own use of resources.

Library users should be able to manage their loans and requests from the online catalogue. Make sure staff and students know how to log in to the online catalogue and can reserve a resource, drop a reservation, renew an item, view their loans and request information online.

Provide an automated current awareness service. Setting up user profiles to match library resources with user interests and providing automatic notification from the library catalogue will increase the use of your collection, ensure staff and students are well informed about the library and school collections, and raise the profile of the library and its services.

Inform yourself about the technology – podcasting, blogs, streaming – and about online social networking places such as MySpace, Facebook, YouTube. *Connections 59* and *Connections 60* contain articles explaining some of these technologies. These are the technologies and spaces of choice for the online generation. Think about using the technology to send topical information from the library and the catalogue to the online spaces the generations you are trying to reach inhabit. For an example of a library reaching out in a social networking space, take a look at the video one library has published on YouTube: <http://www.youtube.com/watch?v=YV1gJd96P94>

Can your library system use RSS? Find an ally in the school to assist you. Ask your library system vendor about what's possible with your ILS.

Look for opportunities for stitching information and service delivery together

Making your online catalogue an information repository for the whole school takes on a new meaning if documents such as teaching plans, exemplars, exam papers and school policies can be made available through the online catalogue. They no longer need to reside within one database or on one server.

Beyond document retrieval and searching, there is growing interest in integrating library resources with campus portals, course management systems and e-learning initiatives. As one of the key information literacy specialists in the school, make sure you are part of the discussion about making catalogue

data available through other products and other products available through the OPAC.

Make searching across resources easy

The need to provide a way to view and access resources which are sourced or stored in different and separate systems and databases and incorporate different material types has been challenging institutions, librarians and vendors for many years. A familiar interface, a seamless delivery, easy and unrestricted access ... these are the factors which enhance the user experience.

The OCLC Perceptions report quotes one 21-year-old: *'Make a way to search through all of the databases with one search engine, instead of having to search each database individually'*. In New Zealand, all schools currently have free access to 19 online databases. It is a fabulous resource but anecdotal feedback suggests the databases are underutilised and underpromoted within schools. Federated searching can provide one interface and delivery point. This solution alleviates the immediate need – not only for students, but also for library staff – to understand and remember the details of each database.

Electronic reference tracking

In a school library where you are guaranteed personal interaction with your users and you know you will receive repeated requests for information and answers, consider using an e-reference tracking system which integrates with your online catalogue. This way you can record your reference questions, the sources used to answer them, comments from your users and also make the results searchable by your users.

Provide good data and use standards-based systems

Remember the old saying of 'garbage in, garbage out'? The quality of the data in library catalogues has always been a critical factor in the successful fulfilment of user needs. It is also critical in a time when vendors are exploring the possibilities of delivering information through each other's interfaces.

Continuing to source your data records through SCIS ensures you are collecting data that has been catalogued to international standards and is of a consistent quality. Using an integrated library system which adheres to library and IT

standards ensures a good basis for integration and interoperability with other products and services in the future.

It's about adapting to the user

We have entered a period where there are many opportunities for product vendors and library staff to explore and enhance the delivery of library resources. If we regard the likes of Google as the competition, I fear we are missing the point and we'll also lose the battle. The challenge is to use what we know we do best, learn from our users, market ourselves and join in the action.

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The article with bibliography appears in the online version of *Connections 61* at <http://www.curriculum.edu.au/scis/connections/latest.htm>

Creating a literate school community

'Literacy is everyone's business.'
Attributed to Alfred Fitzpatrick, founder
of Frontier College, Canada.

While Fitzpatrick's statement may be universally accepted by educators, its implementation in policy and practice, unfortunately, is not. If literacy **was** everyone's business, the school community would:

- use a common language when discussing literacy
- establish strategies to address literacies across the Key Learning Areas
- clearly delineate and understand literacy initiatives in place across the school
- set goals and standards which they wished to attain
- develop an action plan to help reach those goals
- specifically teach skills necessary for students to attain success.

Background

Aquinas College is a Catholic coeducational secondary school situated on the Gold Coast. We cater for students of mixed abilities, with some integrated through a Special Education Unit and others assisted by Learning Support teachers. Our students are from a mixed socioeconomic family base.

We realised that '... highly effective teachers and their professional learning do make a difference in the classroom' (Rowe, 2005). Effective teaching would empower **all** students in their literacy, creating for each one '... a future of hope'.

Rationale for the project

For several years, we had noted concerns about the literacy levels of some of our incoming Year 8 students. We believed that we had many effective literacy strategies in place but could not prove how effective our literacy strategies were for any given cohort progressing from Year 8 to Year 12. Although several of our literacy programs had involved the collection of quantitative data to prove their effectiveness, there was no comprehensive literacy plan, policy statement or data collection to support our underlying philosophy as outlined in our Vision and Mission Statements.

In response to a survey of all staff in 2004, written literacy was identified as the most required area of focus for our students. In 2005,

a college Literacy Committee was formed. Its membership comprises Mary Nash (Assistant Principal Administration), Marie Samuels (Head of Middle School) and Marj Kirkland (Teacher librarian), with other staff member, Narelle McBride (Learning Support Teacher) supporting its work. Its role focused upon the formation of a Whole School Literacy Plan, determining the effectiveness of existing literacy initiatives and finding ways of further improving our literacy outcomes.

This plan promotes a multifaceted approach to literacy which includes:

- developing a workable whole school literacy plan, with associated action plan
- scaffolding and modelling written assignments across the key curriculum areas
- teaching research and referencing skills in each key curriculum area
- creating a reading culture through programs such as Literature Circles, Readers' Cup and Australian Readers' Challenge
- using data collection to assess and improve literacy programs.

As stated in the Plan itself:

'The Whole School Literacy Plan establishes a planned, systematic approach to the teaching and learning of literacy in order to improve student learning outcomes ... Our vision is to organise, plan, resource, implement, evaluate and sustain our Whole School Literacy Plan. This plan embodies our aims and goals – to support a process of constant curriculum renewal, planning and development to ensure improved literacy outcomes for all students in the years ahead.'

Planning and implementing the plan with staff

The *Whole School Literacy Plan (WSLP)*, formulated in 2005, follows principles outlined in the *Whole School Literacy Planning Guidelines*, Literate Futures Project (2002), *Literacy and Numeracy 2002–2005: A framework for Catholic Schools in the Archdiocese of Brisbane* (2002) and research

conducted by Hill and Crevola (1998).

After initial research and conferencing, a draft plan was discussed with the Heads of Department, the College Leadership Team and the College Board. This plan was then amended according to feedback and then presented to staff.

In 2006, the *Action Plan 2006–2008* was composed to support the implementation of the *WSLP*. Covering the same areas as the *WSLP*, the *Action Plan* takes each area of consideration and details actions needed in each area, sets out the Goals and Strategies needed to implement each action and the proposed timeline for implementation. This plan, also, was amended after discussion with a target group of staff.

In 2005, under the umbrella of the Whole School Literacy Plan, we focused on written literacy and how it is presently taught in each key curriculum area. For background information on classroom practice, an audit of all key curriculum areas was undertaken to determine which genres of written work were covered in Year 8 written assignments and how these genres were presently taught. Scaffolds were prepared by the teacher librarian to fit these assignments. Feedback was sought from class teachers and Heads of Department, scaffolds amended and then placed on the 'Online Learning' section of the college's website, available to all students, parents and teachers.

In 2006, our focus lay in building on the research and referencing skills program already in place within the school. Presentations by the Teacher Librarian and Assistant Principal Administration at staff meetings reinforced the need to specifically teach information skills. These presentations led to increased invitations for the teacher librarian to team-teach information skills and referencing to classes across the KLAs.

The *Whole School Literacy Plan* and *Action Plan 2006–2008* have been presented for discussion and feedback to the Parents' and Friends' Association. Parents have been provided with information about the Whole School Literacy Plan through the College quarterly newsletter and, as the project has progressed, they have been informed about the

writing scaffolds and research and referencing guidelines which can be accessed by students and parents through the college website.

Positive effects on student learning

As one focus of the *WSLP*, it was our intention to demonstrate through action research that effective scaffolding and modelling of written tasks would significantly improve students' success in such tasks. The Developmental Assessment Resource for Teachers (DART) Writing Test, available from the Australian Council for Educational Research (ACER), was used to establish a quantitative pre-test level of literacy against which to measure the efficacy of our literacy teaching.

This action research project was embedded in an English unit of work on the topic of Animal Welfare. Our focus genre (Expository/Argumentative essay) was specifically team-taught within the classroom by the key curriculum area class teacher and a member of the Literacy Committee to all Year 8 students. Deconstruction of the genre, use of scaffolds and model examples gave consistency to the teaching, while facilitating professional dialogue about the approach to the teaching of the task. The post-test showed an improvement of 15.33 per cent in results.

The focus on one written genre served as a model to show benefits to both teachers and students. This provided the opportunity for teachers to establish a consistent approach to written tasks, and to engage in professional pedagogical dialogue with other teachers through formal and informal professional development. It also provided greater support for students with learning difficulties across key curriculum areas, increasing their responsibility for their own work through electronic access to learning materials at school and at home.

This highly successful project is continuing with other genres in the Middle School at Aquinas College. This year, Year 9 assignments were surveyed and scaffolded. The number of teachers seeking assistance from the teacher librarian (with scaffolding and team-teaching of other written assignments, research methods and referencing resources) has increased dramatically as a result of this successful collaboration. In this way, teaching is supported across all year levels.

Teaching research and referencing skills

in each KLA

Embedded in the Whole School Literacy Plan is the recognition of a common literacy language and literacy practices. Information Literacy is recognised in this document as one of the literacies which is essential to student success and should not be presumed by teachers, but should be explicitly taught in each Key Learning Area. Copies of *A guide to referencing and bibliographies* (King, 2004) were made available to staff for reference. A document outlining common referencing procedures required by all subjects, principles for evaluation of World Wide Web resources and a research guide are published in the student diary, all prepared by the teacher librarian. These documents were also sent home to parents as an insert in the Semester 1, 2006 reports. A common approach to research and referencing is team-taught by the teacher librarian and classroom teachers across key curriculum areas, integrated into research for major assignments.

Creating a reading culture

Many approaches have been undertaken to improve the reading culture at Aquinas College. Most of these have been conducted by the teacher librarian in collaboration with other teachers. They include:

- the integration of reading programs and reading time in the English curriculum
- Literature Circles conducted in class for one term with all Years 8 and 9 students
- Readers' Cup conducted for one term with all Year 8 students
- the Australian Readers' Challenge (ARC), available to the entire college community (parents, students and staff) and coordinated through the Library
- spotlighting and reinforcing teachers as readers
- author talks and writing workshops
- curriculum reading enrichment lists provided for other subjects as requested.

In Year 8 Literature Circles, teachers use literacy test results to choose groups to ensure reading age suitability and to customise learning activities where necessary. In Year 9, students choose their groups according to interests and reading preferences. The open-ended, in-depth tasks of Literature Circles provide the flexibility, choice and differentiation necessary to engage gifted students.

Conclusion

The *Whole School Literacy Plan* and *Action Plan 2006–2008* provides the college with a sustainable, integrated approach to literacy. Initially, the plan directly resulted from needs identified by staff. The *WSLP* and *Action Plan* have been developed with whole school community involvement and input. There is a range of teacher involvement in the Literacy Committee, with all staff involved in various levels of implementation. Teaching and Learning have been targeted as the focus of ongoing teacher professional development in 2006. Procedures are also in place for keeping relevant records and collections of data to analyse and improve literacy initiatives. Programs are embedded into curriculum documents, so the ongoing nature of the *WSLP* is assured.

The *Whole School Literacy Plan* establishes a planned, systematic approach to the teaching and learning of literacy. This plan embodies our aims and goals – to support a process of constant curriculum renewal, planning and development to ensure improved literacy outcomes for all students in the years ahead.

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The article with bibliography appears in the online version of *Connections* 61 at <http://www.curriculum.edu.au/scis/connections/latest.htm>



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2006 Brian Bahnisch Award winning team from
Aquinas College, Ashmore:
Mary-Elizabeth Nash (Assistant Principal)

i SCIS news

SCIS Authority Files Online version

SCIS Authority Files are now available to subscribers online from the *SCIS Customer Centre* page. You can download them directly to your desktop. A new product is also available online, *SCIS Reference only Authority Files*. They will be updated twice a year and be available in ASCII or MARC formats, just like the CD-ROM.

SCIS Authority Files Online will contain the **entire** subject authority file and name authority file from the SCIS database, as the current *SCIS Authority Files CD-ROM* does. These files

are used by the library system to add *See* and *See also* references relevant to local subject headings.

SCIS Reference only Authority Files will contain a **subset** of the subject and name authority files from the SCIS database. The files will only include SCIS headings **with references**. Many authority records do not contain any references. They simply contain single headings which have been authorised for use in SCIS records. These unreferenced headings will not be included in the *SCIS Reference only Authority Files Online*.

More information on the *SCIS Authority Files Online* and *SCIS Reference only Authority Files* is available from the 'Product Information' section of the SCIS website at <http://www.curriculum.edu.au/scis/productinfo/scisaf.htm>

From 2008 the CD-ROM version will only be provided to subscribers who specify that they require this format. A response form is provided in the *SCIS Authority Files CD-ROM Edition 1, 2007* delivery.

APEC – Strengthening our Community

In 2007, the Australian Government hosts the Asia-Pacific Economic Cooperation (APEC) forum. APEC is the premier forum for facilitating economic growth and prosperity through the promotion of cooperation, trade and investment liberalisation in the Asia-Pacific region.

The 21 APEC member economies represent over 40 per cent of the world's population, 56 per cent of the global GDP and around 48 per cent of world trade.

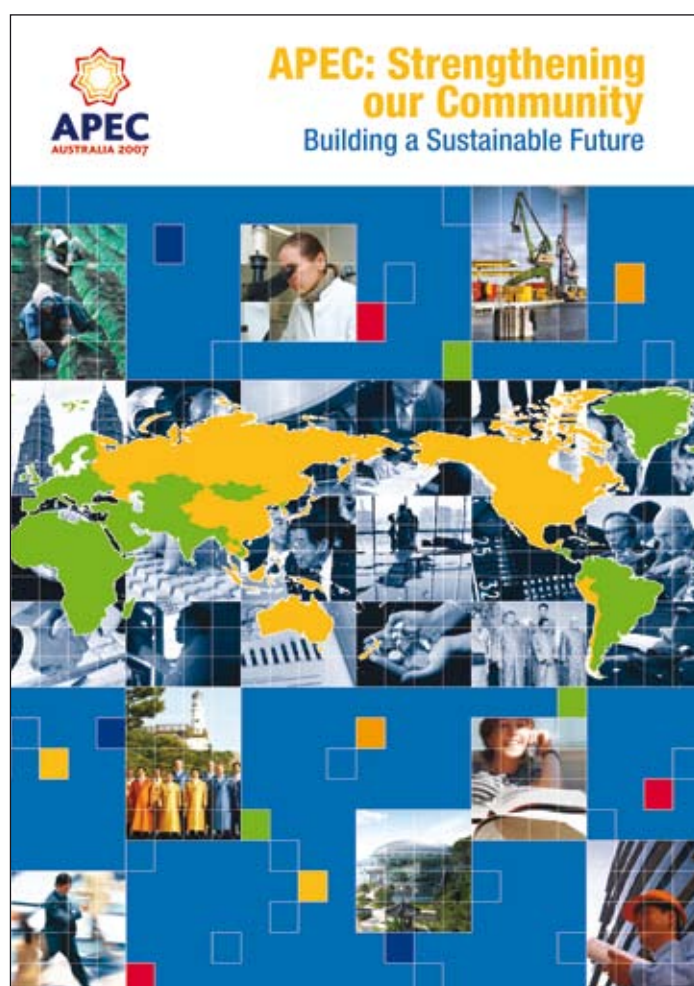
APEC – Strengthening our Community: Building a Sustainable Future is a resource for teachers and students of Studies of Society and Environment (SOSE), the Humanities and English. Four student investigations engage students in the Middle Years of schooling with global issues that enable them to:

- understand the interconnections between peoples, economies and systems in the Asia-Pacific region
- appreciate APEC's membership, history, purposes and processes
- understand the work of APEC, especially its vital importance to Australia in terms of trade, regional cooperation, security and community building
- follow the events, activities and outcomes of Australia's hosting of APEC during 2007.

An accompanying website – <http://www.apeceducation.edu.au> – reproduces these print materials and offers teachers and students further guidance and links to additional resources as they explore the global significance of the APEC forum.

A free copy of this resource will be provided to every Australian school with secondary students.

For further information, contact Kurt Mullane, Manager, Professional Development, Asia Education Foundation by telephone: (03) 8344 4800 Email: k.mullane@asialink.unimelb.edu.au





Internetting corner

Biotechnology Online

<http://www.biotechnologyonline.gov.au>

Designed to complement Australian State and Territory science curriculums, this biotechnology website focuses on pertinent environmental aspects, food and agriculture, ethics, definitions and careers in biotechnology. The content is authoritative and aims to offer balanced views. SCIS No: 1058950

Choose the Best Search for Your Information Need

<http://www.noodletools.com/debbie/literacies/information/5locate/adviceengine.html>

This award-winning website is an easily used and straightforward guide to the major search engines. Teacher librarians can use this website as a teaching tool to demonstrate the range of options available when searching for information and the most appropriate search engines to fulfil a variety of information needs. SCIS No: 1295084

Classics and Ancient History Meta Sites

<http://www.library.auckland.ac.nz/subjects/classics/classicsmeta.htm>

Ancient history teachers and students can access a range of document collections, databases, digital image collections, journals, atlases and encyclopedias encompassing Greek history, Roman history, Egyptian history and the history of the Near East. This website is maintained by the University of Auckland Library. SCIS No: 1295087

Design a Satellite

<http://www.eduweb.com/portfolio/designsatellite>

Primary students studying communication technologies will be enamoured with this interactive website. With the assistance of the animated inhabitants of Littleton, students can design a TV satellite, incorporating the necessary parameters to be able to relay signals to space. SCIS No: 1294944

Fashion in Australia – Stories from Australia's Culture and Recreation Portal

<http://www.cultureandrecreation.gov.au/articles/fashion>

Secondary students studying textiles and design will find a wonderful assortment of links to Australian designers, information on modelling, fashion history, tertiary courses in designing, shopping and leading fashion events. SCIS No: 1294951

Figure This! Math Challenges for Families

<http://www.figurethis.org>

This engaging and absorbing site has been designed to allow students and their families to undertake a series of challenges that highlight the entertaining aspects of mathematics. Associated information on the site provides information to assist parents to better support their children in studying mathematics. SCIS No: 1073455

Global Sacred Sites

<http://www.sacredland.org/world.html>

Produced by the Earth Island Institute, this website profiles both renowned and less well-known sacred sites in a bid to increase public understanding of sacred places, indigenous cultures and environmental justice. The content highlights the often complex histories of these places and cultures, conflicts over preservation, the impact of tourism and diverse spiritual practices. SCIS No: 1294960

New Copyright Challenges for Schools

<http://www.copyrightaware.gov.au>

This website focuses on copyright law, its operation in schools in each State and its implications for various members of the school community. The nucleus of the content covers recent changes to hard-copy printing costs, moral rights for creators and the extension of copyright law in relation to advances in communication technology. SCIS No: 1123037

New Zealand Climate Change

<http://www.climatechange.govt.nz>

The long-term strategic issues relating to climate change in New Zealand are explored on this government website. Links are provided to the various programs addressing climate change, the focus of the NZ Government, current initiatives and solutions. The *What's new* section on the home page collates a broad range of current information. SCIS No: 1295025

Powerhouse Museum – Online Resources

<http://www.powerhousemuseum.com/online/index.asp>

The majority of resource links on this site are applicable to students Australia-wide. Subjects covered include fashion designers, migration, photographic collections, cultural diversity and industrial innovations. Details on how to search

Discovernet and *Collections Australia Network* (gateways to Australian museums and galleries) are also available.

SCIS No: 1297159

Tallpoppies – Florey

<http://www.tallpoppies.net.au/florey/mainmenu.html>

Florey's pages on the host *Tall Poppy* website are comprehensive, easily navigated and informative. Featuring the life and work of one of Australia's pre-eminent scientists, the information details his upbringing and education, the research leading to the discovery of penicillin, a history of antibiotics and Florey's Nobel Prize award.

SCIS No: 1058752

Welcome to Basin Kids

http://kids.mdbc.gov.au/_data/page/337/animation2.swf

A component of the Murray Darling Basin Commission website, this section allows students and teachers to explore issues and facts relating to the area. Online content includes a quiz, puzzles, teachers' guide, specific background information and details on the recent native fish strategy.

SCIS No: 1137663

World Tales

<http://www8.sbs.com.au/worldtales/frontpage.php>

Australian animators have created twenty films based on folk tales, myths and legends from around the world. The interpretations of these tales highlight the beliefs from various cultures and are told in both English and the story's native language.

SCIS No: 1295029

Reviewed by Nigel Paull, Teacher librarian, South Grafton Primary School, Email: npaull@telstra.com

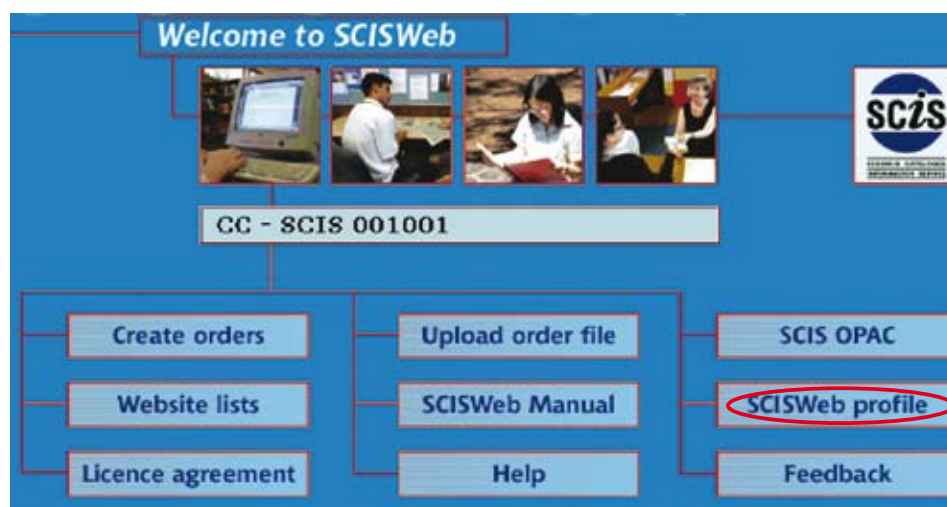
The Internet sites abstracted in *Internetting corner* are often of a professional nature and should be initially viewed by teachers and library staff to determine suitability for students. The links, content and address of these sites may not be permanent.

SCISWeb handy hints

Call numbers in results table

The *ORDERS TABLE* is available from the *Create orders* and *Upload orders* pages. It provides a link to the details about the order file, the MARC file (usmarc.dat) for users to download and a link to a list of the matched order results.

As part of the *SCISWeb* redevelopment project, the *RESULTS* now display the *Call Numbers* in the *Matched orders* list. The call number displayed will either be Full Dewey Decimal Classification (DDC) or Abridged Dewey Decimal Classification (DDC), according to your *SCISWeb* profile.



To view and change your current *SCISWeb* profile, a button is available from the *SCISWeb* home page.

SCISWeb profile

Save changes Reset Help SCISWeb Menu

User name: 001001
Records ordered this year: [check here](#) (may take a few moments to calculate)

Dewey call number
Abridged DDC is used by the majority of schools. Full DDC provides more detailed call numbers.
Dewey preference: ☐ Abridged DDC ☒ Full DDC

Subscribers can select their Dewey Call Number preference: *Abridged DDC* or *Full DDC*.

The preference will be reflected in the MARC records downloaded and the *RESULTS* list.

Once the Dewey preference option is selected, and saved by clicking on *Save changes*, click on *SCISWeb Menu* to navigate back to the *SCISWeb* home 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
1278451	20,000 leagues under the sea /	Church, Lisa.	1402725337	F CHU
1278439	The adventures of Huckleberry Finn /	Ho, Oliver.	1402724993	F HO
1278448	Oliver Twist /	Olmstead, Kathleen.	1402728651	F OLM
1278441	The red badge of courage /	Ho, Oliver.	1402728635	F HO
1278443	Robinson Crusoe /	McFadden, Deanne.	1402728643	F

When an order is created with the *SCISWeb* profile set to *Full DDC*, the *Call Number* will display the full DDC and the MARC records supplied will have the full DDC.

When an order is created with the *SCISWeb* profile set to *Abridged DDC*, the *Call Number* will display the abridged form and the MARC records supplied will have the abridged DDC.



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>

A cumulative list of all new and revised subject headings approved since publication of *SCIS Subject Headings Fifth Edition* is also available at this site.

D America's Cup races

N America's Cup

A Bahai Faith

U Bahaim

* Boat racing

* Comparative religion

* Cookery

* Cookery with natural foods

* De facto relationships

* Homosexuality

D Human relationships

N Interfaith relations

N Low-fat cookery

* Marriage

* Religions

N Same sex marriage

* Weight control



ASLA XX Conference 2007 Adelaide Convention Centre Adelaide, South Australia 3-5 October 2007

ASLA XX Conference provides a national forum for teacher librarians, school library staff, information specialists, executive staff members, classroom teachers and school library academics to share their knowledge and engage in productive dialogue.

The conference theme, **Hearts on Fire: Sharing the passion**, is designed to challenge thinking, encourage reflection on current practice, and ignite the passion for the profession.

www.asla.org.au/pd/conference



The VELS of St Mary's – a school library's role

Students '...need to develop a set of knowledge, skills and behaviours which will prepare them for success in a world which is complex, rapidly changing, rich in information and communications technology, demanding high-order knowledge and understanding, and increasingly global in its outlook and influences' (VELS: Educational purposes, principles and values). In this article we hope to illustrate the contribution that a school library and trained teacher librarians can make in preparing students to meet these challenges.

St Mary's Coptic Orthodox College is a P–12 school with approximately 600 students, which serves the Coptic community across Melbourne. Students come mainly from a Middle Eastern background and, for some, English is their second language. The library provides a joint learning and study laboratory for the college's primary and secondary schools. The full-time position of Teacher librarian is shared between two staff. Two part-time library technicians work a total of eight days each week. In 2006 the library took part in the implementation of VELS at St Mary's.

The VELS curriculum

The Victorian Essential Learning Standards (VELS) have been introduced this year as the new P–10 curriculum in Victorian schools. VELS retains traditional subjects as one of three strands. The other strands cover interdisciplinary learning and physical, personal and social learning. The strands are interwoven and taught together. Conceptually, however, each strand is broken into two subordinate tiers, referred to as **domains** and **dimensions**. For example, the Physical Personal and Social Learning strand includes the domain 'Personal learning', which in turn includes the dimension 'Managing personal learning', while the Discipline-based strand includes the 'History' domain and the dimension 'Historical reasoning and interpretation'. VELS also sets out knowledge and skill acquisition that students should be striving to achieve for particular levels. There are six levels, which are 'broadly equivalent to Prep and Years 2, 4, 6, 8 and 10' (VELS Overview, p 8).

Helping to implement VELS at St Mary's

School libraries are well placed to work with a curriculum that combines subject-based and interdisciplinary content. Library staff at St Mary's work closely with teachers to create such units of work for students. In the project-based 'Journey' unit, for example, Year 8 students were given the brief to conduct an interview with a relative or friend who had migrated to Australia. They had to investigate why each individual made the commitment to leave their homeland. In collaboration with the English/BOSE teachers who initiated the 'Journey' unit, the teacher librarian built on the project by providing further extension and enrichment resources.

An integrated teaching team

Using this approach, the teacher librarian became a member of a successful integrated teaching team. Students were required to look at both primary and secondary resources. The teacher librarian provided a wide range of suitable references, including novels, and taught students how to use relevant online resources. The 'Journey' unit combined the VELS dimensions of 'Historical and geographical knowledge and understanding' and 'Historical reasoning and interpretation' within the Discipline-based strand. It simultaneously involved the 'Listening, viewing and responding' dimension of the 'Communication' domain and elements of the 'ICT' domain within the Interdisciplinary Learning strand.

Equipping students to assemble and question information

The 'Journey' unit is also an example of how students are taught to evaluate books and Internet sites by considering their ease of use, coverage, currency, accuracy and authority. The teacher librarian instructs students on how to use a computer for academic purposes and how to search online resources, including the school catalogue. Students are often taught on an informal basis how to select, retrieve and print out the required data at the higher level of thinking.

The 'Reasoning, processing and inquiry' dimension of VELS has clear relevance to the school library and the teacher librarian, as it:

'... encompasses the knowledge, skills and behaviours required to enable students to inquire into the world around them, and to use critical thinking to analyse and evaluate information they encounter. Students learn to assemble and question information and develop opinions based on informed judgments. They also develop the capacity to transform information into coherent knowledge structures' (VELS, Thinking processes).

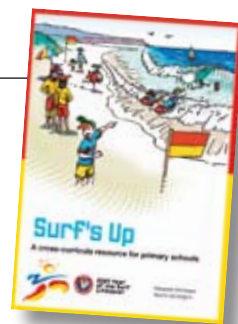
At St Mary's College, the teacher librarian helps students individually or in groups to select, organise, assess and present information.

The teacher librarian works closely with the Years 7 and 8 literacy teachers. Each week the teacher librarian participates in the delivery of the literature program, which gives 60 students authentic learning tasks. The teacher librarian also oversees the implementation of the Integrated Primary Library Program, which aims to develop and extend students' research skills.

The language, Syriac, is an important subject at the school. The subject requires high-quality resources that are suitable not just for delivery of content knowledge about the language, but also to support authentic learning tasks associated with the VELS requirements. The teacher librarian was called on for expert search knowledge to obtain a specialist multimedia resource, which was ultimately located at a Syrian monastery in the Netherlands.

Promoting a love of reading

The teacher librarian also, of course, plays a prominent role in the promotion of a love of literature. Reading professional reviews and keeping abreast of the latest novels are important aspects of the teacher librarian's professional duties. The teacher librarian was the organiser of the college's recent Primary Book Week celebrations. The celebrations included a favourite book character parade, two excursions, a visit from a storyteller who gave the children an Egyptian version of *Cinderella*, and a theatre group that dramatised scenes from books that were short-listed for Children's Book Week. A range of literature-focused



Surf's up – a cross-curricula resource for primary schools

and art-based activities based on 'The Arts' and 'English' domains were also planned and presented by the teacher librarian in conjunction with classroom teachers.

Supporting the whole school curriculum

The approach taken for the compulsory years feeds into the post-VELS senior years curriculum. The teacher librarian has compiled and maintained a resource guide offering advice on study strategies and related tasks, such as how to write a bibliography.

The library has provided a vibrant study and learning laboratory that actively supports the whole school curriculum. The library's role in the college reflects the support it has received from College Director, Father Tadros Sharobeam. That support reflects the efforts made by the school's teacher librarians to demonstrate the value of the library in addressing students' learning needs.

Elaine Kulinski and Maureen Allen
Teacher librarians

*St Mary's Coptic Orthodox College,
Coolaroo, Victoria*

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<http://cmslive.curriculum.edu.au/leader/>

The article with bibliography appears in the online version of

Beach safety and surf awareness are important skills for all Australian children. Provide students in your class with an understanding of water safety.

Surf's Up: A cross-curricula resource for primary schools by Margaret McGregor and Naomi Symington, published by Curriculum Corporation, 2007. SCIS No: 1290013 ISBN: 1863666206

Surf's Up is a free teaching resource developed by Surf Life Saving Australia as part of the Year of the Surf Lifesaver. The resource was delivered free to all primary schools in February 2007.

This easy-to-use teaching aid supports national efforts to keep our young people safe around water and to give them the knowledge, skills and attitudes to help them make sound decisions.

An engaging classroom resource for teachers and students it contains a range of cross-curricula activities associated with surf lifesaving, water safety and the beach.

Activities cover the important areas of Safety, Physical Health, Environment and Community Values, each linked to key learning areas Australia-wide.

The activities are divided into middle primary and upper primary and can be modified for both. Each contains teacher notes detailing learning outcomes, materials required, suggested teaching and learning strategies, and student resource sheets for use in and out of the classroom. The lively illustrations will appeal to students and help bring home the safety message.

Surf's Up has been delivered **free** to all primary schools through the Scholastic Book Club Issue One Mailing. Contact your school's Book Club Coordinator to locate the book. For delivery enquiries, contact Scholastic Australia on telephone: 1800 021 233.

For further information about Surf Life Saving Australia and to access a complete pdf version of *Surf's Up* along with bonus additional activities, visit Surf Life Saving Australia's website at <http://www.slsa.com.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.

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Articles may range in length from 500 to 2000 words. Work outside these specifications will be considered.

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<http://www.curriculum.edu.au/scis/connections/latest.htm>

An intelligent, attractive and practical resource

A review of a book, *Knowing Readers: Unlocking the pleasures of reading*

By Susan La Marca and Pam Macintyre

School Library Association of Victoria, Carlton, Vic

SCIS No: 1234788

ISBN: 090997831X

This invaluable reference book is the ultimate guide to creating a reading culture in schools and at home. It is divided into three sections: the theory and creation of attractive physical reading spaces; connecting with readers, ideas and initiatives; and resources to help make it happen.

The introduction by young adult author Margo Lanagan reminds us of the 'sheer luck, breadth of knowledge, deep experience and precision timing that's involved in an adult's successfully passing on to a child or teenager The Book that ... converts that child from non-reader into a reader' (p 7). Lanagan's enthusiasm for reading and acknowledgement of the importance of 'the right book at the right time' encapsulates what *Knowing Readers* is all about.

Paul Jennings' chapter, 'Testing times', acknowledges the difficulty currently faced by school library staff in terms of funding and staffing levels. He supports and recognises the knowledge of the teacher, teacher librarian and/or parent when helping children and young adults select a book. Jennings' chapter is quite political as he enters the 'whole language' debate and decries state-based testing of students and national benchmarks for reading levels. He argues that the funding for tests and benchmarks would be better diverted to providing more teacher librarians and books in government schools.

Jennings also reminds us that certain things, such as love, courage and honesty, cannot be quantified and so asks why children's attitudes to reading should be tested and measured. He believes that pressure placed on students to reach national benchmarks will destroy their pleasure in reading. Jennings is passionate about teaching reading that is meaningful, not drills that are taught in isolation. This chapter is

a powerful piece decrying the current economic rationalism in favour of stories that give the reader heroes and dreams and show us all a decent way to live. Jennings defends teachers' ability to teach reading and places any literacy problems squarely on the shoulders of those who fund (or don't properly fund) our schools.

Other chapters in the book are on topics such as the intrinsic value of reading, enabling engaged readers, building relationships, creating the physical reading environment, reading for story, reading to know, reading to see, supportive practices, thematic frameworks, connecting with resources and references and further reading.

The first section, 'Connecting with theory', focuses on the intrinsic value of reading, backed up by evidence-based research. This area of the book gives more than a perfunctory nod to the current research while presenting it in a contextual and accessible manner. Readers will not be bogged down by theory but will find it a useful and important framework for the practical sections of the book which follow.

The second section, 'Connecting with readers', gives teachers and teacher librarians concrete strategies for how schools can enable students to become (and remain) engaged readers. The roles of the classroom teacher and teacher librarian are examined. Strategies such as literature circles, displays, modelling, listening and building essential, constructive relationships with teaching staff and students are all examined. Book raps, blogs, WebQuests, audiobooks and other reading programs are addressed in detail.

The authors acknowledge the teacher librarian as the enabling adult and impress upon the reader the power and importance of developing constructive relationships with the entire school community. A report by the Chartered Institute of Library and Information Professionals '... draws attention to the link between quality of learning and student achievements and the relationships between library and teaching staff' (p 51). The power and the responsibilities of the teacher librarian are explained as being paramount in building communities of readers. Collaboration between teacher, teacher librarians, public libraries and families is also highlighted as essential.

La Marca and Macintyre provide many practical strategies, most of which are set out in easy-to-read dot points. They address the importance of the informative text and describe ways of bringing such texts to the attention of students.

The third section, 'Connecting with resources', provides extensive references and resources to assist in developing the school reading culture. Lists of useful organisations, online journals, blogs, WebQuests, promotional ideas, general resources (both international and Australian), library resources and history and criticism of the issues involved are included.

Knowing Readers provides comprehensive and up-to-the-minute resources, with examples of texts to use and how to use them in creating interest and engagement in students. There are direct examples of using fiction and non-fiction for early and middle years students as well as lists of other books that could be used in a similar fashion. There is also a chapter on thematic frameworks and texts that work well together.

Knowing Readers is a thoroughly researched book that acknowledges theory, but also provides the practitioner with achievable examples of how to make a difference in their own school, classroom and/or library. It is well designed and formatted, with charming photos of engaged readers in action, and is written in accessible language.

If you are serious about making a difference to students' lives through the power and pleasure of reading, you must read and use this book. It will quickly become the teacher librarian's bible. It is intelligent, attractive and practical, with everything from evidence-based research to constructive ideas and ways to implement them. There are examples of texts and books to use and an extensive list of resources and further reading. La Marca and Macintyre have done a brilliant job!

Reviewed by Judith Way, on leave from Mill Park Secondary College.

This book review first appeared in *FYI*, vol 10, no 3, Winter 2006.

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Educational Lending Right

Every year over 600 school libraries are approached by SCIS to undertake a survey of their school library holdings for the Educational Lending Right (ELR). The data provided by school libraries is used to estimate the number of copies of specific titles held in Australian educational libraries. These estimates are used to calculate ELR payments to Australian authors, illustrators, translators, compilers and editors.

The importance of the Lending Right payments to Australia's authors cannot be underestimated as the article below by Dr Jeremy Fisher, the Executive Director of the Australian Society of Authors (ASA), demonstrates.

Renate Beilharz
ELR Project Officer

Lending rights – why they are important for authors

According to *Don't give up your day job* (Throsby & Hollister, 2003), a report on artistic incomes compiled on behalf of the Australia Council for the Arts, the average income for authors is \$11,000. The ASA, the peak professional body representing Australia's literary creators, has campaigned for increased sources of income for authors since its inception in 1963. One of our first campaigns, directed by the writer Colin Simpson, was to convince a succession of governments that the Public Lending Right (PLR) is legitimate recompense to authors for loss of sales when their books are held in Australian public libraries.

In 1975, PLR was finally legislated. Today, Australia is one of 20 countries that operate a PLR program. However, it took another 25 years for the ASA to cajole, argue and lobby for the Educational Lending Right (ELR), which was introduced in 2000.

PLR and ELR are sometimes confused with copyright but they are not copyright in that they are not property rights.

Public Lending Right

The *Public Lending Right Act* 1985 provides the legislative framework for the PLR scheme. For the purposes of the Act, a Public Lending Right Committee consisting of library, author and publisher representatives is appointed by the Minister to administer the scheme.

PLR payments are determined by the number of copies of eligible books that are held in public lending libraries. This information is obtained from an annual survey by the Australian Bureau

of Statistics, which looks at books held in a selected sample of public lending libraries. If 50 or more copies of an eligible book are estimated to be held in Australian public lending libraries, a payment may be made. Books are surveyed annually for three consecutive financial years following their year of publication. If, in the third year, a book is still held in sufficient numbers in public lending libraries, it will be resurveyed. This occurs once every three years. Books scoring less than 50 copies in the third or subsequent surveys are dropped from the survey cycle.

Eligible creators include authors, editors, illustrators, translators and compilers. They must be Australian citizens, wherever they reside, or non-citizens who normally reside in Australia.

Creators must have an ongoing interest in – be entitled to receive royalties from – the sale of their book. An eligible book will be one with an International Standard Book Number (ISBN) that has been offered for sale and has no more than five creators. Books written by Australian creators may be eligible even if they have not been published in Australia. The PLR Committee may approve a final payment in the financial year in which a creator died but books cease to be eligible after the program year in which the creator died.

Publishers are also entitled to PLR, but only where an eligible creator is entitled to payment for the book. Publishers whose business consists wholly or substantially of the publication of books and who regularly publish in Australia ('regularly' is defined as at least once in the preceding two-year period) are eligible. Self-publishing creators may also be eligible publishers, as may non-profit organisations that publish to further their aims and objectives.

Payments for PLR in 2004–05 increased. The rate per copy of each eligible book was \$1.40 for creators and 35 cents for publishers, compared with \$1.37 and 34.25 cents in 2003–04. The Committee approved annual payments of \$6,817,143.79 to be distributed to 8,949 claimants, of whom 8,605 were creators (4,004 females and 4,601 males) and 344 were publishers. The majority of creators received payments of less than \$3,000. Twenty creators received payments greater than \$20,000.

Educational Lending Right

The Australian Government has made \$44 million available to support the Educational

Lending Right (ELR) for the years 2004–05 to 2007–08. There is no facility for increasing funding, however. The PLR Committee provides advice on the administration of ELR to the Minister for Communications, Information Technology and the Arts.

Creators and publishers submit claims for books that are registered for the scheme after meeting eligibility criteria. An annual survey of the book stock of a representative sample of educational libraries provides an estimated number of copies of each eligible book. Payment is calculated by multiplying the number of copies by a rate that is determined each year. Creators eligible for ELR payments must meet the same criteria as those for PLR.

For each publisher claim submitted, the book must have been published in Australia to be eligible for an ELR payment. Payment is only made where an eligible creator is also entitled to payment for a book. ELR does not encompass audiovisual kits, compact discs, computer disks, electronic books, magazines or other serial publications, or talking books.

Educational Lending Rights payments commenced in 2000 as part of the Book Industry Assistance Plan, which was initiated as a response to the imposition of a GST on books. Funding for ELR commenced in 2000–01 at \$8 million and increased to \$11 million in the final year, 2003–04. An extension of funding of \$44 million over four years was provided in the 2004–05 Federal Budget to continue ELR payments up to 2008. For the period 2004–05, ELR made payments totalling \$10.377 million to 8,995 claimants, of whom 8,681 were creators (4,203 females and 4,478 males) and 314 were publishers whose books are held in educational libraries (school, TAFE and university libraries).

Lending rights are now an important part of the income pool on which authors rely.

Dr Jeremy Fisher
Executive Director
Australian Society of Authors

References

Throsby, D & Hollister, V 2003, *Don't Give Up Your Day Job: An Economic Study of Professional Artists in Australia*, Australia Council, Surry Hills, NSW.

The Le@rning Federation

New content is now available on reflective thinking, operating a business, Indigenous Australians and Languages.

I think ...

I think is a series of short film clips from the Australian Children's Television Foundation that is now available from The Le@rning Federation. The clips feature the unscripted voices of groups of children (5–9 years) discussing puzzling big ideas focused on themes that allow for deep and reflective thinking. The issues raised relate to children's everyday life experience and are engaging for children all ages.

For example, the *I think ... lost* clip focuses on the concepts of feeling lost and actually being lost. The children explore how perceptions of being or feeling lost may differ for different people and in different circumstances. In *I think ... remember*, the children take turns to explore differences in the way they each perceive memory and remembering by explaining, describing and using analogies and metaphors.

Clips in the series are based on the following themes:

Fairness	Imagination	Identity, Perception and Knowledge
Change	Cultures	Mind, Brain and Memory
Time: Past, Present and Future	Secrets	Choice and Ownership
The Power of Thought	Connections and Communities	Truth and Communication
Friendship and Family	Emotions	

Each resource is accompanied by educational value information. Sound effects and colourful, varied forms of animation are used in all the films to illustrate, reinforce and expand on the children's discussion.



Run a business

New to the *Business and enterprise* collection, the *Fish biz* series for Years 9–10 enables students to experience running a fish supply

business. These complex learning objects dynamically simulate key aspects of stock and financial management, allowing students to appreciate the diverse range of factors involved in running a profitable business.

In the two learning objects in the series, *Cash flow* and *Cash flow and credit*, the business buys fish in bulk and sells in small numbers to retail shops. The student must manage the stock level by ordering fish in bulk and processing customer orders. The student must also pay bills and manage their bank account. If bills are not paid on time, the student's credit rating will drop and, if bills are not paid by the final reminder, they will go out of business. Students must also manage customer expectations, shown on the customer satisfaction gauge. If orders are delivered early, customer satisfaction goes up but if orders are not delivered, customer satisfaction drops and orders will no longer arrive.

Prior to the students running the business, the learning objects explain the range of considerations students should take into account when undertaking the simulation.

A summary of business outcomes can be printed.



In *Cash flow*, students manage their business for three months and attempt to make the most profit by managing their bank balance and also their stock level. In *Cash flow and credit*, students have the option to take out an overdraft, which then allows them to investigate the nature, limitation and cost of credit.

Making a difference – reflect on the achievements of Indigenous Australians

The *Making a difference* series of learning objects enables students to explore the life stories of exceptional Indigenous Australians and reflect on the impact they have had in Australian history. The *Yagan*, *Michael Long* and *Windradyne* learning objects in this series are available now, with a number of others to follow. These will include *Vincent Lingiari*, *Charles Perkins*, *Oodgeroo Noonuccal*, *David Unaipon*, *Pat O'Shane* and *William Barak*, as well as a learning object about the Day of Mourning protestors.

The significant personal and social achievements of these high profile Indigenous Australians are traced. For example, the *Michael Long* learning object focuses on his efforts to bring about change at a local and national level and to improve conditions for Indigenous people in Australia. Students learn about his football career; his role in fighting racial vilification in football; his encouragement of Indigenous youth to participate in sport and embrace healthy lifestyles; The Long Walk; and his support of the Sir Douglas Nicholls Fellowship.



Languages

Joining the Chinese, Japanese and Indonesian learning objects developed by TLF are the first of the French, German, Italian and Greek language learning objects. In each of these learning objects, students are introduced to the culture and unique aspects of life through a schoolgirl's album of photos, arranged under the themes of celebrations, daily life and school.

The Le@rning Federation collection is constantly expanding. To take advantage of these free resources, visit the TLF website <http://www.thelearningfederation.edu.au/tlf2/> to find out how to access the resources in your State or Territory and sector. The method of access differs in each State and Territory and in each sector. For example:

- NSW Government teachers can access TLF resources through *TaLe* (Teaching and Learning exchange).
- Tasmanian Government teachers can access TLF resources through the *e-Centre*.
- Queensland Government teachers can access TLF resources through the *Learning Place*.
- ACT Government teachers can access TLF resources through *My Classes*.

Also, the *State and territory activities* section <http://www.thelearningfederation.edu.au/node59> of the website provides information about what is happening with the implementation of TLF content in each State, Territory and sector.

Andrea MacLeod
Communications Officer
The Le@rning Federation
<http://www.thelearningfederation.edu.au/tlf2/>

Resources

NEW **Bully Blocking: Six secrets to help children deal with bullying and teasing**

256 pp
 Author: Evelyn M. Field
 RRP: \$24.95
 SCIS No: 1301334
 ISBN: 978 1876451776

Bully Blocking offers practical advice to help parents and their children (aged 4 to 16) deal with bullies of all shapes, sizes and disguises, and also to assist families whose children bully.

This revised and updated edition of the highly acclaimed *Bullybusting*, explains how parents and teachers can understand bullying, its causes and harmful consequences, and outlines what action to take in order to transform a child's attitudes.

The core of *Bully Blocking* is 'The Secrets of Relating', which show children how to:

- understand their feelings
- realise why they are being bullied or teased (or why they bully others)
- build their self-esteem
- become a confident communicator
- create a 'power pack' of helpful skills, and
- develop a support network.

NEW **Tricky Kids: Transforming conflict and freeing their potential**

224 pp
 Author: Andrew Fuller
 RRP: \$24.95
 SCIS No: 1301344
 ISBN: 9781876451769

Every day, many parents and teachers struggle with challenging (and lovable) children who have wilful personalities. How can parents and teachers learn to manage these kids, and help them to change and develop the positive life habits – including an awareness of others, dealing with anger, staying focused and forming true friendships – that they sorely need?

In this book, Andrew Fuller helps parents and teachers recognise the needs of children who are the manipulators, the negotiators, the debaters, the competitors, the dare devils



and the passive resisters of this world. He shows how parents can create change in the family and how teachers can create change in the classroom so that these children do not dominate.

NEW **Foundation Blocks**

The Foundation Blocks series supports young learners as they seek to understand the world and their place in it. The learning experiences presented actively build new knowledge on children's existing understandings, in part through purposeful play and exploration, and familiar topics provide meaningful experiences that connect to their lives.

The books are clearly laid out, with one activity per page, attractive illustrations and cross-references to popular early years topics. Written by early years practitioners, these books will be an invaluable resource for anyone working with 4+ year-olds.

Foundation Blocks: Communication, Language & Literacy

96 pp
 Author: Irene Yates
 RRP: \$35.95
 SCIS No: 1280995
 ISBN: 1863667873
Early years teacher resource

The practical suggestions in Communication, Language & Literacy will give children a sound grounding in early literacy skills. Activities encourage children to:

- develop good communication skills
- use language to help develop thinking
- use and enjoy books
- extend their vocabulary
- begin to link sounds and letters
- begin to develop writing skills.

Foundation Blocks: Knowledge & Understanding of the World

96 pp
 Author: Mavis Brown
 RRP: \$35.95
 SCIS No: 1281001
 ISBN: 186366789X
Early years teacher resource



Knowledge & Understanding of the World contains early activities for teaching scientific exploration and investigation, beginning technology and information technology, a sense of time and place, and an awareness of other cultures and beliefs.

Foundation Blocks: Mathematical Development

96 pp
 Author: Rebecca Taylor
 RRP: \$35.95
 SCIS No: 1269089
 ISBN: 1863667865
Early years teacher resource

The activities contained in *Mathematical Development* address all the domains of children's development and will help children to use numbers, count to ten, recognise numerals to nine, begin to do simple calculations and start to develop an understanding of shape, space and measurement. Many of the activities contain practical opportunities for counting, calculating and talking about numbers, shapes and measurement in everyday situations.

The resource develops concrete ways to bridge school and home learning, ensuring stimulating environments for all.

Foundation Blocks: Personal Social & Emotional Development

96 pp
 Author: Mavis Brown
 RRP: \$35.95
 SCIS No: 1281007
 ISBN: 1863667881
Early years teacher resource

Personal Social & Emotional Development includes activities to help children to develop positive attitudes, self-confidence and high self-esteem. The activities encourage children to form good relationships with peers and adults, understand what is right and wrong, and develop self-care skills and a sense of community.



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