

Leaders in technology: role of teacher librarians

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In May 2004, Jamie McKenzie delivered an all-day workshop on leadership at the new Centre for Teaching and Learning in Canberra. He has been involved with teaching and technology for several years.

Teacher librarians have a global perspective of their school. The principal and the deputy principal also have this global perspective. The teacher librarian resources the whole school and has an overview of the whole school curriculum. The teacher librarian also has the potential to liaise with every student and every staff member in the school.

At the workshop, Jamie McKenzie discussed how the 'change agent' has now been discredited as the 'churn-and-turn agent'. The change agent turns everything upside down and leaves no benefit for anyone. Constant change only throws people off balance. Therefore, school leaders (such as teacher librarians) need to develop key elements of planning that pay attention to the total, or true, cost of ownership.

After visiting schools in several countries, Jamie McKenzie has come to the conclusion that the rhetoric about change and the introduction of technology into schools does not match the reality. He states that technology alone is not enough. Many times he has seen classrooms with the latest equipment, the latest technology, and no-one using it. What has happened? Why doesn't the rhetoric match the reality in the classroom? He estimates that 20 per cent of educators (the early adopters) have led the change in their teaching practices but 80 per cent (late adopters) of educators have not changed.

PD and technical support

Leaders must introduce a plan to develop the technology skills of the late adopters who have not taken up the new technology. The crucial elements missing, according to Jamie McKenzie, are professional development (PD) and technical support. Schools have spent huge amounts of money acquiring the latest technology, but they have not invested in teaching the teachers how to incorporate this new technology into their daily teaching practice. Nor have they delivered on the technical support to ensure that teachers can teach. A five-year plan is recommended and 25 per cent of the educational budget needs to be spent on PD. The purpose of PD is to teach teachers how to incorporate the new learning technologies and to teach students how to learn with the new technology.

The first wave of PD has been developed by the early adopters. This does not work for the late adopters. To have any meaning and impact, the PD for the late adopters must be devised by the late adopters. It must be part of the five-year plan. It must also acknowledge the fact that teachers use a variety of techniques to teach. Teachers need to lecture, have group discussions, use pen and paper: technology alone will not deliver the desired outcome of a 'critical thinker'. Jamie McKenzie asks, 'Why are students given pen and paper to complete an external exam when their daily tool has been a laptop? If you were their teacher, which technology would you use?'

Knowing how to think

When adapting learning technologies, Jamie McKenzie believes that a balance needs to be found between the new and the old. Smart users of the new technologies know when to go unplugged. The sum of teaching today is knowing how to think, how to ask questions, and learning how to deal with difficult truths. Today we suffer from the poverty of abundance: 'Hits' are not the truth. ►

Leaders in technology: role of teacher librarians (cont.)

How [do we] teach students to cope with info-glut, info-glitz, and info-garbage? We live in a world where there is more information and less meaning. We need to move beyond the level of thinking Jamie McKenzie refers to as 'mental softness'.

Prime indicators of mental softness are:

- the fondness for clichés
- a reliance upon maxims
- an appetite for bromides
- a preference for platitudes
- a vulnerability to propaganda
- fascination for the story
- pulp fiction
- hunger for vivid and dramatic packaging
- and an impatience with thorough and dispassionate analysis.

Jamie McKenzie points out that information delivered as 'first hits' on the Internet is there often because money has been paid to put it up as first hits. How can students find the truth when people pay for the hits?

For more information, visit
<http://www.searchenginewatch.com>

Students as serial questioners

Students need to move past the ritual of 'gathering and slabbing' to higher levels of thinking. Jamie McKenzie asserts that the new plagiarism or 'slabbing' can be addressed by involving the students when developing rubrics and by developing students into 'serial questioners'.

The serial questioner possesses the following attributes:

- a sharp humour
- a vivid imagination
- an edgy wit
- cussedness
- is relentless
- has curiosity
- is indefatigable
- is persistent
- has a dogged determination
- has a thirst for the missing
- is open minded
- is positively sceptic
- and has humility.

How does a student acquire these skills? The role of the teacher librarian has, for too long, been underestimated in the development of questioning skills. Teacher librarians teach students to ask questions. Teacher librarians make a difference. The difference means that students develop critical information literacy skills.

For more information about Jamie McKenzie and his work, visit his website
<http://www.fno.org>

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Education Lending Right

In the last issue of *Connections*, we reported on how important Educational Lending Right (ELR) payments are to Australian creators. ELR commenced in 2000–01 and will be funded until 2007–08. Under the scheme, payments are made to Australian creators (authors, illustrators, translators, compilers and editors) and publishers on the basis that income is lost from the availability of their books in educational lending libraries.

In October 2005, SCIS invited 600 schools Australia wide to participate in the ELR school library survey. The SCIS unit is undertaking the survey for the Department of Communications, Information Technology and the Arts (DCITA).

To run the survey schools had to be using one of the library automation systems for which customised ELR survey software had been produced. Amlib, Bibliotech, Bookmark, Libcode, Geac, Softlink Alice/Oasis and Athena library systems fell into this category. The survey software matched the number of copies of selected book titles held in the school library catalogue against an ELR source file. The privacy and confidentiality of schools was adhered to and no borrower details were collected.

In some cases the library system vendor collected and processed the results; otherwise schools sent the results directly to Curriculum Corporation for processing.

We would like to thank all schools who gave their time to participate in the 2005–06 ELR school library survey. Their efforts have supported the enrichment of Australian culture by encouraging the growth and development of Australian writing and publishing.

All survey participants will be sent a copy of the *2005–06 Summary Report* once results have been finalised.

A list of the top 100 books held in Australian educational libraries and other information relating to ELR can be found at www.curriculum.edu.au/scis/partnerships/elr.htm

Are your work practices safe?

Like any teacher librarian, I have always been happy to do whatever was necessary to achieve my goals, assuming that I was fit and well and able to carry out tasks safely and in accordance with current expectations and work practice. During the years I have worked in several school libraries. Along the way there have been the usual changes, such as amalgamating a junior and primary school campus; relocating libraries to upgraded premises; and packing, moving and reinstalling resources and shelving associated with renovating. This has been on top of the regular storage, processing, stocktaking and day-to-day circulation tasks. While there have been times when my arms have felt very weary, I never contemplated that the repetitive work involved could cause serious injury.

Health and safety implications

The schools in which I have worked carry out annual workplace health and safety audits. Often this is done as a whole-of-staff exercise, with one or two teachers assigned to different areas of the school to go through a designated checklist and identify potential hazards. As the task is often treated as an after-school or staff meeting activity, there is always the possibility that expediency assumes a greater priority than attention to detail. In addition, there is the possibility that a staff member assigned to audit a particular area is not thoroughly conversant with the restrictions or activities that are involved there on a daily basis. Thus, certain issues may be unknowingly overlooked because the staff member is not familiar with them.

Avoiding injury

The performance of manual tasks is the major cause of injuries in libraries. These can be divided into load handling and repetitive tasks involving the hand and arm. Load handling includes physically lifting, lowering, holding, pushing, raising, pulling, carrying or sliding an object or load. Shelving is one such load-handling activity that may involve:

- the repeated bending and twisting of the trunk when removing items from a trolley
- pushing a trolley
- stretching, twisting and replacing books on shelves

- handling loads located below the knee and above shoulder level.

Removing, scanning and sorting book returns, moving audiovisual or other equipment, moving reading boxes, returning heavy encyclopedias and reference materials to shelves, and clearing away and replacing books left on tables are all repetitive tasks involving load handling.

Back, shoulder and wrist injuries are the most common injuries related to load handling. While isolated injuries can occur, it is the gradual wear and tear caused by repeated stress that contributes to injuries in most cases. Manual handling tasks that risk injury to workers should be eliminated, and all tasks should be assessed and controlled using the risk management process.

This can be done by:

- using correct manual handling equipment such as the correct types of trolleys for certain tasks
- placing the trolley in line with yourself and the shelf to avoid excessive twisting
- never keeping heavy photocopying paper below knee level
- storing heavy items at waist level
- ensuring a path has been cleared when carrying heavy loads, as well as a place to put the load down
- avoiding double handling
- holding heavy items as close to the body as possible
- ensuring you have ergonomic furniture, especially for computer use
- ensuring whiteboards are at the correct height for easy use.

The frequent use of technology in school libraries has added increased opportunities for static postures and repetitive movements while performing such tasks as:

- online searching
- automated circulation
- cataloguing
- general word processing
- preparing books for patron use.

These tasks all require the combination of small, repetitive movements and can involve a twisted, static posture that affects the neck, shoulders, arms and wrists. Early symptoms include persistent pain, tingling, numbness,

burning, reduced movement and aching.

If you have any of these symptoms, you should fill out an injury report form as soon as possible. If untreated, they can result in loss of strength in the affected area, chronic pain or permanent disability. If you think your problem is not severe, it may well become worse. A record of your injury will help to prove that it is work-related, if you need to do so later on.

Minimising the risk

Check that your office layout and furniture are suitable for the work being carried out. It should reflect, and be suitable for, the tasks being done. At the same time, it offers staff the chance to change tasks to counteract the effects of repetitive, static or continuous work. A computer workstation should be at a desk appropriate to the user's height with knees and elbows at 90 degree angles, the keyboard in front of the screen with a space for the user's wrist in front of the keyboard, and a document holder nearby. The chair should be sized to match the desk, with appropriate height and lower back adjustments.

Other ways you can avoid injury are:

- alternating tasks and changing your working position
- taking rest breaks to allow muscles a chance to recover
- making time to do some stretching exercises
- avoiding holding your mouse too tightly
- working at a reasonable pace.

A great deal has been written about ergonomics in the workplace. In many schools today, where money is often in short supply, teachers have become accustomed to 'making do' with whatever furniture is available. Staff, as well as students, usually have to make the best of whatever seating and table space is allocated to them. I am beginning to wonder if, in the future, we will have a host of school graduates with skeletal problems resulting from poor posture and seating during their formative years. While money is being spent on technology, often the ergonomics involved in its related use are overlooked.

Learning the hard way

I discovered that the problems I had been experiencing were serious, and they are not uncommon to library staff. Not wanting to seem unable to carry out the tasks associated with my

Embarrassing author anecdotes as the travelling companion of an imaginary cake-eating hippo

If I had created a smaller imaginary hippo friend 25 years ago, it would have been easier. But I didn't realise then how far we might have to travel together.

A is for anecdotes

These mini stories are the raw material from which writers create their books, but often it's the embarrassing events after the book is written which supply more humour.

Imagine the embarrassment of retrieving a hippo with a baggage tag from the airport carousel when surrounded by business travellers in suits. Luckily, Hippo, detachable cake and library bag travel with me as a tool of trade rather than excess baggage.

Like most children's authors I travel frequently for research or book tours. Once, my minder-librarian photographed the hippo and me under the 'Oversized Baggage' sign at Perth airport. Not flattering, but funny.

B is for breathalyser

When the police waved me down to be breath tested (only had coffee), they were so astonished by the large stuffed pink hippo strapped into my front passenger seat (and tilted back so I could see for left turns), that they waved me on.

C is for candles

The bookstore kindly provided one hundred candles on the hippo cake. I blew them out quickly, just before the smoke detector above shrieked.

D is for dirty

After a literary festival, the over-loved Hippo needed cleaning. Dry cleaners wouldn't touch it because the head had paper inside. Too big to fit into washing machines, Hippo had to be 'emptied' of the filling of polystyrene balls and the 'skin' washed by hand in baby soap flakes. Experts advised removing filling either in the car park or in a bath. I found out why. The polystyrene balls went everywhere – even clung into our underwear. I hand washed 'skinny' Hippo in our bath and a visitor freaked on opening the bathroom door because Hippo was hanging from the shower to dry.

E for embroidery

Recently I got my third request for an embroidered square for a favourite author quilt.

Flattering, but I'm hopeless at sewing. My neighbour Clare came to the rescue again and did it within the 48-hour limit. The American school sent American stamps for a reply paid envelope, not realising Australians have their own stamps.

F for facelift and fan mail

I don't sew, so my co-author Goldie mended the hippo when his seams split and the original 'pattern' couldn't be traced. The 'facelift' altered the expression and the eyebrows became menacing rather than kindly. So quick nips and tucks were necessary. Fan mail peaks during Book Week and Hippo gets his own, via snail mail and also email. 'I haven't got a friend. Could you sit on my roof and be my friend?' is one of the more poignant which I answer, in character.

G is for gender change

For a number of reasons I wrote *Hand Me Down Hippo* illustrated by Mini Goss, whereas the original hippo was illustrated by Deborah Niland. They co-exist like favourite cousins, because the new female mini-hippo was 'handed down' to a new generation of readers in the way in which favourite toys or clothes are hand-me-downs to someone younger or smaller. But remembering whether to say 'he' or 'she' for the same hippo 'prop' is a challenge.

H is for Hand me down

A Queensland special school student designed a patchwork *Hand me down Hippo* by sticking on bits and I thought it was a brilliant idea. A patchwork is made from bits of other treasures. And the *Hand me down Hippo* has been passed onto the next generation as the treasured idea of friendship and reassurance.

I is for identity

During a family crisis, I was dropped at Tullamarine airport by my daughter who raced off with my handbag containing my ticket, credit cards and ID. Helpful air staff accepted my author photo on the back of my book as ID, re-issued a ticket and sent my handbag on the next flight to Launceston. A good Samaritan in the queue gave me a couple of dollars for a coffee, saying 'You'll need this'. When interviewed on radio as part of the author tour the next day, I made a public thank you and swore I'd keep my photo on books up to date.

J is for journeys

Often translated books travel further than their creators. Yesterday I got a reader's email from Finland about *General Store* which was translated into Finnish 25 years ago and a query about the Japanese version of the hippo book.

K is for knowledge

I do know that real hippos eat carrots, but mine eats cake.

L for ladder climbing competency

Due to education department regulations, no staff can climb above their own height without a ladder climbing competency certificate. We forged one for hippo so the local newspaper photographer could film the hippo climbing the ladder onto the mobile library van roof.

M for mobile library van

Being driven by the librarian in a van which has my hippo character painted outside and the books inside was surreal. Rural children chose the hippo character to be painted (and remain) for the next ten years on the side of the van, which visits little rural schools in the Shepparton region.

N is for naming books and characters

Until he left home, I used to offer my son a dollar a title. Apt titles matter, and similar series books must start with different words for easy cataloguing. Ironically I called the new female Hippo Mini, even before Mini Goss became the illustrator, then found the illustrator's daughter's name was Hazel.

P is for pyjamas (PJs)

An American couple emailed a request for advice where to buy 'his and hers' hippo pyjamas. Frankly I don't wear pyjamas, but when the large cake-eating hippo went in the Federation Parade it was on a bedtime story book float, drawn by 30 children in pyjamas. Under duress, I'd been persuaded to wear a pair too, as two adults were required to 'anchor' the pulling ropes, so the float wouldn't catch in Melbourne tram lines.

Hippo pyjamas in my size are rare. The Myers Basement salesgirl was most helpful – said the hippo PJs reminded her of her favourite picture book *There's a Hippopotamus on Our Roof Eating Cake*. Could I turn to the TV camera in the parade, so she could see the PJs she sold me?

That's why there was a photo of hippo PJs on my author website, because the Mt Eliza school librarians greeted me in their hippo PJs during an author visit. And for a casual dress literary day, their secondary school girls had bought every pair available locally and some were even sharing tops or bottoms.

Q is for question mark candles

The party shop didn't have any. So they made a special order and now they've become fashionable, not just for *Hand me down Hippo* cakes (to match any age readers), but also for birthdays of people of indeterminate age.

R is for remote

One Book Week I was invited to Mt Newman mining settlement in the West Australian outback and stayed at the SPQ (single person's quarters) in the BHP mining town. The imaginative librarian had footsteps leading into the library. Most of the population is under five, so the imaginary hippo was a great attraction, especially to one wildlife pet-loving boy, whose Indiana Jones look-alike single dad turned up in his four-wheel drive to take me to visit his camel pets which they intended riding in the local family race across the desert. No cake-eating camels in stories yet, but ...

S is salesman

The Toyota Echo car salesman was a little surprised when I asked, 'Do you think a hippo would fit in this car?' It did.

S is also for sculpture

Hippo has been immortalised in an outdoor sculpture of favourite book characters in the

gardens of Dromkeen Children's Literature Homestead in Victoria. The power of fantasy is such that children don't seem to have a problem with an imaginary friend taking on other forms like an author prop of a stuffed toy, or being sculpted.

T for travel

A friend suggested that I could legitimately travel in the freeway fast lane to the airport as the front seat belted hippo qualified as a passenger.

U for unusual events and fiction prediction

During a heavy storm, Prep children told the librarian it must be the hippo on their school roof. Several ducks have been named after my character 'Stickybeak'.

V for viewpoint

When the publishers wanted to change the 'smack' to 'growled', in line with contemporary families, there was a great fuss and hundreds emailed and discussed the issue on talkback and web chats.

One brave but illiterate mum of a Prep child admitted she'd learnt to read *There's a Hippopotamus on Our Roof Eating Cake* with her child, and asked 'Are there any more books like that we can read together?'

W for website

Hippo has its own website <http://www.hazeledwards.com> and too many people collect hippos! Please I do not need any more hippo bathplugs, toothbrush holders or even hippo mugs.

X is unknown

The stories not yet written.

Y is why not?

Z is for the zoo

The book was launched 25 years ago beside the hippo enclosure with hippo-shaped food, including hippo dandruff (white marshmallows) and hippo blood (red wine).

This is the end of my A to Z of my work style history as author and travelling companion to an imaginary cake-eating hippo. When things go wrong for a writer, it's called research, but sometimes a character and a book have a life of their own.

Hazel Edwards

<http://www.hazeledwards.com>

Hazel Edwards writes books and scripts for children and adults. Picture book *There's a Hippopotamus on our Roof Eating Cake* is her best known title. It has been continually in print for 25 years and adapted for stage, radio, video and puppetry, as well as being widely translated.

Teachers' notes for her books are available at <http://www.hazeledwards.com/teachersnotes.htm>

Are your work practices safe? (cont.)

role, I quite wrongly assumed that the muscle strain and tiredness I had been experiencing in my arms and shoulders after each heavy manual handling task was simply a temporary inconvenience that would pass. The pain and inconvenience associated with such injury has given me a greatly heightened awareness of the limitations that I have obviously

exceeded during the years, and also of how vulnerable we are as workers in workplace where the standards and equipment are often questionable.

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E-learning, e-content, education and libraries

Can the power of technology improve teaching and learning? And what role will libraries play in this rapidly emerging field of e-learning?

Each new wave of technology brings a burst of enthusiasm on how it can transform instruction and learning. There was film, then television, both of which were heralded as paradigm changing, but both of which have had little impact on education. Today, it's the World Wide Web, and the potential this graphical computer network has to radically change education as we know it.

Unlike television and film, however, the Web appears to be delivering on its promise to reshape learning, although at a much slower pace than previously anticipated. And libraries are poised to support Web-based e-learning by creating and managing e-content, developing new services and linking their current ones to course management systems, the hub for e-teaching and e-learning.

Indeed, Patricia Albanese, Chief Information Officer and Executive Director of Library, Information & Technology Services at Mount Holyoke College, Massachusetts, says that e-learning and e-content represent a golden opportunity for libraries to expand their role in the digital age.

'This is a very exciting time for libraries', she says. 'Electronic elements are changing the way faculty and students access, create and use information, and libraries can play a role in helping their communities effectively combine content and technology.'

Proliferation of web-based e-learning

The emergence of a network culture and the digital student are among the factors driving the rapid growth of web-based e-learning, whether it is courses taught online over a distance or traditional courses that have been enhanced with electronic elements. E-learning's convenience, reach and novel pedagogical resources can potentially improve education by providing high quality, customised instruction to the greatest number of people.

Consider these statistics

- According to a report from the EDUCAUSE Center for Applied Research, 80% of US

institutions offer e-learning courses.

- The corporate market for e-learning in 2004 is estimated at \$23 billion, up from less than \$2 billion five years ago.
- Two e-learning companies are in the top ten of *Fortune* magazine's 100 fastest growing companies: Career Education (\$849m) and Corinthian Colleges (\$47m).
- Enrolment growth in the online program of the University of Phoenix, Vancouver, one of the first accredited universities to provide college degrees via the Internet, was up 61% in 2003 from the year before.

Course management systems (CMS) are the portals for e-learning programs and have spurred their growth and expansion. According to the Campus Computing Project, about 80% of colleges have committed themselves to a commercial vendor for their CMS, with the leading providers being Blackboard and WebCT.

Using CMS, faculty staff prepare and deliver multi-modal educational content electronically to students who then in turn are able to interact with instructors in a variety of ways, including participatory learning activities, submitting assignments and completing assessments. Courseware environments are the place where digital information and knowledge are created, accessed and used, and students tend to use them as their primary gateway.

E-content supports e-learning

E-content is the heart of e-learning. Online articles, streaming video, audio segments, images, specially designed websites and unique learning objects – these electronic elements are created to enhance courses and improve learning. They may be selected segments from a larger information resource, such as a video clip, or a custom-made object designed by a faculty member, such as an animated map that shows how national boundaries have changed over time. They engage today's computer-savvy student, whose learning style is more interactive, having been raised with computers, the Internet and video games.

While many of the e-learning businesses of the late 1990s have not lived up to expectations, preliminary evidence suggests that e-learning programs are changing teaching

and enhancing learning. University websites are full of examples.

At Duke University, North Carolina, for example, a law professor makes 20-minute documentary videos to help his classes understand case law. Students prepare for a lecture by watching a video over the Web and reading a summary of the case from a textbook. To test the effectiveness of the video, the professor asked half of the students in one class to watch the video and read the case, while the other half only read the case. Test results indicated that students who watched the video scored markedly higher on questions about both the details of the case and its legal implications.

At the University of Colorado at Colorado Springs, a variety of math courses, ranging from Calculus 1 to Differential Equations, are available through MathOnline, a program that blends traditional instruction with web-based learning. Faculty staff wear wireless microphones and use graphics tablets to stream voice and lecture notes via the Web to students' computers. The tablet images and the audio also enter an archive for future playback. Students can attend class or view the lectures via the Internet. Messages from Internet-based students appear during the lecture in a chat box.

Faculty [staff] have found that while there is no significant difference between the grades earned by in-class or online students, the blended model receives higher student satisfaction ratings than traditional classes.

Putting libraries in the equation

In the digital education environment, libraries are challenged to integrate and expose their services and content into the e-learning system, as well as take on new duties, such as creating content and managing digital repositories.

Nonetheless, many are already bringing the CMS and library together to meet students at their point of need.

At Penn State University, librarians work with faculty staff to select and link library resources to the CMS through customised subject guides and e-reserve readings. The hotlinks appear in the Tools menu and connect



Internetting corner

The following websites can be easily accessed on the SCIS website at <http://www.curriculum.edu.au/scis/connections/cnetw05/56internet.htm>

Abiator's Interactive English Activities

<http://www.berghuis.co.nz/abiator/lang/interlangindex.html>

A range of interactive language activities is the focus of this site. Primary students can create crazy stories, unscramble sentences, complete crosswords and test their knowledge of tense and grammar.

SCIS No: 1239398

The Age of Enlightenment

http://mistral.culture.fr/lumiere/documents/files/imaginary_exhibition.html

The depth of France's artistic heritage from the Age of Enlightenment is showcased on this comprehensive site. Features include biographical information on the artists, their paintings and relevant historical information.

SCIS No: 1239399

Anglo-Australian Observatory Astronomical Images

<http://www.aao.gov.au/images.html/>

The telescopes of the Anglo-Australian Observatory have been used to help capture a colourful collection of wide-field astronomy images of distant stars, galaxies and nebulae. Copyright issues are addressed on the website.

SCIS No: 1239547

Auslan – Signbank

<http://www.auslan.org.au/>

Auslan is the language of the deaf community of Australia. This website shows the alphabet and allows users to input words and view sign searches, finger spelling and number signs.

SCIS No: 1239400

Australian Red Cross

http://www.redcross.org.au/ourservices_acrossaustralia_youtheducation_default.htm

The information presented by the Red Cross Youth and Education Services outlines the role that students can take in volunteer community projects and programs that maintain community awareness of the role of the Red Cross.

SCIS No: 1239449

Barani

<http://www.cityofsydney.nsw.gov.au/barani/main.html>

Barani is an interactive, searchable resource that outlines the significant aspects of Sydney's

Indigenous history. The content has been grouped into themes and contains biographies, links, references, a glossary and timeline.

SCIS No: 1126513

Black Friday – Online Documentary About the 1939 Victorian Bushfires

<http://www.abc.net.au/blackfriday/home/default.htm>

This absorbing website explores Australia's worst bushfire. Students can use interactive maps, watch and read eyewitness accounts, refer to the timeline, and read newspaper reports and the Royal Commission findings.

SCIS No: 1239523

Bright Sparks

<http://www.nzmaths.co.nz/BrightSparks/>

Mathematics teachers may use this material to enhance their curriculum with a variety of innovative, absorbing puzzles and games. Links to additional NZ Maths sites are available.

SCIS No: 1239526

Creative Writing – Kids on the Net

<http://kotn.ntu.ac.uk/create/index.cfm>

Emanating from the trAce Online Writing Centre at Nottingham Trent University, this website allows students to submit their own writing to be published on the Internet. Students are also encouraged to use animation, audio, graphics and hypertext in their submissions.

SCIS No: 1239538

Journey Through the Galaxy

<http://home.cwru.edu/~sjr16/advanced/index.html>

A combination of text, embedded links, diagrams, graphs and pictures is used to present information relating to the solar system, stars, extra-solar planets, the universe, and human exploration of space. This resource is available in two versions suitable for primary or secondary students.

SCIS No: 1239542

Making Multicultural Australia

<http://www.multiculturalaustralia.edu.au/>

An initiative of the NSW Department of Education and Training and the Office of the Board of Studies NSW, this award-winning site provides extensive resources and information to explore Australia's cultural diversity and the contributions of different cultural groups to our multicultural society.

SCIS No: 1224141

Music

<http://oac.schools.sa.edu.au/contest/345music/>
Students will be engrossed by this award-winning interactive music website. They are encouraged to explore notation, beat and rhythm, dynamics, pitch, texture, tone colour and melody. Further exploration of music topics is available on this appealing and easily navigated site.

SCIS No: 1239553

NAACE Primary: Classroom Activities

<http://www.mape.org.uk/activities/index.htm>

Primary teachers wanting to become more proficient at integrating ICT into their literacy and numeracy programs should investigate the activities presented here. Teachers are encouraged to download appropriate free software to undertake electronic publishing of poems, clozes, quizzes and big books.

SCIS No: 1239846

PestWorld for Kids

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

An engaging website about household pests that features innovative and interactive activities, learning resources and lesson plans. Students will particularly like the sections on the risks that the pests may present and the opportunity to send a 'Pestcard' to their friends.

SCIS No: 1239773

Welcome to Victoria's Virtual Library

<http://www.libraries.vic.gov.au/>

Victoria's Virtual Library (VVL) is the public library portal for the State of Victoria. It provides access to a wealth of selected online and web resources including contemporary issues, reference services, the *Zine* newsletter, multilingual material, online databases and Picture Victoria.

SCIS No: 1152436

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 Customer Centre or SCISWeb access problems

If you have discovered that your access to *SCIS Customer Centre* or *SCISWeb* is not operating correctly, there are some things you can do to identify the cause of the problem.

1. If possible, check the access from another computer in the school. This will establish if it is just restricted to the computer in the library that you are using, or if it is a school-wide issue.
2. Ensure that the browser looks for the latest version of a web page:
 - Open Internet Explorer application.
 - From the top menu bar select *Tools*.
 - Select *Internet Options*.
 - Select *Settings* and check that 'Every Time you start Internet Explorer' is activated.
 - Click on *OK*, then *OK* again to return to browser screen.
 - Exit Internet Explorer and restart.

3. You may need to enlist the help of your computer support staff to review the settings and security on the school server which may be blocking access. They may need to clear the temporary Internet files on the server. It may be that a proxy being used is blocking access to our site, and they may need to bypass any proxy which is causing the access denial.

If access to SCIS products is due to our server failing, we suggest that customers wait and attempt to log on a little time later. If we have identified a problem which will take a longer time to resolve, we will post an *Urgent Message* on the SCIS Home Page, and the *SCIS Customer Centre* and *SCISWeb* pages.

2 SCIS user name and password

At the commencement of the new school year, some school library staff encounter problems accessing *SCISWeb*.

Some schools discover that their Internet *Favorites* have disappeared, due to work by the computer support staff. For some customers, this results in not being able to access *SCIS Customer Centre* or *SCISWeb*, as it was saved as a *Favorite*, with the user name and password automatically recorded.

Another problem can exist for new staff coming into the library. They may not be aware that the school has a subscription to *SCISWeb*, or of the school's user name and password.

To help overcome these problems, it is highly recommended that library staff note in the procedures manual the following information:

- the URL for SCIS, <http://www.curriculum.edu.au/scis/index.htm>
- the user name and password for your school to access *SCISWeb*.

E-learning, e-content, education and libraries (cont.)

students to appropriate databases, websites and other materials related to the course. Most importantly, the hotlinks create a one-click-to-the-library environment for students.

Librarians at Holy Cross University, New England, USA, merged their electronic reserves program into the university's CMS. They are also creating and customising electronic resources, such as pathfinders, handouts and course pages, for the system and training faculty staff on how to use it.

The libraries at the Naval Post Graduate School and Eastern Kentucky University run websites on their campus networks that help faculty integrate library resources into CMSs. Librarians at the University of Washington

are taking a leadership role in creating new knowledge bases and assisting faculty and students to build and structure specialised databases.

The future

'E-learning has created an environment in which change is the norm culturally, institutionally and technically', says Ms Albanese. 'Strategically, libraries are keenly interested in integrating their systems and services into learning management systems environments because today's students are creating e-portfolios to organise and track their work. They wish to search and discover from within the learning management system and create dynamic information and learning

sets on the fly. Integration efforts will have to accommodate these organisational and learning activities.'

Thomas K Storey

Editor, Corporate Communications & Public Relations

OCLC Online Computer Library Center

This article was published in *OCLC Newsletter*, July/August/September 2004. Reprinted with permission of author and OCLC.

SCIS news

1 SCIS welcome to 2006

SCIS welcomes all customers in Australian, New Zealand and international schools to the new year and wishes you all the best for a productive and successful year. Please contact SCIS Customer Support staff at any time if you require any assistance or if you have questions regarding our products.

Email: scisinfo@curriculum.edu.au

Phone: 1800 337 405 (within Australia, outside Melbourne metro area)
+61 3 9207 9600

2 SCIS software upgrade

The SCIS library management system is scheduled to be upgraded commencing 13 April 2006.

There may be some interruptions in access to *SCISWeb* over the Easter holidays. More information on the upgrade and access to *SCISWeb* will be listed in *What's new* at <http://www.curriculum.edu.au/scis/news/whatsnew.htm>

3 Register email address

SCIS endeavours to keep customers informed of important information from the *SCISWeb What's news* page and via direct email. An opportunity to provide an email address is provided on the *SCIS Customer Centre* and *SCISWeb* page from the *Customer profile* link. Please check that your email address is the current email contact for your school library.



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. 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.

* Aboriginal peoples
N Board games
* Business
* Computer networks
N Customer services
N Dating (Social)
D Dating (Social customs)
D Dating (Social customs) – Fiction
N Dystopian fiction
N Dystopian fiction – History and criticism
N Dystopias
* Fantasy
* Games
N Hospitality industry – Customer services
A Internet

N Internet – Directories
D Internet (Computer network)
D Internet (Computer network) – Directories
* Love
* Love stories
* Marriage
D Nyungar (Aboriginal people)
* Political science
* Science fiction
* Social life and customs
N Utopian fiction
N Utopian fiction – History and criticism
* Utopias
* Websites – Directories

Connections

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

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

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Connections contributions

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

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

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

Connections online

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

Real help for designing libraries

A review of a book, *Effective learning spaces: inspiration for school library design*, edited by Susan La Marca and published by SLAV, 2003.

**SCIS No: 1150730;
ISBN: 0 90997 826 3**

Boldly titled, this 144-page volume is indeed what its subtitle declares – an inspiration. Why? Because, in just one slim volume, it adequately whets the imagination and inspires anyone thinking about, or beginning to build or redevelop, a school library.

What makes this book on library design special? Firstly, it is written for us, the information services specialists. It communicates at the level that we need to get our thinking around the essentials of pre-planning and decision making. It offers perspectives on change in the information services world and opens challenging debate on design, materials, ambience and spatial relationships. It encourages the notions of being bold, being active (not adaptive), and being courageous to view school libraries with a fresh non-traditional approach. As Boyce entreats in her chapter of the book, which discusses the geopolitics of libraries, literacies and communications: 'We now face the opportunity to refresh our perceptions of library services ... we [can] resist the temptation to

replicate the physical within the virtual' (p 33). The chapter titles in each of the three sections convey promise that the content embraces knowledge shared by people who have experienced the pain and the pleasure of seeing a building project through.

Section one consists of five voices combining their insight and knowledge in helping us shape the rationale that is essential during the pre-construction phase. Topics ranging from design brief to design considerations are well anchored by architect Andrea Wilson's thoughtful discourse on engaging change and La Marca's thesis that reflects the primacy of ambience for effective learning spaces.

Section two places you within the experiences of real teacher librarians who have either been a part of new development or have redesigned older places. These case studies represent lessons learned and reflect the writers' courage to share the good and the bad. While pitfalls to avoid are fundamental insights for the 'L-plater library designer' it was also engaging and rewarding to read the interpretations of what is involved in effective learning spaces. It is this variety that captures the essence of *Effective learning spaces: inspiration for school library design*, because it acknowledges that despite certain common requisites, school libraries are about the community they serve. A sense of change is revealed in the nomenclature of many chapter titles such as 'An information common', 'An integrated learning centre', 'Room to

move', 'Two into one – a fresh start', 'Learning spaces' and 'Colour and space'. This sense of change also reflects a sense of difference and a sense of daring to move from the safety of predictability.

Finally, section three is replete with current information that includes websites of architects, ergonomic considerations, displays, schools with works in progress, library designs, associations and library suppliers to help create a school library that is just right for you.

What does it promise? Encouragement. What does it offer? Insight. Why would you purchase it? Because it offers real ideas from real teacher librarians and other experts in library design, as well as real scaffolds and real floor plans and real learning spaces that are working in real schools.

*Reviewed by Linda Langford
Information Literacy Teacher
The King's School, Sydney, NSW*

**Originally published in
Access, Vol 18, issue 1, 2004.
Permission granted by author
and Australian School Library
Association (ASLA).**

*Effective learning spaces:
inspiration for school library
design is now out of print. It
may be available for loan from
a library near you.*

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education**

EQ is a professional education magazine published quarterly by Curriculum Corporation.

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EQ offers a window onto school practice

EQ sources 20 leaders in the field to share their experience in each edition

EQ is relevant to curriculum planners and class practitioners

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The Staff Matters web resource

The Staff Matters website at <http://cms.curriculum.edu.au/mindmatters/staff/index.htm> is a resource that provides school staff with information and ideas on how to protect and enhance their own health and wellbeing. Part of the MindMatters site, it takes a universal and health literacy approach within the educational working context and is available for staff in all types of schools.

The pages of the *Staff Matters* website are organised into a number of interacting domains:

- The Thriving Self domain presents a range of core concepts covering the health and wellbeing of individual staff members in an educational context. It centres on the importance of a person's beliefs about health and wellbeing as they apply to work.
- The Professional domain contains material that relates to the type of work that people at an educational site undertake. Principals and other school leaders can find targeted background professional information on the Professional section of the site. It also includes a list of resources for school staff not in leadership or teaching roles.
- The Organisational domain contains materials that can be provided for the more formal school processes for training and development, induction, performance management and renewal, and has a role in formally encouraging and supporting health and wellbeing.
- Material in the Interpersonal domain relates to the collegiate and informal social aspects of a work site.
- The School in the Community domain can be used to think about, and develop, the community and partnerships context for a school, and will enable groups and organisations to apply some of the *MindMatters* and new *Staff Matters* activities to staff health and wellbeing.

The Staff Matters Model

The domains are visually represented in The *Staff Matters* Health and Wellbeing at Work Model. The model has been developed with seminar groups through the Australian Principals Associations Professional Development Council (APAPDC) and pilot training sessions. The model is designed as a

useful organiser or metaphor for thinking about staff health and wellbeing.

The model was influenced by the staff training of the *School Matters* staff, and by literature such as Bill Rogers' *I Get by with a Little Help from My Friend – The impact of colleague support in schools*, and by models developed by other authors. The influence of systems theory is also evident in the dynamic nature of the processes of staff health and wellbeing described in the model. In developing the Personal domain, the authors wanted to reflect research and theory ranging from the more generally applied expectancy value theory, attribution theory and self-determination theory through to Hargreaves' work in education that recognises the emotional component of working and teaching. The reflection that schools are less and less isolated institutions resulted in the addition of the School in the Community domain. With its inclusion we acknowledge the huge impact community support and opinion can have on the work site and staff wellbeing.

Ideas on how to use Staff Matters

Staff Matters seeks to provide a range of topics that inform health and wellbeing for staff, and a series of activities that allow individuals or groups to explore these topics. It provides summaries of articles and opinion pieces about mental health and links to mental health websites, listed under the *Useful Information* link within the web page for each domain. The website can be used individually by staff or downloaded onto the school intranet for school-wide application.

Under each domain, the website offers templates for the creation of reflective personal journals in which staff can document issues surrounding their own health and wellbeing. Some schools are planning to build a version of the journal into their induction processes for those new to teaching and education. The website also offers templates for reading logs, in which staff can enter comments on what they have gained from professional literature.

Relationships with colleagues appears to be important in determining feelings of connectedness to work and in encouraging help-seeking among staff, both of which act as protective factors for them. The *Staff Matters*



site can be used to develop such relationships by facilitating informal staff development groups with colleagues.

What Staff Matters is not

Staff Matters supports health and wellbeing with a positive universal health promotion approach. It is not a professional or clinical program for stress and burnout, although the site does provide details of where personnel can go for help on these issues.

The *Staff Matters* pages are not an advocacy site for particular ways of viewing teaching, working or education nor for addressing particular work site situations. These issues should be taken up with the employer and/or professional or employee organisations.

School partnerships

A series of partnerships with individual schools will also be featured on the website. Up to 20 schools will provide feedback on what aspects of the website work as they expand their focus on staff health and wellbeing resources.

Feedback and other participation

A feedback sheet on the website enables staff to offer comments and suggest other information and activities that could contribute to work-based health and wellbeing. Staff can also join the *MindMatters* Discussion Group.

Leanne Compton
National Communications Officer

For further information about Staff Matters
Contact Jo Mason
National Coordinator Strategic Development
Email: jomason@ozemail.com.au

Productive Partnerships: Public and School Libraries Promoting Lifelong Learning

Mackay West State School (MWSS), in conjunction with the Mackay City Council Library Service (MCCLS) has developed a program called Productive Partnerships: Public and School Libraries Promoting Lifelong Learning. The program focuses on the development of key lifelong learning skills such as literacy, information and technology skills and personal and social skills.

These lifelong learning skills have been developed through the four key elements of the *Productive Partnerships Program*:

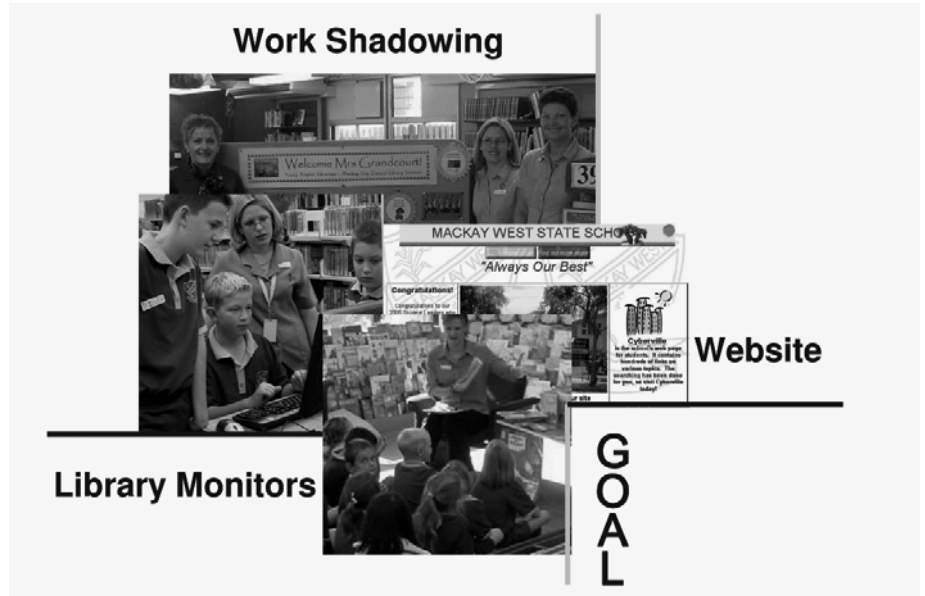
- 1 Work Shadowing Program
- 2 Library Monitor Program
- 3 Grade Ones at the Library (GOAL)
- 4 MWSS's website.

The leadership qualities of the *Productive Partnerships Program* were recognised nationally when it received one of two Honourable Mentions at the Australian Library and Information Association (ALIA) conference in 2004 and awarded the International Association of School Librarianship (IASL)/ Softlink Excellence award for 2005. At a state level, this program is recognised for its leadership by invitations to present at State Conferences and Forums.

The program's leadership qualities have delivered improved student learning outcomes. The development of literacy, one of the key lifelong learning skills, is the core business of both school and public library systems (*Destination 2010*, 2005). One of the key purposes of state education was to develop the skills and desire for lifelong learning by expanding community partnerships. Public and school libraries provide the best opportunity for the development of networked learning communities and the acquisition of lifelong learning for all students. The *Productive Partnerships Program*, through its four key elements, was able to deliver improved outcomes as a result.

Work Shadowing Program

The Work Shadowing Program involved reciprocal weeklong visits for the librarians and the library assistants from both MWSS and the MCCLS. The process and its outcomes were heavily publicised through the school's



newsletter and on the website, <http://www.mackwestss.eq.edu.au/> The program also received national prominence at the 2004 CBC/ASLA Conference. Anne Spelman from the Queensland State Library presented a paper called *In Visible Light: Illuminating Partnerships Across Libraries to Facilitate Lifelong Learning for Young People*. In it, she made a special reference to the Queensland scene by discussing the Work Shadowing Program. Anne also noted that this was one way to understand and appreciate each library's role.

Library Monitor Program

In 2002, Library Staff at Mackay West decided to implement a Library Monitor Program. A commitment was made to skill Year 7 students who were prepared to volunteer their time and effort as administration support in the library. Twenty Year 7 students are selected each year. They are presented with badges at the school's annual 'Induction Ceremony'. The Library Monitor Program has five main components:

- providing support for Library Administration
- increasing ICT skills
- providing alternative forms of leadership
- developing personal skills
- forming a strategic alliance with the Mackay City Library.

Grade Ones at the Library (GOAL)

GOAL actively encourages every Year 1 student to join their local public library. The program is heavily advertised through the school

newsletter. MCCLS application forms are sent home with every Year 1 student. Returned forms are sent to MCCLS for processing. The cycle is completed when the Young People's Librarian visits each Year 1 class to hand out the membership cards and reads a picture book.

MWSS's website

MWSS's website is used to inform, to educate, to publicise and to promote. It is curriculum-based and also provides very comprehensive documentation of all aspects of the *Productive Partnerships Program*.

Outcomes

1 Work Shadowing Program at MWSS has:

- forged closer links between school and public libraries
- jointly promoted each other's services and resources by gaining a greater awareness of them
- resulted in a network which shares basic information – the benefits flow on to other schools in the district
- developed greater awareness of each other's job description/role
- improved literacy levels with fewer students being identified in the bottom 15 per cent and improved levels in Year 7 reading.

The program has resulted in MWSS's Library acting as a consultant on a wide range of

MCCLS issues, including:

- purchasing new resources
- awareness of age appropriateness/suitability/reading levels/interest level of library material
- new shelf labelling in junior non-fiction section of the MCCLS
- separation at MCCLS's Gordon White Library of junior non-fiction resources from adult section.

2 Library Monitor Program at MWSS

The program has provided many positives results. It:

- provides an alternative form of leadership and contribution to the school community for upper school students with approximately 40 per cent of Year 6 students now applying for the Library Monitor Program
- recognises the important volunteer and leadership roles provided by Library Monitors by the presentation of badges by the Young People's Librarian from MCCLS at the ceremony for School Leaders
- provides experiences for all students across the learning spectrum due to the inclusive nature of the program
- develops and improves students' ICT skills
- improves self-esteem, social skills and promotes self-organisation
- provides awareness of shared common elements and connectedness of school and public libraries
- encourages active citizenship through a vision of how volunteer services operate both at school and in the wider community through 'Friends of the Library'
- formalises a structure which continues regular reciprocal visits between the two libraries. The Library Monitors visit two branches of the MCCLS each year and the Young People's Librarian conducts regular workshops for the Library Monitors at MWSS.

3 GOAL at MWSS

GOAL:

- encourages library membership at council libraries among Year 1 students
- increases borrowing of resources, especially fiction, which assists with literacy skills

- promotes awareness of council services, particularly in the area of reading levels for junior fiction
- increases familiarity with public library staff through story time sessions by Young People's Librarian at MWSS
- educates/informs parent community about school and public library services through school newsletters
- identifies the public library as an extension of the school library to Year 1 parents, caregivers and students
- facilitates a flow-on effect as students from other year levels and parents seek membership
- is an example of 'Best Practice' as MCCLS implements the program in other primary schools in the district.

4 MWSS's Website

<http://www.mackwestss.eq.edu.au/>

The website:

- documents all four elements of the *Productive Partnership Program* making them available on the school website for general access. Enquiries about the program have been received from all over Australia
- publishes criteria sheets for assessment items to assist public library staff with inquiries (85 per cent of which relate to school assignment work)
- organises OBE (Outcomes Based Education) units and assessment items into year levels and school terms to provide easy access by students, teachers and parents
- communicates to parent community by providing access to newsletters and assessment items, suitable websites and a broad range of useful information
- provides extensive and comprehensive range of relevant and safe websites
- meets 'Best Practice' criteria and is in frequent use by other schools
- displays user-friendly organisation of web links to facilitate easy use by students for educational and recreational purposes
- supports the learning, teaching and curriculum area of the ICT agreement.

Sustainability and transferability

Because the *Productive Partnerships Program* is so well documented on the school website,

any school could implement the whole program, or alternatively, parts of it. Caboolture Shire Library had previously implemented a version of the GOAL program and acted as peer mentors for Mackay West. From that perspective alone, it is clear that GOAL is fully transferable. This year MCCLS has used the data, CD-ROM, work folders and expertise to implement GOAL in other schools, including Mackay North State School. Mackay State High School Library has used the experience to construct its own Work Shadowing Program.

Changes to library practices for both libraries, as a result of Work Shadowing are ongoing. As all four elements are based firmly on processes, not personnel alone, the program is completely adaptable, sustainable and transferable.

Achievements

Many achievements have been noted at district, state, national and international levels. As well as the ALIA and IASL awards, these have included the team promoting the program to visiting groups and presenting at workshops and seminars.

Evidence

Quantitative data has been gathered from a number of sources, including the 2004 *School Opinion Survey* and surveys conducted over the past three years by library staff. Qualitative data also came from a wide range of sources in the school and wider community. This includes testimonials from students, parents, teachers, other schools and professionals whose comments validate the outcomes from the four elements of the *Productive Partnerships Program*.

Team Members:

Margaret Spillman, Teacher librarian, Mackay West State School

Claire Grandcourt, Branch Librarian, Mackay City Council Library Service

Lorraine Todd, Library Assistant, Mackay West State School

Reference

Destination 2010, <http://education.qld.gov.au/strategic/accountability/destination/>



Resources

Indigenous readers for early years from AccessEd Queensland

Indigenous Early Readers Pack

RRP: \$71.45 Pack of 10 assorted titles

The Indigenous early readers series consists of 10 titles that introduce beginner readers to narratives and factual texts. The context for each story will be familiar to children in many Indigenous communities and of interest to all early years students. Photographs, realistic illustrations and humorous cartoon characters together with a simple narrative or caption will capture the imagination of children and their parents as they enjoy reading aloud together.

The pack includes one copy of each title below.

Beware of Crabs

Authors: Pam Townsend and Chris Sarra
RRP: \$31.85, four copies of an eight-page book
SCIS No: 1161404
ISBN: 1 92082 918 0

Bikie Kids

Author: Pamela Fitzmaurice
RRP: \$31.85, four copies of an eight-page book
SCIS No: 1161366
ISBN: 1 92082 912 1

Flies

Author: Dot Walker
RRP: \$31.85, four copies of an eight-page book
SCIS No: 1161403
ISBN: 1 92082 916 4

My House

Author: Dot Walker
RRP: \$31.85, four copies of an eight-page book
SCIS No: 1161377
ISBN: 1 92082 914 8

Our School Mural

Author: Dot Walker
RRP: \$31.85, four copies of an eight-page book
SCIS No: 1161400
ISBN: 1 92082 915 6

Possums

Author: Pamela Fitzmaurice
RRP: \$31.85, four copies of an eight-page book
SCIS No: 1161379
ISBN: 1 92082 911 3

Soren Goes Hunting

Author: Dot Walker
RRP: \$31.85, four copies of an eight-page book
SCIS No: 1161386
ISBN: 1 92082 913 X

Star Pictures

Author: Rachel Malthouse
RRP: \$31.85, four copies of an eight-page book
SCIS No: 1161396
ISBN: 1 92082 910 5

The Old Willow Tree

Author: Elizabeth Hilton
RRP: \$31.85, four copies of an eight-page book
SCIS No: 1161371
ISBN: 1 92082 917 2

Where is Damon?

Author: Dot Walker
RRP: \$31.85, four copies of an eight-page book
SCIS No: 1161399
ISBN: 1 92082 919 9

More AccessED resources are available from Curriculum Corporation. Visit our online catalogue at <http://www.curriculum.edu.au/catalogue>

Indigenous perspectives on learning from Department of Education and Children's Services, South Australia

Aboriginal perspectives on the Early Years of Learning

Teacher resource, 52 pp
RRP: \$24.95
SCIS No: 983818
ISBN: 0 7308 7601 2

This resource meets the need identified by educators for more information on cultural aspects in the lives of Aboriginal children and for explicit literacy and numeracy strategies. *Aboriginal perspectives on the Early Years of Learning* aims to benefit all children and students by promoting a culturally inclusive program that strengthens the participation of families and all members of the community.

Partnerships for Success: It's everyone's business

Teacher resource, 150 pp
RRRP: \$37.95
SCIS No: 1232367
ISBN: 0 7308 7790 6

Action research conducted by the Aboriginal Education Unit of the Department of Education and Children's Services (DECS) clearly identified the concept of partnerships as a critical element in achieving successful outcomes for Aboriginal learners of all ages. Partnerships, as described in this document, include collaboration, building relationships and more formal agreements.

The book is divided into three sections: 'Looking in', 'Looking out', and 'Looking forward'. The first section looks at partnerships formed within sites with learners, educators and community members, while the second part of the book investigates the ways in which sites engage outside agencies and the community to build supportive structures for successful learning within sites and beyond. The final section highlights the way that some of the partnerships have grown or been maintained. This document presents results of action research in a number of South Australian schools.

South Australian Educators
South Australian educators are supported by a dedicated website to locate resources produced by The Department of Education and Children's Services (DECS). Visit <http://www.curriculum.edu.au/sa>

Quarterly release from The Le@rning Federation

The September 2005 quarter release of online content from The Le@rning Federation contained a wide range of new interactive, multimedia curriculum resources to assist the work of teachers and to support student learning in the P–10 years. Approximately 110 new learning objects, grouped into series and covering all targeted curriculum areas as well as approximately 400 additional digital resources, are now available through education jurisdictions in Australia and New Zealand. In this release, most of the new learning objects complete series which commenced release in the June quarter. By the time Connections 56 goes to print there will have been another release in December 2005.

The first of the **Mathematics and numeracy** learning objects from the *Transformation, variation and change* project are now available. The *Transformation, variation and change* learning objects are designed to develop student understanding of three big ideas: multiplicative thinking, proportional reasoning and algebraic reasoning in the strands of Number, Measurement and Algebra.

In the *School canteen* series the student has the responsibility of purchasing stock online for a school canteen. The focus is on the mathematical skills and calculations associated with shopping and the student is assisted to develop, and encouraged to use, efficient calculation techniques, such as unit price and ratio, to identify best buys.

The *Bridge builder* series of learning objects uses a bridge-building context to enable student exploration of the links between spatial and number patterns, tables of values, graphs and rules expressed in words or as algebraic formulas.

The *Circus towers* series has acrobats forming different shaped towers which assist students identify and describe the relationship between different representations of spatial patterns as patterns of numbers, in tables, as graphs, in words and symbols in mathematical formulas.

Most of the new **Science** learning objects complete series first released in June. In the Energy and change strand, the new *Steady ships* series for Years 3–6 introduces students to the concept of stability and the science of the centre of gravity.

New **LOTE** learning objects offer engaging, interactive scenarios in which students use relevant language in culturally appropriate contexts: **Chinese** (*Lost bag*) **Japanese** (*Train a sumo*) and **Indonesian** (*Photo album*).

In addition, new Chinese and Japanese objects in game format (*Stroke dig*, *Code breaker* and *font cubes*) add to the many previously released objects which assist students to interact with and understand the structure of written characters.

Two new **Studies of Australia: Shaping identities** objects allow students to explore Australia's cricketing heritage (*The golden age of Australian cricket*) and to compare the lives of two women from Latvia and The Netherlands who came and settled in Australia after World War II (*New lives*).

Other new learning objects for **Studies of Australia: Shaping the future** focus on helping students develop positive, productive and optimistic views of the future (*Island life*, *Group membership*, *Take a vote*, *Make the rules* and *The futurist*).

Three new learning series for **Literacy for students at risk** enable students to use multimodal forms of text. In *Wacky-oke song quest* students develop a slide presentation

to match the lyrics and mood of a song. In the *Point of view* series students can develop three different report writing styles (editorial, newspaper report and witness reports) and in *Show and tell* they are guided to write an accurate recount based on viewing cartoons.

From the **Innovation, enterprise and creativity** project you will find *Creativity: Fifi Colston*, a new learning object which allows students to design and create a virtual piece of wearable art. Additional learning objects helping students to learn about the many facets of running their own business have also been released in the *Biz whiz unleashed* and *Fish market* series. The new *Fish tank* series also allows students to understand business practices through a virtual experience of breeding and marketing fish.

Four hundred additional **Digital resources** were also released in the September quarter. This release included moving image footage and still images, including photos, posters and sheet music covers, made available by the National Archives of Australia, the National Film and Sound Archive, the National Library of Australia and the Museum of New Zealand Te Papa Tongarewa.

Downloadable catalogues

Go to the TLF website: <http://www.thelearningfederation.edu.au>

About TLF content will provide you with downloadable catalogues detailing the published learning objects together with some sample units of work that illustrate how teachers have integrated learning objects into their classroom practice.

Margery Hornibrook
Manager, Communications
The Le@rning Federation
Email: info@thelearningfederation.edu.au



MacquarieNet training in Term 2

Highly relevant for Government schools in Queensland, Tasmania and ACT who have free access to *MacquarieNet*.

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