No time to gather dust

Faster than a librarian's 'ssshh' can silence a rowdy teenager, the average school library is evolving and shows no sign of slowing down. Catherine Kerstjens takes a browse through the future library and considers the challenges facing teacher librarians.

Faced with an explosion of content not otherwise available in hard copy format, schools are having to rethink the way they gather and catalogue resources.

'Schools are realising the extraordinary potential for a library's digital collection to be three, four, even five times the size of the standard school hard copy collection', says Colin Bell, founder and CEO of Concord Australia.

Bell's background in education and information technology, together with his experience in dealing with library catalogues, prompted his peers to challenge him to come up with a system that responded to the changing needs of the library. As a result, a library management and a content management system were developed.

Bell pinpoints the introduction of the Victorian Certificate of Education in 1992, together with the introduction and subsequent wide use of the Internet, as the moment when the issue of managing current content became a concern for schools. Issue-based assessments in Years 11 and 12 English require students to be able to access newspaper and magazine articles to form argumentative and opinionative responses. 'It was crucial to the Victorian curriculum that students and teachers be able to research and locate such items', elaborates Bell. 'But the way in which these resources were being handled within the "traditional" library was for the content to be stored away in library vertical files. This meant that, more often than not, resources disappeared after first use as their access was limited by the lack of a search mechanism.'

Di Wilson, a teacher librarian and the Information Research Coordinator at Presbyterian Ladies College in Melbourne, agrees that this is a challenge facing teacher librarians and recognises that it is one that must be faced now. 'Low staffing levels can no longer be used as an excuse for not adapting to the changing needs of the school library and its ever-growing digital collection. Ten years ago these resources and skills may have been seen as an optional extra but now they cannot', says Wilson. 'Establishing the relevance of digital resources and making systems, opportunities and networks available to teachers and students – this is the job of the teacher librarian. Teacher librarians must embrace these developments and recognise the wonderful opportunity they represent to put themselves on the teaching map, or they will be left behind.'

Novel idea?

A teacher librarian since 1981, Wilson has witnessed many developments and changes in library management first-hand. Starting out working with card catalogue systems, she recalls a time when it was easy to know the library's collection well. However, as catalogues grow in size and range to meet the increasingly sophisticated needs of students and teachers, not only has the library changed but so too has the role and skills base of the teacher librarian.

In addition to finding digital resources and making them available, Wilson sees the teacher librarian as playing an important role in educating teachers and students to locate their own resources. 'Not only do we need to give students access to useful resources but, at the same time, we need to allow them to develop the skills to find those resources themselves', explains Wilson.

Teaching students to be critical users and arming them with the skills to conduct 'smart' independent searches, whether these skills are used with the school's library catalogue or on a range of search

▶

No time to gather dust (cont.)

engines, are essential life skills in the modern information age. It is within this contemporary school context that The Le@rning Federation's (TLF) learning objects and digital resources stand to make a valuable contribution in Australia and New Zealand. 'Students are used to information in this form and respond to the interactive elements within TLF products', says Wilson.

Reflecting on a past project, where she collaborated with a group of teachers to make a learning web to complement the classroom-based study of a book on the curriculum, Wilson recognises the potential of TLF learning objects and digital resources. The time involved in sourcing material from the State Library, conducting picture research and liaising with publishers for the relevant permissions for the learning web was immense.

TLF's digital resources project is providing schools with access to materials that offer flexibility in their approach to complementing curriculums. Consisting of a single item – from a film excerpt to still images or an audio file – each digital resource is accompanied by an educational value statement that suggests ways in which it can be used in class.

From the original Australian prime ministerial broadcast announcing war in 1939 to a song commemorating Phar Lap released shortly after his death, the array of materials being made available is incredible. 'The digital resources offer a new perspective to our studies', says

Amy Kennedy, a student from an inner city Melbourne high school. 'They help me to connect with important moments in Australian history.'

At times, even booking a room or equipment to watch a video as part of class learning can prove an obstacle to providing students with access to different types of learning materials. With the TLF digital resources, students and teachers are able to easily access original source materials and gain important context in their classroom learning.

Book end

Teacher librarians stand to play an important part in the successful development and use of digital resources within school libraries. They understand the resource needs of teachers and students and are able to assist and facilitate the use of digital resources at a school level. 'With our knowledge of the curriculum, teacher librarians are able to establish a connection between a learning object or digital resource and relate it directly back to learning in the classroom', details Wilson.

It is no longer possible to wander through the aisles of a library and put your fingers on every available and valuable resource. 'We are now in a phase that entails a "process of discovery", where teachers are building their confidence and competence in searching for resources', says Bell. 'The ability to access digital content management systems from home or from the staff room without having to physically visit the

library further aids this process, where teacher preparation time can prove restrictive.'

This age of discovery is one that Wilson sees as an opportunity for teacher librarians. She considers making the time to speak to teachers and showing them the relevance of these new resources as an integral stage towards schools reaping the rewards of their digital collections. 'Teacher librarians should be grabbing these opportunities with both hands. Yes it takes time, it is often messy and can be frustrating, but the rewards are worth every moment of it', says Wilson.

Whether you're a teacher, student, librarian, content provider or administrator, the future of the library is open for debate. It appears that this is a conversation that won't be shushed.

Catherine Kerstjens
Production Officer
The Le@rning Federation

This article first appeared on page 10 of *EQ Australia*, Issue Three, Spring 2005, 'Online Teaching & Learning'. EQ Australia is a quarterly magazine published by Curriculum Corporation. More information is available at http://www.curriculum.edu. au/eq/

Perceptions of libraries and information resources

Perceptions of Libraries and Information Resources *(2005) summarises findings of an international study on information-seeking habits and preferences.*

With extensive input from hundreds of librarians and Online Computer Library Centre (OCLC) staff, the OCLC Market Research team developed a project and commissioned Harris Interactive Inc. to survey a representative sample of information consumers. In June of 2005, over 3,300 responses were collected from information consumers in Australia,

Canada, India, Singapore, the United Kingdom and the United States.

The *Perceptions* report provides the findings and responses from the online survey in an effort to learn more about:

- library use
- awareness and use of library electronic resources
- the Internet search engine, the library and the librarian
- free vs for-fee information
- the 'Library' brand.

The findings indicate that information consumers view libraries as places to borrow print books, but they are unaware of the rich electronic content they can access through libraries. Even though information consumers make limited use of these resources, they continue to trust libraries as reliable sources of information.

Read the report online at http://www.oclc.org/reports/2005perceptions.htm or order a print copy using the links, then use the feedback form to tell them what you think!

Abstract printed with permission of OCLC.

Information literacy review

Is it the teacher librarian's role to assess students' reading abilities? If so, how can it best be done within the environmental constraints under which teacher librarians work?

Just recently there was a question on an international discussion list for teacher librarians that asked, 'How do you monitor students' reading comprehension if you don't use Accelerated Reading?' Accelerated Reading is just one of a number of commercial packages used widely in the United States that require students to take a test on every book they read to determine their reading level.

My opinion of these sorts of packages is for another time, but it sparked my thinking about whether it is the teacher librarian's role to assess students' reading abilities and, if so, how can it be done? In my school, it is not expected of me. That's just as well, because there are 460 students from 5–12 years old and, as part of the release team, I don't see them often enough to remember all their names, let alone assess their reading!

In fact, I don't do a lot of assessment of individuals at all. In the time I have with the students, I simply cannot know enough about each one to offer a comment on their progress that would be accurate, current or fair. Perhaps it would be different if I were working in a collaborative planning and teaching environment on a flexible schedule, but I don't, and that is the case for many of us in the primary sector particularly.

In order to overcome this, I have been a bit sneaky; when the staff put our school literacy continuum under the microscope this year, I got most of the Information Literacy (IL) outcomes embedded into the document so that IL became a cross-curriculum perspective and the responsibility of all of us. Those who believe that the development of IL is 'secret teacher librarian business' may think that I am worse than sneaky – a traitor, perhaps – but it was my solution to a growing population, a squeezed timetable and a crowded curriculum.

In addition, most teachers are having students undertake research projects within the class program, with or without my assistance, so now they have some guidelines of what needs to be addressed and what can be expected.

However, I do a different type of assessment – one that informs my planning for the future rather than quantifying what a student has done in the past. At the end of each unit that I undertake with the students – such as *Focus on Fiction* http://www.palmdps.act.edu.au/resource_centre/booklook/focus_fiction.htm or *Where is Palmerston?* http://www.palmdps.act.edu.au/where_palmerston/where_palmerston_new.htm – I ask the students to complete a self-assessment sheet. This gives them an opportunity to reflect on their learning and me an opportunity to determine what I need to focus on, generally, in future sessions.

The questions I ask are:

1. What did I learn from this assignment?
2. How will knowing this change the way I think or the things that I do?
3. How can I use what I have learned to help me learn or do something else?
4. Which parts did I do well?
5. Which parts do I need more support with?
6. Did I have a clear understanding of what I was supposed to do?
7. Did my questions help focus my research?
8. Did my concept map provide enough ideas?
9. Were my resources useful?
10. Did I have enough information?
11. Was it relevant?
12. Were my notes and graphics useful in organising my information?
13. Was my method of presentation suitable and effective?
14. Did I manage my time well?
15. Am I satisfied with the result?
16. Did I give it my best effort?
17. What would I do differently if I were to do it again?
18. Which skills do I need to learn to make it easier next time?
19. Which will I concentrate on first?
20. As a researcher, how do I rate myself out of 10?

After I have learned what I need to from students' responses, the sheets are included in the students' portfolios with a sample of work done in the unit. Students can refer to them to see the needs they have identified and the goals they have set, and then demonstrate that these have been achieved with their next portfolio entry.

Many teacher librarians get discouraged or beat themselves up because they are not and cannot work in the collaborative planning and teaching (CPT) environment of the textbook best-practice models. I believe that we have to accept that and develop methods that work within the environment we have. Rather than stressing because I can't tell you Johnny's precise reading level or interests or whether Mary has mastered note-taking yet, I have confidence that, on the whole, I am meeting the needs of my students in the most effective way I can.

It works for me. What works for you?

Barbara Braxton
Teacher librarian
Palmerston District Primary School
Palmerston ACT

Show me what you mean! Interactive whiteboards in the library

Staff at Ingle Farm Primary School use interactive whiteboards (IWB) to promote student collaboration and discussion and enhance student engagement in learning.

Ingle Farm Primary School (IFPS) is a school of over 430 students in the northern suburbs of Adelaide. It includes 13 classes of New Arrivals Program (NAP) students who, upon their arrival, speak very little or no English. They come from diverse backgrounds but, at present, the large majority are refugees from the African continent. The students stay at IFPS for approximately 12 to 18 months for an intensive English program. They then move to their local school. We also have 10 classes of mainstream students. Many of these students are from non-English-speaking (NES) backgrounds and there is a high proportion of government-assisted students. We also have a Special Education class and a Language Support class for students with receptive and expressive language difficulties.

In 2003 our principal saw the interactive whiteboards (IWB) in operation in classrooms at Richardson Primary, Canberra. He came back full of enthusiasm, but staff were unable to visualise the IWB concept. After a product demonstration, six staff said they were willing to trial them in their classrooms. Nothing much happened with them until May 2004, when four staff went to Canberra to see them in action. A staff member from Richardson Primary conducted a workshop at IFPS. Staff then started using the IWBs, or SMARTboards, as effective tools in their classrooms. The transformation was amazing and we now have over 21 IWBs in our teaching areas, including the library.

The groundswell of enthusiasm has been amazing. Staff voluntarily come to after-school meetings to share ideas and learn to use new peripherals. Recently our school computers were unavailable for a day. Staff all commented on how difficult it had been and how much they missed their IWBs. If it had happened 18 months ago, no one would have noticed the computers were down.

In interviews with staff, they have told me they love their IWB because it:
- is interactive and highly visual
  'You could say a word 150 times to a person but if they don't or can't relate it or associate it with an experience or a visual, they will not retain it.'
- focuses and engages students
  'It has been the biggest influence on the way that my class responds to teaching in all of the years that I've been teaching.'
  'Anything that holds their attention is good … their attention span is short, generally. I've been very surprised at the amount of time I can work on the SMARTboard with them and they don't lose that attention … If they don't "attend", they can't learn.'
- bridges between the concrete and the abstract
  'It is a really good link between them doing the actual hands-on concrete stuff and the abstract.'
- promotes collaboration and discussion
  'When children are on a network (computer), you can't get their attention and have the kinds of conversations that you can with a SMARTboard.'
  'It encourages cooperation and discussion and, as they are working together, you can hear them talking about it.'
  'We've had lots more discussions. It is fantastic. You can bring up anything on the SMARTboard and we can sit and have a half-hour discussion about it.'
- enables teachers to truly personalise teaching
  'We can do our own stories in our own way in a very easy context or I can scan the kids work in, their own work. It is there up on the board. It means a whole lot more to them. Then we can work with that text.'
- enables teachers to cater for different learning styles. Visual, aural and kinaesthetic learning preferences are catered for
  'It stands to reason that the kids are going to learn better because you are using a few more senses with a touch screen than you are just actually listening to a teacher or recording something.'
- allows students to take charge of their own learning and demonstrate learning
  'It is much easier for the kids to be a part of the learning experience. They can come up and be involved in it much more than I, as the holder of the information, need to disseminate it to them.'
- enables explicit teaching
  'In Maths it is a real struggle to get the kids to know how to set out their books, and it's a pain for the rest of the year. This year I got up the Maths grid and showed them exactly how to write in their sums and rule it up … it is something as simple as that.'
- promotes local to global
  'It brings the world into your classroom immediately through the Internet so you are going from local to the World Wide Web immediately. When they talk about the global world, we have it in our classroom.'
- enables teaching to be more organised
  'It makes teaching easier and I feel more organised using a SMARTboard because I really love that aspect of saving our learning and we can just revisit it at any time during the day.'
- encourages efficiencies. Teachers can share the load – they don't need to reinvent the wheel each time
- means less time is needed for explanations – and, therefore, there is more time for group and individual work
  'I can get through what I need to get through for them quicker and then move on to their group work or their individual work after that. They are actually a lot more part of the group than they were before.'
- enables teachers to get through more content
  'It has broken down the whole group time to get a concept across. I can get it across quicker and then they can actually get into their group activities and then from that into their individual time.'
- allows teachers to introduce more complex concepts because of the visual imagery
  'This is actually quite a complex thing you wouldn't try to do normally but you can because you've got the SMARTboard. So you're reaching the higher potential through the visual imagery and kids seeing exactly what to do through using the different colours.'
- enables all teachers to truly integrate ICTs into the everyday curriculum.

So, what about the library?
I have used the IWB extensively with all of my classes. At the beginning of the year, our whole school focuses on our school Values, Program Achieve and other tools that will enable

all students to work together to improve their learning. Each class visits the library and the computer area and we talk about what we can all do to ensure that teachers can teach and students can learn. I take digital photos of students doing the 'wrong' thing and students doing the 'right' thing in the library. These photos are displayed on the IWB and we can talk about what values are shown by the students. The students annotate the photos with a tick or cross, a yes or no or how a value is being upheld or discarded. Even students with little or no English understand a large red cross on a picture!

Our New Arrivals Program students are only at our school for a short time and many of our mainstream students are fairly transient. I found the students were often missing very basic information literacy skills that were needed for any Resource Based Learning (RBL) unit that we may choose to do. In 2004 I started teaching information literacy skills to each class in term 1, while in terms 2–4, I work collaboratively with classes on RBL units. In 2005 I used the IWB with the students. I created interactive files to demonstrate field language such as parts of a book and formalities like the difference between a picture and a diagram or how to create a bibliography. We completed the discussion and the task as a class using the IWB and students could then work with a partner in our computer area to try the task themselves. The students were much more engaged in the lesson and worked collaboratively with their partner to complete the task. After I had used a file with a class, I put a link to it on our intranet. Teachers reported that students chose to have another go at the files on the IWB in their classroom, thus reinforcing their learning.

Note taking and generally extracting relevant information from a piece of text and then reconstructing the text in the student's own words can be a difficult process to teach. Using the camera included in the software, students can easily select their key words and place

them on a new page. They can then type in their own words to link the chosen key words and create their own text.

As text can be moved easily around the board, we can sort, classify and analyse the information that has been found. Adding and changing headings is simple.

All students can see the IWB so, after reading a book as a class, we can brainstorm our character map or use software like Inspiration to further discuss the plot or themes. Our thoughts can be saved, to be worked on some more in our next lesson or used to compare and contrast with another book.

I use the IWB to teach students how to use our library catalogue. We can look up subjects, titles and keywords and compare the results and talk about why they are different. We can look at the codes and locations that are used and assist them to use the library more efficiently. I can use the pen or my finger to circle or mark a particular part of the catalogue information that I want them to look at.

IWBs are also useful for explicitly teaching students how to use the Internet wisely. I can easily demonstrate the coding used in URLs and how to find useful information. Teaching simple searching with various search engines and more complex Boolean searching becomes a possibility for younger students.

In an RBL unit, we might require students to use a number of peripherals such as a digital camera, a scanner or a microphone. The processes that are needed to use these tools can clearly be shown on the IWB.

When involved with a Reading and Viewing unit with the class, DVDs can be shown through the board. We have collected many different (traditional and modern) versions of the Cinderella story in print and as DVDs. Students enjoy discussing the differences from one version to another and from the print to the digital version.

As a trial school for The Le@rning Federation (TLF) learning objects, we have been able to incorporate the learning objects into our SMART notebook files to bring in a more visual way of teaching. The interaction inherent in the learning objects that would normally need a mouse can be operated with your finger (or a stylus).

Students can demonstrate their learning to the whole class. Students love to present their research in PowerPoint or as a web page on the IWB. Peer evaluation is also much easier.

I don't use the IWB for every lesson or in every topic in the library. Obviously some units require a more concrete approach, but I do find more and more uses for it in the units I plan with teachers. An IWB is really limited only by the imagination of the person who is using it. The visual nature of the boards means I can show students what I mean and they, in turn, can use it to enhance their written and verbal skills to show me what they mean.

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ICT Coordinator
SMART Exemplary Educator
Ingle Farm Primary School

Merchandising and space management for libraries

Retail Consultant Kevin Hennah has worked closely with public and school libraries over the past three years on design, layout, presentation and strategies to improve productivity of space. He explores some of his key ideas for *Connections*.

Libraries need to observe the layout of their space through the eyes of their patrons and make it easy to 'shop' their library. The key is to create a dynamic environment that engages visitors early in their 'library journey' and inspires patrons to explore the entire space.

At the foundation of excellent merchandising is the ability to see your library through the eyes of the customer. This seems obvious; yet often we bypass countless simple initiatives that could make it easier for our customer to 'shop' and, instead, set up the library space around staff needs. Or perhaps usage statistics have changed, yet this has not been translated into your layout.

There is more to merchandising than simply looking good. It involves creating a dynamic environment that inspires visitors to explore the entire space. To maximise loans, you must strategically position each category to cleverly steer traffic flow and expose patrons to as much of the collection as possible. At a minimum, this will help them find what they want; importantly, it will also help create opportunities for add-on or impulse loans.

In simple terms, the fundamental function of merchandising is to encourage the customer to discover and select more than they anticipated.

Within any library there will be high traffic flow areas. You might observe that many customers follow a similar path of traffic when browsing. This is often referred to as the customer walk-pattern. Take time to observe traffic flow patterns in your library. Every book shelf, display stand or piece of furniture on your library floor is steering traffic. Give careful thought to the positioning of each piece of furniture and the effect it has so as to create a layout that encourages visitors to navigate the entire library.

A great layout will engage visitors with products/resources early and then lead them on a journey around the entire library. This should include the back section and as many book and display stands as possible. Each provides an opportunity to generate interest and potentially create additional loans.

Once you are comfortable that the layout of fixtures is impacting positively on traffic flow, it is time to identify your merchandising 'hot spots' by standing at the entrance and noting what you see first. It may also help to walk through your library and observe the space through the eyes of a visitor.

Use hot spots wisely! Merchandised with popular categories, these areas can become powerful anchors to steer traffic. Indeed, some high-use categories turn over well no matter where they are placed. However, it is unlikely that they will perform to their peak potential unless they are given sufficient exposure. In simple terms, these products/resources have the capacity to pay the 'rent' of your high-value real estate, or the merchandising hot spots.

Our society is constantly presented with faster and more efficient ways to meet needs. We choose things that look great and are simple and easy to access. Libraries need to keep pace, particularly when catering to the youth market. The idea is quite simple – give your patrons what they want and make it easy to 'shop' your library.

To draw a retail parallel, smart shopkeepers understand that to succeed they must sell more than their customers planned to buy. For example, let's look at the principles used for laying out supermarkets. They deliberately position core product departments, such as the delicatessen counter, at the mid-rear of the store and the dairy at the opposite end of the store in order for customers to have to 'shop' the entire space. Strategically positioned at the end of each isle are products that encourage impulse buys and add-on purchases.

In summary, supermarkets understand that the key to great merchandising is ensuring customers can find the items they need and, in the process, engage them with more products they might select on impulse.

What can we learn from this? Quite simply, creating a clever layout requires observing customer traffic flow, identifying hot spots and deciding what stock offers good 'impulse loan potential' in these locations.

Once you are confident that your layout is geared to maximising productivity of space, it is time to focus on presentation. Creating an exciting environment requires much more than row after row of spine out book shelves. The principles of merchandising a library are not far removed from the retail principles of merchandising books or showcasing movies at a video library.

- *Spine out* allows us the ability to hold the volume of stock necessary to meet customers' needs.
- *Front-facing* displays are essential to draw attention to parts of the collection and create the visual interest necessary to engage patrons with product.

Strategically placed, front-facing book features and other powerful displays play a crucial role in steering customer traffic. These do the job of maximising turnover of popular categories or drawing attention to under-utilised parts of the collection. The overall objective is to create interest and prompt impulse loans.

Slatwall and other front-facing stands are an excellent way to achieve this. If you are unsure, note what you look at first when you next visit a video library.

Once you are confident that your library layout is geared toward maximising usage, it is time to focus on signage, displays and the overall aesthetics. I believe excellent presentation standards are becoming increasingly important to all libraries, but this does not need to create additional work – think high impact and low maintenance!

You do not need to have a huge budget to look great. A few inexpensive signage and display 'tools of the trade' go a long way, so be sure to explore all options. The Internet is a great starting point. In summary, the key to looking great is uniformity or repetition of style and, of course, simplicity.

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Internetting corner

50 Coolest Websites 2005 – TIME.com
http://www.time.com/time/2005/websites/
TIME magazine staff have collated their top ten websites in five categories to present their fifty top sites from 2005. The categories are: Arts and Entertainment; Blogs; Lifestyle, Health and Hobbies; News and Information; and Shopping.
SCIS No: 1248191

Becoming Human: Paleoanthropology, Evolution and Human Origins
http://www.becominghuman.org/
Becoming Human is a 'journey through the story of human evolution in a broadband documentary experience'. Four million years of evolution are explored using interactive educational activities, narrated footage, lesson plans and much more.
SCIS No: 1248184

Bike Wise
http://www.bikewise.co.nz/
Young New Zealand cyclists can access information relating to bike rides, bike safety and maintenance, leading cyclists and appropriate food. Overseas cyclists, as well as residents, may be interested in sections on road rules, great NZ rides and adventure racing.
SCIS No: 1248160

Clusty the Clustering Engine
http://clusty.com/
Teacher librarians should explore this innovative metasearch engine, which differs from others by clustering results by sub-categories. This approach tends to make search results easier to manage.
SCIS No: 1248180

Encyclopedia of Educational Technology
http://coe.sdsu.edu/eet/
Students and teachers needing a starting point for delving further into educational technology will find this website from San Diego State University useful. It contains concise overviews, complemented by appropriate multimedia.
SCIS No: 1248234

Eric Weisstein's World of Scientific Biography
http://scienceworld.wolfram.com/biography/
Another of Weisstein's comprehensive websites, this one focuses on biographies of hundreds of scientists in over 20 branches of science. Searching is also available by nationality, historical period, gender, prize winners and alphabetical order.
SCIS No: 1248240

Extreme Science: The Ultimate Online Science Website
http://www.extremescience.com/
Students will enjoy exploring this multi-award-winning science website featuring world records from the animal kingdom, plant world and earth science. Other extreme science facts are presented using an interactive, multimedia approach.
SCIS No: 1034364

Fact Sheets – Christchurch City Libraries
http://library.christchurch.org.nz/Childrens/FactSheets/
The audience for this website is students who are completing homework or researching projects relating to New Zealand. The diverse subject matter includes history, politics, inventions, prominent New Zealanders and fauna.
SCIS No: 1247957

Jennifer's Language Page
http://www.elite.net/~runner/jennifers/
Simple greetings, words and phrases in hundreds of languages are all available on this one website. Additional links include dictionaries, grammars and other translation sites.
SCIS No: 1247973

John Heffernan: Australian Author of Children's Books
http://www.spudplus.com/
Prominent author John Heffernan has provided readers with an outline of the plots and characters from his many books. Students are encouraged to explore the books that interest them, check the awards and news sections, and to contact the author.
SCIS No: 1248126

Kids Music
http://www.kidsmusic.com.au/
The original material available through this website is aimed at broadening the musical repertoire and knowledge of early childhood and primary teachers. The presenters are specialist music teachers who run workshops in Australia and New Zealand.
SCIS No: 1248137

Ringle Tingle Tiger
http://www.ringletingletiger.com.au/
The author of *Ringle Tingle Tiger*, Mark Austin, has published a website that includes the book's text and David Miller's illustrations. Features of the website are notes for teachers, props for students to make, and details of how to contact the author who performs and reads from the book to primary students.
SCIS No: 1247991

Technology – smh.com.au
http://www.smh.com.au/technology/
Teachers committed to keeping abreast of developments in technology should bookmark this site. It focuses on a variety of current issues, software and hardware reviews, and technology-related news.
SCIS No: 1248115

World Statesman.org
http://www.worldstatesmen.org/
If you have ever been asked a curly reference question related to the world's leaders, you may find the answer here. This site offers information on all leaders of countries, colonies and other territories since 1700. Other notable aspects include maps, national anthems and flags.
SCIS No: 1248120

Reviewed by Nigel Paull, Teacher librarian, South Grafton Primary School, n.paull@bigpond.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 sites reviewed may not be permanent.*

☑ SCISWeb handy hints

1 SCIS OPAC navigation

SCIS OPAC is an important part of *SCISWeb* for library staff to use. A search of SCIS OPAC can help identify records for resources that do not have an ISBN, ISSN or ISMN. The SCIS number can be used to order the record. Searching SCIS OPAC by subjects can also help identify material to create a selection list for acquiring resources on a topic.

While conducting searches in SCIS OPAC, it is important to navigate using the buttons and links within the site and avoid using the Browser navigation buttons.
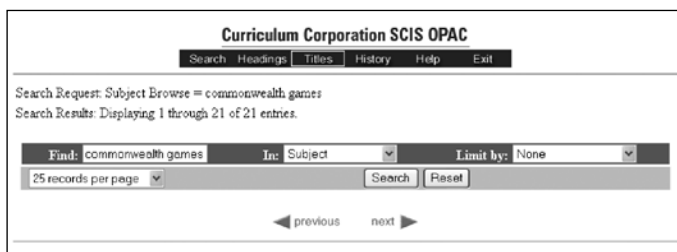
SCIS OPAC screen dump © Endeavor Information Systems

The buttons available at the top and bottom of a screen display will help you navigate the SCIS OPAC site.
* *Search* will take you to a new search screen.
* *Headings* will become active if performing a subject or author search and return you to the search result list.
* *Titles* will return you to the current search result.
* *History* displays all the searches made in the current session.
* *Curriculum Corporation SCIS OPAC* will start the session again and clear the history of previous searches. If the session has timed out, which occurs after five minutes of inactivity, this link can be used to restart the session. The screen will display the following message:
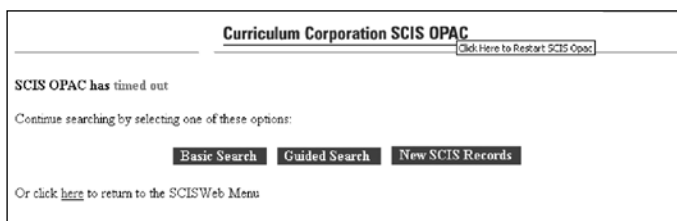
SCIS OPAC screen dump © Endeavor Information Systems

SCIS OPAC is connection-based; using the *Back* button on the Browser can sometimes confuse the connection, causing it to lose the context and give odd messages.

For example:

> *"HTTP Status Code 400 - Bad Request*
>
> *The posted MARC record was not a bibliographic record."*

This can happen when you have a current search result and a previous search result and the Browser buttons are used. SCIS OPAC cannot make the link from the page in your browser cache to the results of your current search. To view the results of a previous search, you can use the *History* button to re-run your search.

The navigation buttons in SCIS OPAC are there to ensure that you are interacting directly with the database.

2 Searching SCIS OPAC for TLF learning objects

SCIS OPAC offers three searching options: *Basic Search*, *Guided Search* and *New SCIS records*.

To search for learning objects published by The Le@rning Federation (TLF), use the *Guided Search* option:
* In the first *Find* search box, type 'learning object' and select *as a phrase* from the drop down list. Leave default *Keyword Anywhere* in the *In* box.
* In the next *Find* search box, type in 'learning federation' and select *as a phrase* from the drop down list. Leave default *Keyword Anywhere* in the *In* box.
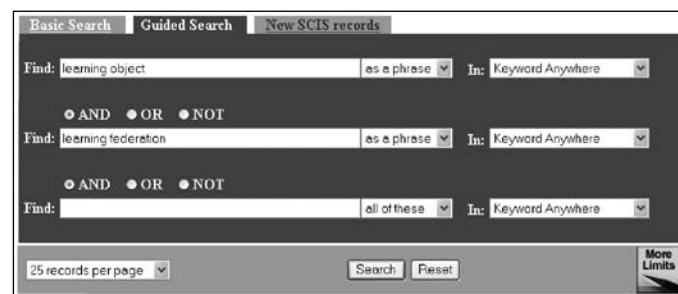
SCIS OPAC screen dump © Endeavor Information Systems

The results for this search will retrieve a titles list of the TLF learning objects.

SCISWeb subscribers can download a complete file of the records for TLF learning objects from *Special order files*. The *Special order files* are located from the *Create Orders* and *Upload Orders* pages of *SCISWeb*. Access to TLF learning objects is determined by each State and Territory education authority.

TLF Contact Liaison Officers' details are available on the TLF website at http://www.thelearningfederation.edu.au/tlf2/showme.asp?nodeID=52 More information on learning objects is available from TLF at http://www.thelearningfederation.edu.au/tlf2/

i SCIS news

SCIS and The Le@rning Federation learning objects

The Le@rning Federation (TLF) produces interactive multimedia learning objects and digital resources to assist student learning and teacher planning. SCIS catalogues all the TLF learning objects.

This is an example of a SCIS catalogue record for a TLF learning object.

SCIS No:	1242955
Other Contributor(s):	Learning Federation.
Title:	Add more pulleys [electronic resource].
Other Title(s):	Change the force.
	Add more pulleys.
	Lifting challenge.
Call Nos:	531 ADD a14
	531.11076 ADD 22
Subject(s):	Force and energy--Problems, exercises, etc.
	Lifting and carrying--Problems, exercises, etc.
	Pulleys--Problems, exercises, etc.
Publisher:	Melbourne : Le@rning Federation, 2005-
Series:	TLF learning object ; L1200
	Pulleys
URL:	TLF contact liaison officers
Notes:	Mode of access determined by each state and territory education authority. Contact liaison officers details are available on the TLF website.
	Summary: Help warehouse workers lift crates using a rope and pulleys. Explore relationships between mass, force, distance and work. Notice that pulleys change the direction of a force and make it easier to lift loads. Identify the number of pulleys needed to lift a range of weights. This learning object is one of three objects in a series. The series is also packaged as a combined learning object.
	System requirements: Windows 2000-XP, Microsoft Internet Explorer 6.0 or Netscape Communicator 6.2, Macromedia Flash Player 6.
	System requirements: MacOS X, Microsoft Internet Explorer 5.2 or Safari 1.2, Macromedia Flash Player 6.

The general material designation (GMD) electronic resource is used for learning objects and appears in the title field of the catalogue record in square brackets. In the series field, the TLF learning object number beginning with an *L* indicates that it is a learning object. Some records begin with an *R*, which indicates a TLF digital resource. Digital resources include images, film excerpts and songs.

All the TLF learning object catologue records are available from *SCISWeb*, *Create orders* and *Upload order file* pages, where a link is provided to the *Special order files*. This file does not include digital resources, as SCIS is not cataloguing all of these items.

More information about TLF learning objects is available at http://www.thelearningfederation.edu.au/tlf2/

CensusAtSchool – a whole school project for 2006

The next Census of Population and Housing will take place on 8 August 2006 amid much media publicity and comment. Due to its high profile and topicality, teachers may want to use a census theme in their classrooms. CensusAtSchool is a wonderful, free resource designed specifically for use in classrooms and developed by the Australian Bureau of Statistics (ABS).

CensusAtSchool will give students the unique opportunity to model the census process. In the first stage, students take part in a data collection exercise, just as their parents/guardians will when they complete the Census form in August. However, students will do this anonymously over the Internet by completing a questionnaire as described below.

The exciting part comes in the second half of 2006 when students will be able to take samples of the raw data (all the responses to the questionnaire by individual students from around Australia) and use it in classroom investigations. The ABS has, of course, taken measures to ensure confidentiality and protect the privacy of students who take part in the data collection.

By participating in *CensusAtSchool*, students and teachers will have access to a source of real, raw data to use during their classes. What's more, the students themselves will be part of this data. These are two strong motivators for student engagement. Our test schools have indicated an overwhelmingly positive response to the questionnaire by students as they are highly engaged by using data about themselves. An interesting observation made by a Year 9 student was that '... there were more students who scored high grades for the task ... because more wanted to do the work ...'

Why should I be interested in CensusAtSchool?

You may soon be approached by teachers asking you for resources about the Census. What do you have that their students can use? Do you have something that is a bit different? You could give them *CensusAtSchool*, a resource that will be new to their students and will interest and motivate them!

You can be proactive and register your school to participate in *CensusAtSchool*. Your principal was sent a pack of information with a registration form in mid-October 2005. You can also go to the ABS website at http://www.abs.gov.au/websitedbs/cashome.nsf/Home/Home to get a registration form as described below. This will allow you to take the lead by providing this resource to your teachers.

What is on the CensusAtSchool website?

Students can use this website to complete the Australia-wide, online questionnaire and, later, to obtain samples of raw data to analyse. The website also contains other useful resources, including:
- *Library* – a resource for student research about the census in Australia.
- *Careers* – information about careers in statistics, including a link to the recruitment page of the ABS.
- *Statistics: What is it?* – a handy resource for learning about basic statistics. This could be very useful for teachers to update their statistical knowledge.
- *Classroom activities* – a range of classroom activities.

How does CensusAtSchool work?

Schools indicate that they wish to take part by completing a registration form. This can be obtained from the ABS website at http://www.abs.gov.au/ – click on the *CensusAtSchool* icon and then follow the *School Registration* link.

The first phase of the project involves students completing the online questionnaire of 40 non-intrusive questions about themselves. These are suitable for students from Years 5 to 12. It can also be a good reading exercise for some Year 4 students. The questionnaire is open from 30 January until 7 July 2006.

The second phase begins on 11 July, when the data is released on the *CensusAtSchool* website. Students will be able to analyse data – which is all about themselves and their peers – in a similar way to a statistician! They can take random samples of up to 200 records or use the prepared samples that will be available on the website. They can investigate their own questions or participate in the activities provided. Such activities will stimulate the students' curiosity and develop their skills in analysis, statistics and the use of spreadsheets.

What can students do with the data?

In a *primary* or *junior secondary* class, students could use the data to draw and use graphs. This graph, for example, examines the frequency of different eye colours among students in a class.
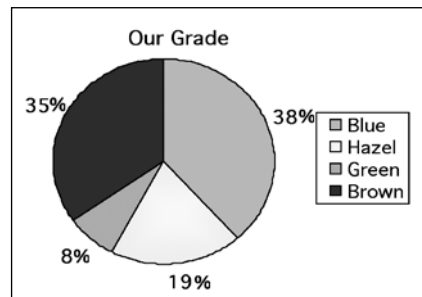
The students can then investigate whether their class is typical of Australian classes.

In a *secondary mathematics* class, students could use the data to investigate the relationships between different variables. For example, they may be asked to answer the question:

'Can you estimate a person's height from their belly button height? Below is a graph of a sample taken from the release testing data for you to decide.'
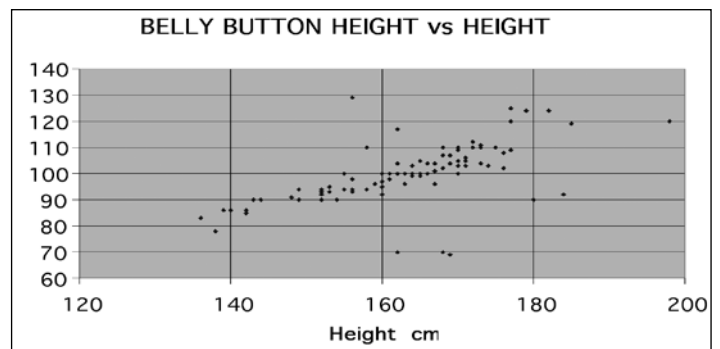
New and revised subject headings

Headings marked with an asterisk in the following list are existing allowed headings that have been updated with changes to references or notes. New headings are marked as N. 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.

* Artists
N Bassoon music
N Bird flu
* Brass ensembles
N Brass quartets
* Chamber music
* Clarinet music
* Coasts
* Cubbyhouses
N Duets
* Employment applications
* English language – Examinations, questions, etc.

* Environmental protection
* Epidemics
* Human behaviour
* Influenza
* Instrumental ensembles
* Instrumental music
* Life skills
* Lifestyles
* Mathematics – Problems, exercises, etc.
* Mountains
N Percussion ensembles
N Persistence
* Personality
* Photography
* Photography, Documentary
* Physical geography
* Piano music
N Poultry – Diseases
* Quartets
N Quintets
N Resumes
N Revision aids *(new USE reference)*
* River basins
* Rivers

N Rocky shore
* Science – Study and teaching
* String ensembles
* String quartets
N String quintets
N String trios
N Study guides *(new USE reference)*
* Sustainable development
N Sustainable living
* Symphonies
D Symphonies (Chamber orchestra)
N Trios
* Trumpet music
* Violin music
N War artists
N War photography
N Water catchments
* Water supply
* Wind ensembles
* Wind quartets
N Wind quintets
* World War, 1939–1945 – Art and war

CensusAtSchool – a whole school project for 2006 (cont.)

In a *secondary SOSE/HSIE* class, students could investigate student attitudes to environmental issues, including water use. For example, they may be asked:

'What conclusions could you draw from a graph like this?'

Water related statements about your community

CensusAtSchool will support your students to develop skills to be informed decision makers. For more information about this terrific resource for your teachers and students, go to the ABS website at http://www.abs.gov.au and click on the *CensusAtSchool* icon.

Ian Wong
Teacher Consultant
National Education Services Unit
Australian Bureau of Statistics
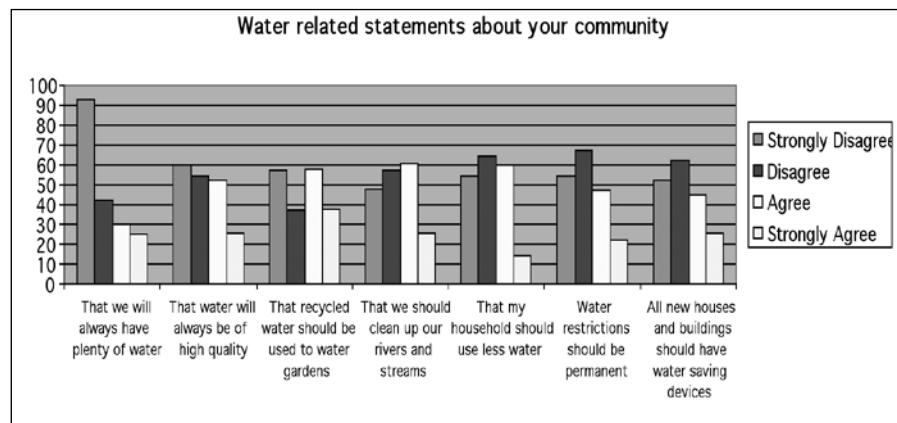
The National Education Services Unit of the Australian Bureau of Statistics has the mission 'to encourage development of statistical literacy in students and teachers and to promote access, understanding and greater use of ABS statistics in the schools sector'.

A curriculum philosophy supporting an inquiry approach

Students need to develop knowledge, skills and behaviours that prepare them for success in a world that is rapidly changing and rich in information and communications technology. What is the role of the teacher librarian in this curriculum process?

A great deal of research and discussion has taken place around the issues of student engagement and connectedness in the early and middle years of schooling, as well as independent learning and thinking throughout Years P–10.

Further to this, the Victorian Curriculum and Assessment Authority (VCAA) has examined best practice in Victorian schools and researched national and international trends in curriculum: 'The broad endpoint sought by many of the current reform initiatives is the provision of an educational experience that prepares students to actively participate in and contribute to the current and emerging economy, and to effectively respond to and engage constructively with rapid social and cultural change.' (VCAA, 2003)

In other words, in shaping the Victorian Essential Learning Standards (VELS), the following question was asked: 'What do students need to know and be able to do to succeed in the future?'

It's about lifelong learning

'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.' (VCAA, 2004)

The shaping of this curriculum approach also took into account the growing evidence base about how people learn and the need to develop learners who can apply their knowledge beyond the classroom to new and different situations.

Such a curriculum approach implies a range of generic or essential skills that apply across all disciplines and strands, such as:
- literacy and communication skills
- information and ICT skills
- thinking skills such as inquiry, reasoning, problem solving and evaluation.

It also implies organisational and employability skills such as working in teams and developing independence. In other words, it clearly implies the development of skills that promote independent, lifelong learning – skills and attributes that could loosely fall under the heading of 'information literacy'.

The adoption of such a framework also means that our approach to information literacy and lifelong learning skills must centre on strategies that encourage student engagement through authentic or real-life situations or problem solving. An inquiry-based or constructivist learning environment that empowers students to take responsibility for their own learning will provide opportunities to achieve the goals set down in the Standards. The integration of ICT is also a major factor in the creation of a learning environment where students feel both engaged and challenged.

Notably, however, VELS are even more explicit. The new structure consists of three intertwined and equal strands:
- Physical, Personal and Social Learning
- Discipline-based Learning
- Interdisciplinary Learning.

Within each of these strands, the knowledge, skills and behaviours are organised into 'domains', with further divisions into 'dimensions'. The curriculum gives formal recognition to the knowledge, skills and behaviours being developed by schools in the areas of physical, personal and social learning and in interdisciplinary areas. It does this by providing a common language for teaching and learning, assessing and reporting. In other words, what is new is:
- greater recognition of the personal and social skills that students require
- greater recognition of the cross-curriculum skills that students require
- statewide standards in these areas.

Opportunities for a focus on the library

Opportunities for the role of the school library and the teacher librarian abound within this structure. Th*e Personal Learning domain* (within the Physical, Personal and Social Learning strand), the *ICT domain* and the *Thinking domain* immediately spring to mind. The whole-school approach recommended in these curriculum documents provides opportunities for planning and integrating the interdisciplinary and discipline-based learning strands.

Reporting to parents will be based around the standards identified in the strands, domains and dimensions. Schools will 'be able to give greater recognition to the skills which are part of the Interdisciplinary Learning strand and to personal learning which is part of the Physical, Personal and Social Learning strand'. (VCAA, 2004) This does not mean that schools will allocate specific time to teach 'thinking' or 'problem solving': they will, in fact, structure and design their curriculum to respond to these standards.

What a wonderful opportunity for teacher librarians to lead the curriculum reform at their own school and raise issues that have always been clear to teacher librarians, but are now articulated within the VELS and are vital for their successful implementation.

Action for teacher librarians

In order to take advantage of this curriculum direction, teacher librarians should:
- familiarise themselves with the VELS
- identify opportunities for the school library to lead the way in changing approaches to learning, collaboration and inquiry across the school
- be involved in the whole-school audit of existing curriculum programs
- work with the curriculum leadership team to prepare plans that reflect the new approach
- work with classroom teachers and explore ways of using the new learning standards
- investigate and suggest formative assessment strategies appropriate to the Interdisciplinary Learning strand
- revisit units of work and research assignments to ensure that they reflect the new, student-centred approach.

The VELS is, at last, a curriculum approach that acknowledges the cross-curriculum skills and learning processes so long identified and understood by the teacher librarian. This reform is an opportunity too good to miss – we must take the initiative and lead the way.

Mary Manning
Executive Officer
Schools Library Association of Victoria

Politically correct library terms

You no longer have patrons who **smell bad**, you now have odour-retentive clients.

You no longer have **gum** stuck to the bottoms of chairs and tables, you now have a microbiological sanctuary construct.

You are not wearing **library shoes**, you are challenging the accepted mores of the fashionistas.

You are not wearing your hair in a **bun**, you have a retrograde coiffure.

You no longer have **missing books**, you now have a resource-presence deficit.

Your patrons don't have anything **overdue**, they are enjoying non-sanctioned access.

You are no longer a **children's librarian**, you are now a generationally different bridging facilitator.

You don't have any **thefts**, you are experiencing security diminutions.

No-one has **cut out** articles/pictures/material from your periodicals, you have had a divergence of perspective with regard to micro-resource location.

The young patron didn't just do a **poo-poo** on the carpet, there has been an unexpected biological elimination.

Children are not **running wild** in the library, they are adjusting their metabolic balances.

The book has not been **vandalised**, it has been enhanced by a contemporary expression of angst.

Your library system server has not just **crashed**, you have experienced a technological aberration.

The **photocopier** has not run out of paper, it is consumable-depleted.

The garbage bin is not **on fire**, you have a non-scheduled conflagration.

You have not been **sworn** at, you heard a base expression of fulmination.

You are not being **surly**, you are exercising your rights to be judiciously saturnine.

You have not been affected by **staffing cuts**, you have moved into a corporate-lite modality.

The teenagers are not **making out** behind the stacks, they are doing research. (At least, that's what they said.)

You don't have a **budget crisis**. No, wait a minute ... yes, you do.

Amanda Credaro © 2004

Credaro, A.B. (2004). 'Politically correct library terms for the 21st century', in Warrior Librarian Weekly *[online]. Retrieved 5 October 2005 from http://warriorlibrarian.com/LIBLAUGHS/ politicallycorrect.html*

About Scan

Scan is a refereed quarterly journal that focuses on the interaction between information and effective student learning. Of interest to all educators, the journal is an essential support for teacher librarians and school libraries.

Each issue of **Scan** contains a range of articles covering:
- *Quality Teaching* for teacher librarians
- integrating ICT in teaching and learning
- collaborative support for the curriculum
- resources to support new and existing syllabuses
- particular management issues for teacher librarians
- 80 **Internet site reviews** and approximately 200 other resource reviews, invaluable to schools.

A regular feature is **Research columns**, in which recent Australian and overseas educational research findings are presented. The research is refereed, and highlights important implications for teachers and teacher librarians.

http://www.schools.nsw.edu.au/schoollibraries

Contact us: editor.scan@det.nsw.edu.au

Resources

Books for Life

Finch Publishing is an independent Australian publisher of books on family, health, relationships and society. A selection of Finch titles is now available through Curriculum Corporation. Titles have been chosen to support teachers as they share with parents and the wider community the responsibility to meet children's social and emotional needs. Visit http://www.curriculumpress. edu.au to view more titles from Finch Publishing and Curriculum Corporation.

Adolescence: A guide for parents
224 pp
Authors: Michael Carr-Gregg and Erin Shale
RRP: $22.95
SCIS No: 1100415
ISBN: 1876451351
In this lively and in-depth book, the authors discuss how to support children (from age ten onwards) as they struggle with the three big questions in an adolescent's life ('Am I normal?', 'Who am I?' and 'What is my place in the world?'). The book also looks at useful approaches for parents (what good parenting is all about, techniques for communicating well, and knowing how to handle problems along the way); how to deal with serious issues (such as depression, suicidal feelings, sex, drugs and eating disorders); and important advice on how to raise our children to be resilient adults and cope with difficulties in life. Michael Carr-Gregg is one of Australia's leading adolescent psychologists. Erin Shale is a high school careers counsellor and editor of the anthology *Inside out*.

Chasing ideas: The fun of freeing your child's imagination
RRP: 208 pp
Author: Christine Durham
RRP: $22.95
SCIS No: 1062117
ISBN: 1876451181
Chasing ideas is a stimulating resource with ideas to help parents and teachers unleash children's curiosity about the world. The author offers a fascinating mixture of thinking skills and techniques to stimulate children's imagination, to allow them to fall in love with ideas and to give them confidence. She encourages parents and teachers to see how discussing ideas with their children (aged 4–14) can be an enjoyable and creative activity for everyone. Christine Durham has presented over 4000 workshops teaching thinking skills to school children.

Getting on with others: How to teach your child essential social skills
224 pp
Author: John Cooper
RRP: $24.95
SCIS No: 1253923
ISBN: 1876451696
In this book, parents can learn what causes problem behaviour. It examines programs that successfully encourage children to cooperate, and help parent and child develop a closer relationship. Once cooperation has been achieved, techniques can be taught which help the acquisition of basic social skills essential for development, such as listening, sharing and taking turns. Also considered are approaches to teaching children about feelings, and methods to help children relax, reduce anxiety, develop assertiveness and handle situations involving conflict. The techniques described are clinically proven and research shows they are effective in changing children's behaviour.

Raising boys: Why boys are different and how to help them become happy and well-balanced men
Second edition, 192 pp
Author: Steve Biddulph
RRP: $22.95
SCIS No: 1148920
ISBN: 1876451505
This international bestseller looks at the most important issues in boys' development – from birth to manhood – and discusses the warm, strong parenting and guidance that boys need. It considers issues such as: how mothers teach boys about life and love; the way testosterone changes behaviour; the five essentials that fathers provide; how boys' brains are different; understanding the three stages of boyhood; and helping boys learn a caring attitude towards sex. Steve Biddulph is a leading family therapist, author and speaker.

Raising girls: Understanding how girls are different – and how to help them grow up happy and strong
192 pp
Author: Gisela Preuschoff
RRP: $22.95
SCIS No: 1189936
ISBN: 1876451599
Psychologist and parenting author, Gisela Preuschoff, injects her own experiences as a mother of four into this book and illustrates her points with stories and examples from many other families. She stresses the importance of parents bonding with their daughter and encourages them to recognise their daughter's special talents. The advice ranges from birth to late adolescence and across all levels of physical, emotional and sexual development. Topics covered include schools and learning, gender stereotyping, parent–child relationships (including the turbulent teen years) and how self-esteem can reduce a daughter's fears. Foreword by Steve Biddulph.

Starting school: How to help your child be prepared
224 pp
Author: Sue Berne
RRP: $22.95
SCIS No: 1139448
ISBN: 1876451475
Sue Berne considers a child's first year at school to be the most crucial. She looks at the important issues involved in preparing children (from 3 to 6 years) for school and the problems that can arise from the outset. This book will help parents assess their child's emotional and educational readiness for school. It covers issues such as: choosing the right school; helping your child become independent; keeping your child safe; friendship skills; getting in touch with feelings; skills for social success; settling in; the highs and lows of the first year; and how to 'bullyproof' your child. Sue Berne is an experienced teacher, school counsellor, family therapist and author of *Bullyproof your child.*

Surviving Year 12: A sanity kit for students and their parents

192 pp
Author: Michael Carr-Gregg
RRP: $19.95
SCIS No: 1161106
ISBN: 187645153X

This book is written for students facing the pressures of their final year at high school – and their parents. Using humour and worldly wisdom, it explores the critical considerations: placing Year 12 exams in perspective; studying smarter; ways to overcome anxiety and stress; getting enough sleep (the best study tool of all!); setting goals; dealing with procrastination; learning how to relax; ensuring your exercise and diet regimes are good; and how to cope with the exams themselves. The author advises parents that parental nagging is itself a major student stressor. Michael Carr-Gregg is one of Australia's leading adolescent psychologists and co-author of *Adolescence: A guide for parents*.

Teen stages: How to guide their journey to adulthood

224 pp
Authors: Elizabeth and Ken Mellor
RRP: $22.95
SCIS No: 1177819
ISBN: 187645138 6

Teenagers need lots of time and attention in the early to middle years and they actually *do* want to be controlled. One of the concepts is that teenagers grow through six very different developmental stages – each one requiring specific responses that rarely work for the others. To help parents and teachers, this book offers numerous practical, tested suggestions about what to do. Also included are many simple hints on how to deal with 'trouble' and how to head it off before it starts. The authors are internationally renowned parent educators with over 30 years experience of working with children and parents.

The Le@rning Federation

Easy, trouble-free access to learning objects and digital resources for teachers and students is crucial to their use. Teacher librarians are in a key position to assist the uptake and integration of online curriculum into class practice.

As teacher librarians know, the digital medium has expanded the range of resources available to teachers. Although many of these, including The Le@rning Federation's learning objects, are being catalogued by SCIS, digital material needs organisation to ensure teachers are aware of what is available to them. Teacher librarians are in a key position to promote the use of information communication technologies (ICT) and, as a result, are often the driving force behind their school's uptake and use of online curriculum content. They can also play a pivotal role in their fellow teachers' professional development by guiding them through ways to incorporate online curriculum content into classroom practice and supporting them to venture into and explore the digital medium.

Nicola Schultz, Teacher librarian at Atherton State Primary School, has had great success in encouraging teachers to use online curriculum content; about 90 per cent of teachers at the school use learning objects from The Le@rning Federation as part of their everyday classroom practice. Her success is a result of her drive, innovative professional development strategies for teachers and her understanding that accessibility of learning objects and digital resources for teachers and students is key to their use. 'Teachers don't have time to deal with problems … there should be as few technical barriers as possible', she says. Nicola is very involved in the ongoing maintenance of the ICT program at her school to ensure it is, and remains, very much a user-focused program.

As well as ensuring that access to learning objects is easy for teachers, Nicola is also conscious of the need for professional development in ICT for teachers. To understand her colleagues' needs, she surveys them fortnightly and then creates a top ten list. Nicola began *Breakfast with Bytes* and the *Tech Café,* which are informal meetings where her colleagues' top ten skill development wishes are addressed. Teachers have the opportunity to ask questions and get support and training in ICT and online curriculum content. This informal and relaxed approach to professional development has helped teachers at Atherton to become not only comfortable with the digital environment but also avid users of ICT. A 'block leader' assigned to every teacher ensures that a mentor is always on hand to support their venture into the digital world.

The ACT Department of Education and Training also acknowledges that easy access, teacher professional development and teacher librarians are keys to ICT use in schools. In recognition of the important role teacher librarians have in the organisation and uptake of online curriculum content, as well as their role in supporting other teachers in using online curriculum, the ACT ran a two-day professional development workshop for teacher librarians earlier this year. The workshop focused on how to organise digital content in a learning management system and how teacher librarians can package online curriculum for their teaching colleagues' ease of use. It was so popular that the ACT plans to run it again next year and to add an intermediate–advanced level workshop to its program.

As Nicola says, 'There's no escape from the need to come to grips with digital literacy'. Thankfully, teacher librarians can make a difference by ensuring that the transition to incorporating digital curriculum into class practices is much smoother for their teaching colleagues.

Andrea Macleod
Communications Officer
The Le@rning Federation
Email: info@thelearningfederation.edu.au

Forward the completed form to:
SCIS order
Curriculum Corporation
PO Box 177
Carlton South Victoria 3053
Australia

Facsimile: 1300 780 545 (within Australia)
Facsimile: +61 3 9639 1616 (international)
ABN:18 007 342 421

SCIS logo — SCHOOLS CATALOGUE INFORMATION SERVICE

SCIS order form

NOTE: • SCIS subscriptions operate on a calendar year cycle (January – December).
• Customers who subscribe midway through the year are required to pay the full subscription price.
• Where applicable, each campus or library within a school must have its own subscription.

Product information located at: www.curriculum.edu.au/scis/productinfo/overview.htm
Customer Support - 1800 337 405 (free call within Australia outside Melbourne metropolitan area) or 9207 9600 (Melbourne metropolitan area) or + 61 3 9207 9600 (International)

SCISWeb subscription (Discounts may apply)	Number of students							Amount
	0–50	51–100	101–400	401–800	801–1200	1201– 1600	1601+	
SCISWeb (Australia)	$121.00	$242.00	$363.00	$605.00	$847.00	$1089.00	Price on Application	
SCISWeb (International)	$110.00	$220.00	$330.00	$550.00	$770.00	$990.00		

Other subscription products	Australian price (Includes GST)	International price	Amount
SCIS Authority Files	$85.00	$77.00	
SCIS Subject Headings Online	$44.00	$40.00	

Other SCIS products	Australian price (Includes GST)	International price	Amount
SCIS Subject Headings Fifth Edition	$120.00	$108.00	
Datalogic Touch 65 Pro fixed scanner (5 year warranty**) USB connection available for Windows XP & iMAC only Select connection required: ☐ PS2 ☐ USB	$218.00	$198.00	
Cipherlab 1067M portable scanner (3 year warranty**) USB connection available for Windows XP & iMAC only Select connection required: ☐ PS2 ☐ USB	$599.50	$545.00	
Opticon OPL 6845 laser scanner (3 year warranty**) USB connection available for Windows XP & iMAC only Select connection required: ☐ PS2 ☐ USB	$499.00	$454.00	
Cipherlab 1166 CCD cordless memory distance scanner (1 year warranty**) USB connection available for Windows XP & iMAC only Select connection required: ☐ PS2 ☐ USB	$899.00	$810.00	
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Barcode scanner stand	$49.50	$45.00	
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