connections

The top five priorities
for school libraries

Stephen Abram outlines five key technologies which will improve access, either physical or intellectual, to the student learning experience. While this article is written from a North American perspective, the information and advice is relevant to all schools.

Enhancing and improving the learner experience

It's all about the student, or so we keep repeating. Let's think about what technologies really improve the learner experience. We now have some pretty good track records on some new technologies that make access simpler and therefore, we hope, better. Access, in this context, is both intellectual and physical. Intellectual access is improved when barriers to learning and adaptation of information to learning are reduced. Physical access is simply getting at the information where you actually are, and is improved when barriers are removed that add no value to the access process. Hurdles exist in both the physical and virtual worlds: requiring a PC or specific browser sets a hurdle in place in the virtual environment. Requiring use in a physical library during specific hours is a hurdle of sorts too. Here are five key technologies that improve access in one way or another or both.

1 Federated search

Two of the key attributes of this millennial generation are that:

- they are format agnostic – they don't choose format first before seeking appropriate content
- they just don't know where to search in the first place.

Libraries and vendors exacerbate the problem by using arcane language and names for the services. Does SIRS say history to you? Does ABI/Inform say business? Is Electric Library for electricians?

Less time searching for information and more time using it – that's the goal of federated search technologies for learners. With the capability to search multiple designated resources simultaneously, federated search cuts search time dramatically for information seekers while delivering superior results.

Users (or librarians) choose the group of resources that they want to search – library catalogues, popular search engines like Google, commercial databases like EBSCO or Electric Library (optionally from over 5,000 free and licensed information services). Then the learner sees their search results in one result set. This provides superior results due to the capability to speak to each source in its native language and deliver results merged into a single display set that enables users to limit searches, sort, de-duplicate and filter.

Since the future of search is in discovery and finding the most appropriate and best resources, the installation of a federated search tool and tuning it at a state education department level to the selected and collected resources (free or fee) that support the curriculum objectives as well as being tuned to the level of the learner, is a powerful strategic intervention. Doing it at the board level ensures that the full value of the investment is realised.

2 OpenURL for K–12!

Until now, identifying or finding an article citation was only the beginning of the user's search for more information. But with resolvers implementing the OpenURL standard (http://www.niso.org/standards/standard_detail.cfm?std_id=783 for more information), it also marks the end of searching. OpenURL resolvers make the citation information come alive by returning the full text of the article, professional reviews, author information – virtually any related information,

The top five priorities for school libraries (cont.)

free or licensed, to which the library has access.

The OpenURL standard is the key. By providing important data identifying the article – such as title, author, volume number – various related sources are found. This data is provided by the source and doesn't always require the user to be proactive and enter it. Then connections to the different providers are 'resolved' by the resolver software so that they can be returned to the user in a single response. This simple solution connects the right resources with the right users, seamlessly.

In addition to time saved, users also benefit from the extra breadth and depth of information they receive. No longer do their findings depend on their own search and finding skills. One click on the OpenURL link generated by the resolver can provide an impressive array of resources:

- full-text document databases
- abstract and index databases
- citation databases
- online library catalogues – both local and remote
- content databases with reviews, tables of contents, first chapters, summaries, author biographies, and more
- interlibrary loan and document delivery services
- websites – selected for value, level and pedagogy
- electronically accessible resources of all kinds.

OpenURL resolvers are one of the supporting technologies that ensure and encourage discovery of actual resources that support learning – not simply links, citations and pointers. It is better to implement this discovery tool at the state education level rather than to tune the resolver to the various needs of individual schools and learner groups.

3 Federated identity management

Remove the barricades! Sounds simple and it's not. Our learners are just not getting seamlessly to the content they need. IP Authentication, passwords, library bar code numbers, proxy servers; all put hurdles in the way. We need to get past this. Soon!

All of the issues of permission for authorised access to the resources that have been carefully acquired for the learner can be accomplished with a view to improving the information experience. It is possible to federate the management of learner, teacher and staff identities to ensure that the route from identified need to finding information to knowledge and learning is made as easy and pleasant as possible. How many passwords does one person need? Two is too many in my view.

Authentication hurdles add no value to the learning experience. Let's focus on developing the wherewithal to remove these barriers.

4 The interface

Sadly for us, there isn't one right answer to the interface issue for learning and discovery. Learners continue to come in a complex mix of intelligences and learning styles. On the positive side, this makes for a rich culture and society, but on the other hand, it makes for a challenge for those of us who want to empower learners in an information environment.

We need the full Swiss army knife of options for the tools that help us find and exploit information – visual interfaces, text interfaces, experiential interfaces, interpersonal interfaces, the works! In reality, this cannot be done effectively Renaissance style by letting a thousand interfaces bloom. Let's approach empowering the learner by developing a limited group of interfaces that support learners' behaviours beyond using just words in search boxes. This kind of initiative needs to be developed collaboratively by cross-functional teams of professionals – experts in libraries, content, systems, curriculum design and more. Then we need to share successes.

5 Third party licences

Rich school, poor school: everyone should have access to a basic level of resources, electronic and print. If resources are acquired centrally, then the foundation is set well. These resources need to be integrated into the curriculum and shared across classes, schools, boards and even states. For daily plans and units to be effective, every learner should be able to extend their learning and improve their knowledge with the best resources available. Three strategies are needed here:

- Acquire appropriate online resources through the education department and integrate them into teaching, library and learning strategies.

- Ensure all resources are accessible from home, library and classroom.
- Supplement the OPAC with 'Amazonagoogle' type content – book covers, links, reviews, helpful webliographies, etc. Make the OPAC an adventure and learners will explore, discover, experience and learn. Millions of Amazon, Barnes and Noble users, reviewers and buyers can't be wrong!

Why?

The benefits are huge when this is done. Being done [applying federated search technologies] at the education department level delivers tons of benefits over the uneven but good-hearted efforts of individual schools and libraries. Just a few of the benefits are:

Increased use of resources!

You have to believe that if learners are using more resources, more often, then their learning is improving. Just like reading more improves reading and comprehension skills, using information literacy skills more often improves that lifelong skill too. Indeed, in my experience when federated search technologies are applied over the OPAC, selected quality websites and licensed resources, the OPAC comes out on top. This is a good thing.

Better asset management

Our schools have invested millions of dollars over the years in specialised, hand-selected, curriculum-based collections and their management. This is likely one of the most valuable assets owned by the school outside of the physical premises. Increasing use of it is an educational imperative.

Equity of access

Ensuring that all students have access to a wealth of resources ensures that all learners have the best support and not just those schools that are better funded or equipped. This seems so obvious, but inequities continue to exist and that's a crying shame.

Sharing is improved

We learned in kindergarten that sharing is one of our cultural values that we are intended to sustain through life. Professional cataloguing (for example SCIS records) can be acquired and used collaboratively and duplicate effort is avoided.

Collections can be exchanged

It's a shame that curriculum units are taught in identical timeframes across a board. For example, in my children's schools all Shakespeare is taught in the same two-month period in all grades from 8 to 12. This taxes the collections for Shakespeare essays beyond reason and rewards the student with independent resources or who gets to their local school or public library first. Sadly, for the rest of the school year they remain largely unused – what the business world would call a non-performing asset. If collections were compartmentalised and exchanged in a cycle that allowed all students to share a larger collection, then the asset [would be] optimised.

It's just more cost-effective

Buying software, maintenance, hardware, and licensed resources by the state education level delivers economies of scale. Almost invariably costs per learner go way down. Indeed, with professional and better developed negotiation skills, budget dollars can be stretched further. It's incumbent on everyone to work effectively when financial resources are strained.

It's more time and effort efficient

All of these technologies require a moderate degree of systems and technology talent along with appropriate servers and maintenance. This is much more effectively done in a board's systems department environment – as long as there is commitment and understanding of the educational goals and well formed partnerships with talented folks with library, subject and teaching expertise.

Why not?

If the reason for not adopting these technology strategies that enhance the learner experience is about protecting turf, then we must shine a light on that. If the reason is that we don't have enough financial resources then we must start with one and build the future on a schedule in order to get the savings. If the reasons are inertia, then let's light a fire under the recalcitrant. Not encountering the future is not an option. Success or failure is a choice.

And what else should be done?

So that's five technological interventions that, I believe, are best left up to the state education department level, but perhaps piloted at the school level with the vision that management and implementation effectiveness is a priority.

Of course these five aren't nearly enough, but they're a great start at building an enabling infrastructure. Other necessary initiatives are far softer and more culturally dependent. These relate to enterprise behaviours and not just to the simpler technological issues. Learner-focused support means that we need to break down barriers to success and get beyond some territoriality and organisational politics. Easy to write and say – harder to do. Then again, some visionary libraries are already moving down this path. Three small examples of successful strategies include:

- working strongly to partner with our local public libraries in the interest of blended services and learner support
- working through our state and provincial associations and lobbying state and provincial governments for infrastructure support for hardware, software, content, etc is in the learner interest, but it's clearly a long term commitment
- investing, through consortia, in e-learning and online curriculum development that respects and integrates the complex role libraries play in the learning ecologies of schools and other educational institutions. Leaving it up to the for-profit sector alone won't cut it in the long run.

William Gibson noted that the future is here already, it's just not evenly distributed yet. That couldn't be truer. Some school boards are already creating the next generation blended ecology for learning and libraries. It's time to look at these initiatives and find the best of them. It's time to collect the wonderful pilots and local initiatives at school libraries, in courses and at the classroom level, learn from them and promote them to have an impact on more students than those fortunate enough to be near the innovations. Let's commit.

Connections

Vertical files in the digital age

The term 'vertical files' can sometimes conjure up images of dusty, out-of-date clippings in a tall filing cabinet and a sigh from the school librarian on how difficult it is to keep current and accessible to the students. Who wants to scrummage through dusty old newspaper clippings when there's the clean, crisp and fast Internet?

There are a number of ways of improving and modernising the vertical file – there has got to be a better term – to keep up with the search habits and expectations of the young researcher.

We had many articles and excellent student works which teachers wanted to archive as examples of how to write, as in-house exam papers, or to be a source of information. To do this we needed a central, accessible storage facility.

Using OPAC

We collected the electronic articles and scanned those which were not electronic, with all correct citations and references with pictures as appropriate, and turned them into a PDF file so they couldn't be manipulated later. We then stored it in a folder on our library management system server under the name 'Articles Folder', with subfolders for each category. The next phase was to link the file to the OPAC (online public access catalogue). This was easily done by simply making the article's GMD (general material designation) 'electronic resource' then putting the location of the file in the description space – for example – \\server\articlesfolder\writing styles\narrative.pdf The article could then be given a subject and topic so that when students were using the OPAC to find resources, they could use the subjects, and then click straight onto the article through the OPAC icon of a camera and print it out.

It sounds a little more involved than it actually is, and may be as time consuming as the printed media, but this way the students can access it directly from the OPAC at school (due to security issues they cannot access it from home via the online catalogue), read it, and print it off if necessary. This is time efficient as it saves refiling by library staff. The students respond to it as if it is an online resource and the paper doesn't go yellow or fragile.

Digital images library

An extension of this is to have a digital library of images for which the school own the copyright. Photographs, drawings, oral histories and archival information are accessible to students. For more information on this see Jamie McKenzie's s article, *The new vertical file: delivering great images and data to the desktop* at http://www.fno.org/oct00/vertical.html

Montgomery County Public Schools have taken this step and loaded hundred of images and drawings that staff and student had created. They created a database called the 'Digital Vertical File'. Go to http://www.mcps.k12.md.us/departments/web/dvf/ and click on the hyperlink to take you to the search page where you can see the concept in action. They have scanned student art, uploaded digital pictures and created PDF files which are all accessible through subject/topic searches.

Use subscription services

Other ways to help you in your digital file is to subscribe to *Current Environmental Issues* and *Current Social Issues*. These fortnightly publications are clips from Australian newspapers of current topics, collated under SCIS subject headings and published by Current Information Services in the ACT. More information at: http://www.currentinformation.com.au/ We had these spiral bound, and each subject of each edition was catalogued under the periodical module of our library management system. These were then searchable under subject headings and directed the students to the required edition and page. We also made the yearly index an electronic resource so that it too could be searched via the OPAC.

Making full use of the periodical module was another area we felt we could improve on to help students access these current issues that would otherwise be in a vertical file. We subscribed to Bibliographic Services, who create records for articles found in many periodicals in Australia and who use SCIS subject headings. These records are uploaded to our library system about every six weeks. This means that students can search under SCIS subject headings to find journal articles as well as electronic resources and websites. They have to physically go to the periodicals

back issues to find the article, but know where to look rather than having to sift through many years of journals.

An extension of this is to have students request an article via the OPAC to the teacher librarian, who then contacts Periodical Centre for Schools, Department of Education and the Arts to request the article on http://education.qld.gov.au/information/service/libraries/services/periodical.html

The article can be emailed, faxed or posted to the school. This service is available via subscription, and allows schools to have access to many journals without the high cost of subscription, storage and management for each journal. All Queensland and interstate schools are eligible to join the Periodical Centre. International schools can also subscribe.

For those periodicals which were not indexed by Bibliographic Services, and for back editions before we subscribed, a scan of the contents allows the teacher librarians to select articles which were curriculum related and quickly catalogue these under the articles of a library system.

There are also the huge databases such as Ebsco, Gale, Proquest, and Newsbank which are essentially digital vertical files that are easily accessed and searchable, but in many cases these are out of the budget of most schools. If you can work with a consortium to gain access at a reduced price, this is worth pursuing; however, they don't cover the many local newspapers that we rely so much on for current local news and in school documents.

Our new vertical file

Although not strictly speaking a 'vertical file', all of these measures have allowed us to create a system of accessibility for articles of current events, school archives, and working documents. This helps the magazines stay intact, saves space, and keeps the library free of aging, musty paper. Copyright is a consideration, and you need to read and follow guidelines carefully for your country and each source to prevent violating copyright.

The vertical file is in a state of transition and it just needs a bit of lateral thinking to take it beyond what it has been and make it relevant, current, manageable and fantastic. Have fun exploring and thinking creatively.

Hallmarks of school library programs to support student learning

Dianne McKenzie is an Australian living in Hong Kong for the past 11 years.

Until the end of 2004, she worked at the Australian International School Hong Kong after completing the MApp ScTL at CSU in 2002. She is currently resting from fulltime work to spend more time with her family, although she still dabbles in a few school library related projects.

More information on vertical files:

Jamie McKenzie's article, *The new vertical file: delivering great images and data to the desktop*, located at http://fno.org/oct00/vertical.html

More Scholarships for Career Advisers

In March this year the Hon Dr Brendan Nelson MP announced another four years of funding for scholarships for school career advisers.

If they are not already, the 2006 scholarships will be advertised shortly, so **KEEP AN EYE OUT.** There are 54 scholarships for study at postgraduate level to upgrade qualifications as career advisers, or for industry placements to gain skills or knowledge of workplaces, industry sectors and occupations.

Those undertaking study receive $5,000 towards the cost of tuition; those undertaking an industry placement receive $10,000 to contribute to the costs.

Career teachers who are currently working in a school or college environment, or have worked within that environment in the past 24 months, are eligible to apply.

Go to the DEST website http://www.dest.gov.au for further information.

Forty-six public schools were selected in the latter half of 2004 to provide empirical evidence of how school libraries help students learn, as perceived by Australian students, teachers and teacher librarians. The project 'Student Learning through Australian School Libraries' replicates the 'Ohio Study' conducted by Rutgers, the State University of New Jersey (Todd, Kuhlthau, and OELMA, 2004).

These 46 schools were selected from a nomination pool of 63 schools from Queensland and Victoria. They believed their school library program demonstrated the 'hallmarks' of an effective program that supports student learning. These 'hallmarks' were captured within a set of selection criteria detailing aspects of an effective school library program. These criteria were developed with the assistance of a consultative panel of Australian school library 'experts' – school library practitioners, academics and consultants – representing all States within Australia. Their task was to assist in the development and validation of a set of selection criteria representing best practice in the provision of school library programs that support student learning for Australian schools.

The selection criteria was based on the concepts and language adopted in the Australian standards document for school libraries, *Learning for the Future* (2nd ed, 2001) and was used to assist schools in determining their eligibility in nominating their school library and community to participate in the study.

Nominating schools were required to meet the following specifications for inclusion in the study: the existence of a physical school library building or designated space as part of the school's facilities; the employment of a full-time teacher librarian possessing dual qualifications in teaching and library/information management (as recognised by the Australian Library and

---

Information Association); and a school library program where the teacher librarian works with both teachers and students as part of an information literacy instructional program. For the purposes of this study, schools were also required to have either networked computer access and/or library facilities that could provide access to the Internet to support the successful completion and submission of web-based teacher and student questionnaires.

In addition schools were required to provide evidence that their school library met the following criteria.

Criterion 1:
Supporting learning and teaching

The school library effectively contributes to the school's program for integrating the development of information literacy and ICT literacy, and works with teachers to support the learning needs of students:

- by developing school library policies and programs that reflect the philosophy, goals, policies and priorities of the school community and education system
- by providing time, space, electronic, physical and human resources for resource-based learning activities
- by providing a school-wide program that addresses information literacy and ICT literacy skills development across key learning areas
- having the teacher librarian collaboratively plan, implement and evaluate with classroom teachers to expose students to resource-based inquiry and process learning through thinking and problem-solving activities
- by applying assessment processes to provide evidence of student progress, and promoting reflective practice to improve learning and teaching
- through engaging teachers and students in a range of literacy and literature-based activities to promote free voluntary reading and foster a love of literature
- by providing training opportunities for teachers in the use of new information resources and ICTs and their use in curriculum contexts.

Criterion 2:
Resourcing the curriculum

The school library provides a relevant, dynamic and responsive collection of information

▶

Hallmarks of school library programs to support student learning (cont.)

resources to support the school curriculum, and facilitates access to information through school library systems and services:

- by providing teachers and students with up-to-date resources in a variety of media formats and readability levels that are aligned with the curriculum
- by providing users with a range of access services through library and information management systems such as automated library catalogues, intranets, web pages, resource lists, etc
- by continually monitoring collections and developing directions and priority areas to effectively resource the curriculum within budget targets
- by providing access to information resources beyond the existing school-based collection, including the use of technologies to acquire and disseminate information, and the school library functioning as a gateway to information, for example Internet resources, resource-sharing networks
- by ensuring that assistance is available to teachers and students in using information systems and ICTs, including clear and inviting signage and navigation instructions.

Criterion 3:
Providing a learning environment
The school library acts as the information centre or 'hub' of the school:

- by providing adequate space and facilities to accommodate users, information resources, equipment and ICT systems
- by providing space and facilities that suit resource-based learning and teaching programs
- by developing activities to promote the use of information resources and services for both curriculum and recreational purposes, including independent reading, viewing and listening, and literature-based initiatives
- by providing access to a resource-based learning environment that is open and staffed adequately to accommodate class groups, small groups and individuals, and outside normal class hours where appropriate (for example before/after school, lunch etc).

Australian results
How well do Australian school library programs reflecting these 'hallmarks' support student learning?

A total of 6,718 students, 518 teachers and 51 teacher librarians from Australian schools have their say!

Visit the Student Learning through Australian School Libraries website at http://ispg.csu.edu.au/research/slasl/portal for updates on the methodology and findings of this research.

Lyn Hay

Principal Investigator, Student Learning through Australian School Libraries Project (2004–05)

Lecturer, School of Information Studies, Charles Sturt University, Wagga Wagga

This article with bibliography appears in the online version of *Connections 55* at http://www.curriculum.edu.au/scis/connections/latest.htm

Student Learning through Australian School Libraries

Principal Investigator:
LYN HAY
School of Information Studies
Charles Sturt University

Enter

Photos provided courtesy of Jennie Bales, Teacher Librarian
Summerdale Primary School, Summerhill, Tasmania

Internetting corner

Architect Studio 3D, From the Frank Lloyd Wright Preservation Trust
http://www.architectstudio3d.org/AS3d/index.html
This fascinating website encourages senior primary and junior secondary students to design a house, take a 3D tour and then share it with others. Allied to the task are an appreciation of architecture and the application of elements of mathematics, art and human geography.
SCIS No: 1219198

ASDA – Australian Sports Drug Agency
http://www.asda.org.au/
Athletes, coaches and sports organisations are the focus of this website which aims to educate stakeholders on the prevention of illegal and banned drugs use in a variety of sports.
SCIS No: 1034427

British Council – Montage New Zealand
http://www.britishcouncil.org/montagenz
This innovative scheme is part of a global web-based program of curriculum projects aiming to develop communication, IT and information skills, educational opportunities and further research between students and teachers worldwide.
SCIS No: 1222864

FearOfPhysics.com: Fear Not! Physics. Explained. Finally.
http://www.fearofphysics.com/
Many aspects of physics are explained to students in an interesting, accessible, non-technical and humorous way. A user-derived physics dictionary is an interesting addition.
SCIS No: 1067125

Film Australia: Learning
http://www.filmaust.com.au/learning/
Teachers can access a variety of free material from Film Australia's online educational resources. These resources feature superb video clips and teachers notes, are appropriate for both primary and secondary students, and cover a variety of curriculum areas.
SCIS No: 1212021

Infoyouth: UNESCO
http://portal.unesco.org/ci/en/ev.php-URL_ID=5181&URL_DO=DO_TOPIC&URL_SECTION=201.html
UNESCO has compiled an international information and data exchange network to help implement appropriate youth policies. The network promotes meetings and workshops at regional and international levels.
SCIS No: 1222880

Japan Society Education – Journey Through Japan
http://www.journeythroughjapan.org/
This portal is suitable for K–12 teachers wanting background information on contemporary Japan. Subject matter consists of lesson plans, maps, an interactive timeline and an array of photos and videos highlighting daily life in Japan.
SCIS No: 1222920

Jim Trelease Home Page
http://www.trelease-on-reading.com/
Noted reading education author Jim Trelease outlines his methods for engendering a love of books in students. The site includes articles, book reviews and Jim's favourite education links.
SCIS No: 1222924

M2006
http://www.melbourne2006.com.au/
The official website of the 2006 Melbourne Commonwealth Games provides an abundance of information. Links include Competition Schedule, Venues, In the News, Sports and Visit Melbourne.
SCIS No: 1223210

Patron Saints Index: Table of Contents
http://www.catholic-forum.com/saints/indexsnt.htm
This is an engaging and comprehensive website dealing with specific profiles of patron saints through the ages. Content includes biographical information, patronage, prayers, and associated links.
SCIS No: 1223218

Remembrance Day
http://www.awm.gov.au/commemoration/remembrance/
Emanating from the Australian War Memorial, this website outlines the history and tradition of Remembrance Day. Significant speeches, images and sound recordings are features.
SCIS No: 1223236

Royal Life Saving Society Australia
http://www.royallifesaving.com.au/
By accessing this website parents, teachers and students will locate important information relating to water safety. The website is easily navigated and contains games, background statistics and information, and training directories. A vital element is the Ethnic Translations Category.
SCIS No: 1223254

Uffizi Gallery – Florence
http://www.arca.net/uffizi/
The magnificent works housed in the Uffizi Gallery can be viewed on this website. Works may be accessed by artist or by visiting themed rooms. General information and links to Florence are other features.

SCIS No: 1223266

Urban Ecology Australia
http://www.urbanecology.org.au
The focus of this website is to 'promote and create ecologically integrated human settlements' with an emphasis on sustainable living in ecocities. The site is suitable for secondary Geography and Environmental Studies.
SCIS No: 1177999

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

Websites to supplement your collection

The SCIS database contains over 900,000 catalogue records of educational materials. Records for books and a large variety of non-book materials, including videorecordings, maps, electronic resources and websites, are included. Currently there are over 6,000 website catalogue records on the SCIS database.

Criteria for inclusion in SCIS

Only websites that have been through a quality control mechanism should appear on the SCIS database.

Current sources of websites are:
- web based, for example EdNA (directory), EduList (Qld), SOFWeb (Vic), CMIS Evaluation website (WA), HSC online (NSW) Te Kete Ipurangi (NZ)
- print based, for example *SCAN* (NSW), *Technology Focus* (WA), *Xpress* (SA), *Connections*
- other resources as approved by Curriculum Corporation.

Materials included on the EdNA website at http://www.edna.edu.au/edna/go/pid/559 are also subject to extensive standards.

For more information about SCIS standards, go to *SCIS Standards for cataloguing and data entry* at http://www.curriculum.edu.au/scis/managing/standards.htm

Easy access to SCIS website records

There are several methods to access the website catalogue records from *SCISWeb* and download records for inclusion in your library system.

From the *SCISWeb* page, links are available to *Website lists* and *SCIS OPAC*.
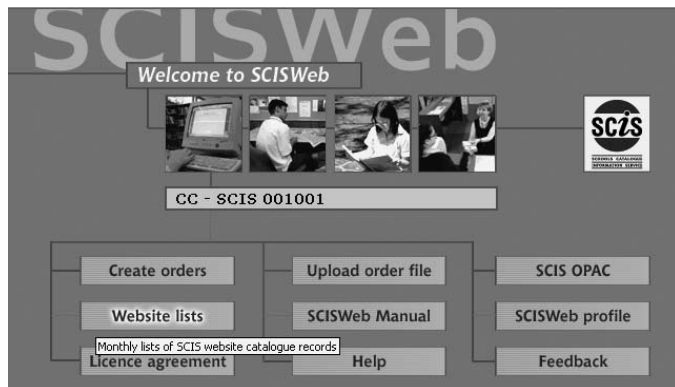
1 Click on the *Website lists* button to link to the monthly lists of catalogue records for websites. This method will save significant time in locating suitable websites. These lists may be of value to library staff who choose to regularly review or download the catalogue records for all websites, but individual schools need to review and decide on a website's suitability for their own requirements.

To order a selection of these catalogue records, select the records you require, click on *Submit* and follow the instructions.

If you wish to order all the records, click on *Select All* and follow the instructions.

2 Website records can also be retrieved through SCIS OPAC. Selecting *Guided Search* will allow you to search for a specific topic or subject and restrict the results to websites. In the *Find* box, type in the subject and from the drop down list for *In,* select *Subject.* In the next *Find* box, type 'website' and select *Title* from the drop down list for *In.*
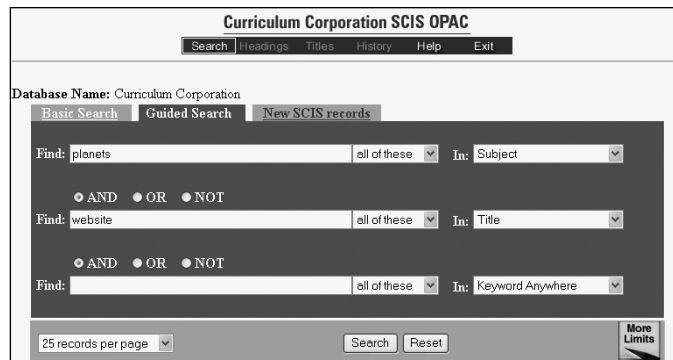
SCIS OPAC screen dump © Endeavor Information Systems

The result for the search can be reviewed and the required records selected by clicking on the button beside each result. At the bottom of the search result page, the *Save Options* dialogue box is displayed.
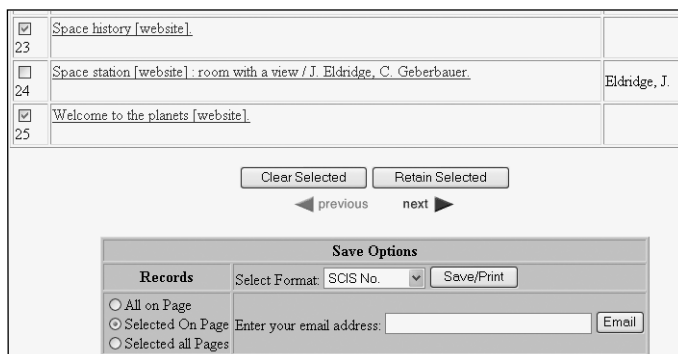
SCIS OPAC screen dump © Endeavor Information Systems

You can select the *SCIS No.* option from the drop down menu. Click on the *Save/Print* button to view the list of the *SCIS* numbers. The numbers can be copied and pasted into a *Create Order* box. Then complete the ordering process to download the catalogue records.

MindMatters

MindMatters is a program to support Australian secondary schools in promoting and protecting the mental health of members of school communities. The program includes:
- a resource for schools
- a national professional development and training strategy
- a dedicated website, with State and Territory pages at http://cms.curriculum.edu.au/mindmatters
- an evaluation process
- a quarterly newsletter.

MindMatters uses a whole school approach to mental health promotion and suicide prevention. The program aims to enhance the development of school environments where young people feel safe, valued, engaged and purposeful. Social and emotional wellbeing have been linked to young people's schooling outcomes, their social development, their capacity to contribute to the workforce and the community, and to reducing the rate of youth suicide.

MindMatters helps secondary schools and their communities, including teachers, parents and students, to take positive action to create a climate of mental as well as physical health within the school. It is a program every school needs.

Every secondary school in Australia has been provided with a complimentary copy of the *MindMatters* resource (SCIS No: 1008856). This resource consists of a video titled *Understanding Mental Illness* and eight booklets:
- *SchoolMatters* provides an overview of the *MindMatters* material and information about managing and mapping mental health in schools (SCIS No: 1032508).
- *Understanding Mental Illness* provides information about understanding mental illness (SCIS No: 1042276).
- *CommunityMatters* explores identity, culture and community and suggests strategies for managing the wellbeing needs of diverse groups of students (SCIS No: 1060913).
- *Loss and Grief* provides an overview of school practices relevant to dealing with death and loss within the school (SCIS No: 1183432).
- *A Whole School Approach to Dealing with Bullying and Harassment* explores the whole school approach to dealing with bullying and harassment (SCIS No: 1042271).
- *Enhancing Resilience 1* contains curriculum material for transition, focusing on communication, changes and challenges (SCIS No: 1042267).
- *Enhancing Resilience 2* contains curriculum material that focuses on enhancing the resilience and connectedness of students, and explores issues to do with stress and coping (SCIS No: 1042268).
- *Educating for Life* is a guide for school-based responses to preventing self-harm and suicide (SCIS No: 1032505).

Two additional resources that complement the *MindMatters* resource can be purchased separately. The DVD *CommunityMatters: Stories in Diversity* is designed as a professional development tool and focuses on the themes of diversity as presented in the *CommunityMatters* booklet. The DVD demonstrates good school and classroom practice in valuing diversity, working within a Health Promoting Schools Framework, and showing the contributions of family and community to student health and wellbeing. The DVD is supported by a handbook. Further information about the DVD and handbook can be obtained from the *MindMatters* website at http://cms.curriculum.edu.au/mindmatters/atsi/index.htm

There are many other features to the *MindMatters* website including the 'Other Schools' Work' section. School communities implementing the *MindMatters* resource are often keen to share their experiences with others who are seeking ideas and support for their own work. Published reports from all States and Territories, across all sectors of the national education system, together with teacher contact details can be found in this section of the website. Reports of *MindMatters* training sessions are also published on all State and Territory professional development pages and contain information from schools about their plans to implement the resource. As part of the project's continuous improvement policy, the national team has sourced and developed a national database that links *MindMatters* activities to curriculum outcomes for each State and Territory. This is constantly being updated as changes are made to curriculum frameworks around Australia.

The *StaffMatters* section was launched earlier this year, and provides information and professional development ideas for staff health and wellbeing. The resources on the website take a universal and health literacy approach within the educational working context, and include useful information, activities, case studies, journals and links. Further information about *Staff Matters* can be found at http://cms.curriculum.edu.au/mindmatters/staff/index.htm

Further information about *MindMatters* can be found at http://cms.curriculum.edu.au/mindmatters/index.htm

Leanne Compton
National Communications Officer, MindMatters
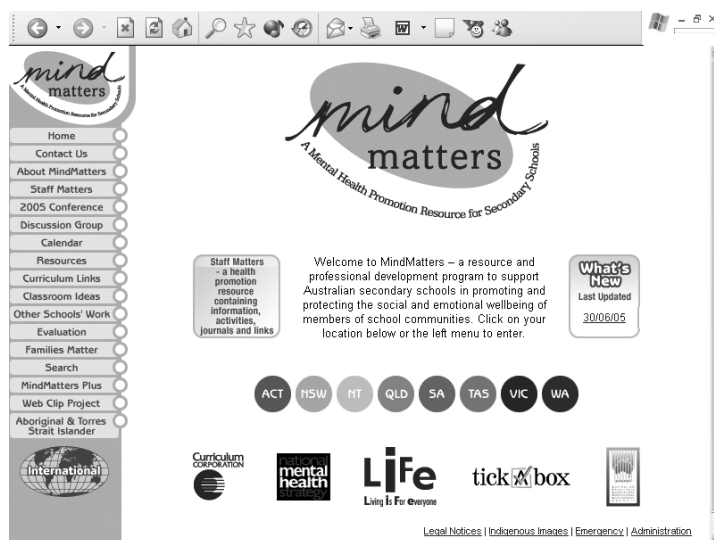
Reading for pleasure and literacy achievement

Helping children to develop an interest in books and reading can not only be enjoyable for adults and children alike, but also have an important positive influence on reading achievement. Marion Meiers outlines research that emphasises the importance of engagement with reading.

Researchers agree that book reading is a powerful cultural influence in children's literacy development. In the late 1990s, Catherine Snow, an American researcher, chaired a committee established by the US National Academy of Sciences to examine the prevention of reading difficulties in young children.

This committee undertook a synthesis of research on early reading development. It found that evidence of accomplishments related to skilled reading emerges early. Among other things, the committee reported that three-year-olds can engage in book-sharing routines with caregivers, comment on characters in books, and listen to stories. Three- to four-year-olds, when being read a story, can connect information and events to life experiences, and show an interest in books and reading (Snow, Burns and Griffin, 1998).

Shared book reading
When adults and very young children share book reading they listen, talk about the story and characters, and delight in repeating the words of the text. These interactions are pleasurable and stimulating and enhance language development. Shared book reading can continue to provide pleasure, for both readers and listeners, even when children can read independently. Shared reading is one means of maintaining interest and engagement in reading and further developing reading skills.

Research findings
Beyond the early years of schooling, engagement in reading continues to play an important part in learning. The 2000 OECD study, the *Programme for International Student Assessment* (PISA) noted that 'attitudes [to

reading] have been shown in many studies to be an important variable in relation to achievement level' (Lokan et al, 2001). The PISA student survey of 15-year-olds included several items exploring attitudes to reading, finding that engagement in reading has a strong positive relationship with reading achievement. The engagement in reading scale showed the strongest relationship of any scale with reading achievement. The survey also found a strong relationship between reading achievement and interest in reading (Lokan et al, 2001).

These research findings indicate the importance of supporting and maintaining students' interest in reading. Evidence about interest in reading indicates a wide variation among teenagers. A recent Australian survey of the reading habits, experiences and attitudes of 10–18-year-olds found that 74 per cent of the age group claimed to 'like reading to some extent' (Australian Centre for Youth Literature, 2001). In PISA, 15-year-old students were asked about the amount of time they spent reading for enjoyment. The finding was that 'a high proportion of students, particularly males, said they did not read for enjoyment. Thirty per cent of students answered that they spent no more than half an hour reading each day' (Lokan et al, 2001).

Longitudinal research identifies links between literacy and numeracy achievement at school and later experiences. Key findings of the Longitudinal Surveys of Australian Youth (LSAY) show that the level of literacy and numeracy achieved by 14-year-olds is a major factor contributing to later patterns of education and work. An analysis of students leaving school before the beginning of Year 11, using a national representative longitudinal survey of Australian youth who were in Year 9 in 1995, showed that 'students with low levels of school achievement (measured by performance in literacy and numeracy) are substantially more likely to leave school early' (Marks & Fleming, 1999). This research provides further support for efforts to foster reading and engagement with reading, as a central aspect of literacy achievement.

The Australian school curriculum includes a clear focus on the reading of a range of texts, with the underlying purpose of engaging students in reading and reflective discussion. In the Victorian English curriculum, for

example, students in Years 9 and 10 are expected to be able to 'read a range of texts and use them to discuss different perspectives on complex themes and issues' (Board of Studies, 2000). Engaging students with reading in this way involves building on the interest that individuals bring to reading, as well as developing engagement, or situational interest in reading in the context of the classroom. Recent work by Harackiewicz (2004) has begun to explore the role of situational interest in promoting academic performance and long-term interest. Harackiewicz (2004) suggests the importance of 'catching' and 'holding' students' interest.

Teachers face the challenge of both catching and sustaining interest, and promoting the learning of students at many different ability levels in the same class. A recent US one-year study of a group of fourth and fifth grade students of diverse cultural and linguistic backgrounds in a literature-based program involving reading, writing and talking about books provides one example of evidence of students increasing their participation in reading activities (Kong & Pearson, 2003). Over the school year, 'student conversations became more expert-like and focused as students learned to ask each other questions and to share their thoughts on topics of mutual interest. Their conversation shifted from focusing on factual information to fundamental questions of human existence as they learned to engage in critical and reflective talk about texts. Students also learned to appreciate literacy texts and began to enjoy conversing with each other' (Kong & Pearson, 2003).

Enjoyment of shared reading
Enjoyment of shared reading does not, of course, happen only in school classrooms. Older students, like beginning readers, can share reading with adults. Popular books, such as JK Rowling's *Harry Potter* books, can be just as engrossing when read aloud as when read independently. Sometimes, when an adult reads part of a long book like the *Harry Potter* books, the listener engages with the story, and continues reading independently.

Enjoyment of popular texts can lead to engagement with other texts. The *Shrek* movies draw on a range of cultural knowledge. Access to this knowledge extends understanding of

i SCIS news

the many-layered connections between the contemporary movie and a range of traditional stories. If a viewer of *Shrek* already knows Grimm's fairy tales, they have access to different understandings than a viewer who has not encountered these tales. Reading and talking about Grimm's stories after seeing the movie, enriches appreciation of the ironies of Princess Fiona's situation.

The research evidence suggests that, at home or at school, conversations about books, shared reading of books, and connecting everyday experiences with reading are valued activities that help students to become engaged in reading and contribute to the enhancement of future learning.

Marion Meiers

Marion is a Senior Research Fellow with ACER's Teaching and Learning research program.

This article was first published in ACER's Research Development, *Issue 12, Summer 2004 and is reprinted with their permission.*

To find more information about ACER's Research Development, visit http://www.acer. edu.au/publications/newsletters/Res_Dev/ Research_Developments_index.htm

This article with bibliography appears in the online version of *Connections 55* at http:// www.curriculum.edu.au/scis/ connections/latest.htm

1 Welcome to New Zealand

SCIS welcomes all New Zealand schools to *SCISWeb*. Through a national subscription by the New Zealand Ministry of Education all schools will benefit from access to the *SCISWeb* service. The National Library of New Zealand's School Services will support schools in the uptake of the bibliographic service.

2 Access over holiday period to *SCISWeb* and *SCIS Subject Headings*

Access to *SCISWeb* and *SCIS Subject Headings Online* will be available until close of business, Friday 23 December 2005. Access will be resumed on Monday 9 January 2006. Your current password will continue to be active. The counter for catalogue records downloaded, in your *Customer Profile*, will be reset to zero.

3 Invoices for 2006 subscriptions *SCISWeb*, *SCIS Subject Headings Online* and *SCIS Authority Files*

The cost of a subscription to *SCISWeb*, *SCIS Subject Headings Online* and *SCIS Authority Files* will not increase in 2006.

Invoices were despatched in October 2005 to schools not involved in a bulk subscription. Payment is due within 30 days of receipt of the invoice. If payment has not been received by 3 February 2006, access to *SCISWeb* and *SCIS Subject Headings* will be withdrawn. Payment for *SCIS Authority Files* will be required to ensure delivery of the first edition. Look on our website for payment information at http://www. curriculum.edu.au/scis/productinfo/payment. htm#payment

Cataloguing for non-cataloguers

Recent issues of *Connections* have included a series of articles by Ray Cotsell on cataloguing in relation to the SCIS catalogue database. Topics covered in articles have included subject headings, statements of responsibility and Dewey numbers. These articles are intended to help library staff develop a better understanding of how the cataloguing process is undertaken.

We would like your comments on these articles and suggestions for future topics.
- Have you enjoyed these articles, or found them useful?
- Are there any particular topics that you would like to see covered in future articles?

Please make more than one suggestion.

Email: catinfo@curriculum.edu.au
Fax: 1300 780 545 (outside Melbourne metropolitan area)
9639 1616 (Melbourne metropolitan area)
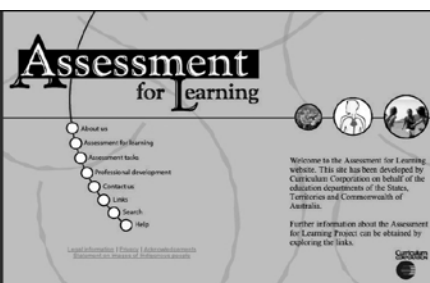+61 3 9639 1616 (international)

New and revised subject headings

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

For full details of these headings, see the SCIS website at http://www.curriculum.edu.au/scis/productinfo/supplists.htm A cumulative list of all new and revised subject headings approved since publication of *SCIS Subject Headings Fifth Edition* is also available at this site.

N Assessment and reporting (Education) – *new non-allowed term with notes*
N Australians in Italy – *new example heading*

N Bipolar disorder
* Bombings
* Chinese in Australia
* Class actions (Civil procedure)
* Classroom activities
U Depression, Mental
N Depression (Psychology)
* Educational evaluation
* Educational tests and measurements
* Ethnic groups
A Gender identity
* Information skills
* Law
N Litigation
N London Bombings, 2005
* Mathematics – Assessment
* Mathematics – Examinations, questions, etc
N National groups – *new non-allowed term with notes*
* Outdoor education

N Problem based learning
* Problem solving
N Project based learning
U Project method in learning
U Project method in teaching
* Psychiatric illness
D Racial groups – *non-allowed term deleted*
* Religions
N Religious groups – *new non-allowed term with notes*
* Report writing
N Reporting (Education)
N Resource based learning
* Sadness
* Self-perception
* Sex role
N Sikhs in Australia – *new example heading*
* Student assessment
* Teaching methods

Educational Lending Right

Educational Lending Right (ELR) is a cultural program that supports the production of Australian children's literature and educational books. ELR commenced in 2000–01 and will be funded until 2007–08.

In May 2005, ELR made payments totalling $10.377 million to 8,681 Australian authors, compilers, editors, illustrators and translators and 314 Australian publishers whose books are held in educational lending libraries.

These payments are made on the basis that potential royalty payments are lost when their books are borrowed rather than purchased.

As author Pat Flynn, http://www.patflynnwriter.com, says:

ELR allows me to work in partnership with school libraries. When students tell me they borrow my books over and over, I know both reader and writer are being rewarded!

Many thanks to the schools that have agreed to be involved in the ELR School Library Survey 2005–06. ELR is a great bonus to our Australian authors, compilers, editors, illustrators and translators. Isn't it great that by participating you can make a big difference to these authors?

Author Hazel Edwards, http://www.hazeledwards.com, says:

Authors have been quietly pleased that the multiple readers of their books have been acknowledged because in a school library, hundreds of students may read the one, battered copy. So ELR is an attempt to be financially fair to the primary producers of those ideas and stories which influence so many students.

If ELR stops, then many authors will be financially unable to continue. That would be a double loss.

Available online is the *Top 100 books*, based on the results of the ELR survey 2004–05. Go to http://www.curriculum.edu.au/scis/partnerships/elr.htm

Permission granted by Pat Flynn and Hazel Edwards to reprint their quotes.
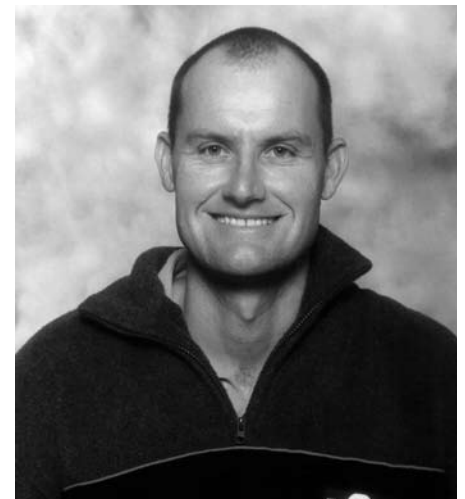
Pat Flynn

If reading declines, so do we all

> **We must resist any cultural shift that diminishes the importance of reading, writes Pamela Bone.**

My grandmother's grandmother, who was a witness to my grandmother's birth, signed her name on the birth certificate with a cross. I have sometimes wondered whether my great-great-grandmother, name of Sarah Whitbread, might have been a born reader who never learned to read. (Considering today an award for literature is the Whitbread Prize, she perhaps should have been.)

What happened to born readers in the days before education was universal? Did they absorb their need for stories through an oral culture? Were there ever enough stories for them or did they live their lives with a sense of deprivation for something they didn't even really know about?

In his article 'The post-reading generation', published in *The Age*, 11 December 2004, social researcher Hugh Mackay believes we might be returning to an oral culture, that fewer people will read books, and a growing minority who don't need to learn to read and write will lose the skill. He questions whether it really matters if all young people become literate. Finely honed literacy skills are simply not as important in today's culture as they once were, he writes.

Why read?

There have always been born readers – those of us who read because we must – and always will be. But there are also many 'persuaded' readers, people who perhaps wouldn't have become readers had they not been encouraged by parental example, by teachers, and by a general societal expectation that reading is a good thing to do. The question is whether, if the numbers of 'persuaded' readers should diminish significantly, it will be to the detriment of the society as a whole.

Judging by the crowds at bookshops, there is still a fair amount of interest in reading. It may already be, though, that to many people the idea of reading is more attractive than the act of reading. I can't help wondering how many of the thousands of books bought and given as Christmas presents are actually read. As for 'finely honed literacy skills', are they already almost a thing of the past?

'It can save a child'

The weekly list of bestsellers does not give much cause for optimism to those who think it not only matters that we read, but what we read. Nor did the recent 'Australia's favourite book' on ABC television, despite the inclusion of some nostalgic favourites in the top 10. Indeed, the format of the program itself was evidence enough of dumbing down.

One panellist complained that the language of Jane Austen made her work inaccessible. What would he have said about the language of Shakespeare, or of Chaucer? Yet who of those who have studied these have not been enriched by the understanding of them?

One of the few studies on why people read was conducted by Shirley Brice Heath, a professor of English at Stanford University. She watched readers on public transport and in airport bookshops. (This is documented by Jonathan Franzen in an essay in *Harpers*.) Whenever she saw people buying or reading 'substantive works of fiction', she asked them to talk to her about their reading habits. In the interviews she discovered an almost universal belief among serious readers that literature 'makes me a better person'.

'Reading enables me to maintain a sense of something substantive … Substance is more than this weighty book. Reading that book gives me substance', the readers told her.

When I was interviewing people recently for a book on Australian childhoods (*Up We Grew: Stories of Australian Childhoods*, published by Melbourne University Press SCIS No: 1206896), time and time again I found that what had enabled children from even badly abusive backgrounds to become normal functioning adults had been a love of reading in childhood. 'With my sisters and brother, often the unspoken judgement about how good a book was depended on how far it could take us from where we were at the time', said Trish, who went to school with the backs of her legs covered with red welts from her mother's beatings.

The school principal of two little boys whose case I followed in the Children's Court – they had been severely neglected by their drug-addicted parents – told the court a large part of the confidence she had that the boys would be resilient was that they were enthusiastic readers. 'I hope and believe they will always be able to find comfort in a book', she said.

That's how important reading is. It can save a child.

It's true that serious reading is against the spirit of this hyperactive age. It demands time and patience, and requires solitude. It is also true that there are many people who have little inclination to read and find intellectual and spiritual fulfilment in other ways. It is, of course, possible to know what is happening in the world by watching the headline news on TV, or a banner going around a building, as well as by reading a studied analysis in a paper or magazine.

But there is a permanence about the written word that can't be replaced (that is why, when we hear an eloquent speech, we want to have it in print). The fewer people there are who engage in reading that rises above the banal, that refuses to give easy answers to complex questions, that examines the eternal dilemmas of human existence, the lesser in wisdom and understanding will be the culture as a whole.

It may be, as Hugh Mackay says, that a cultural shift is taking place, but it is one that should (and I believe, will) be firmly resisted, because we'd all be poorer for it.

Pamela Bone is an associate editor of The Age. *First published in* The Age*, 17 December 2004. Reprinted with permission.*

Reference
Mackay, Hugh 2004, 'The post-reading generation', in The Age*, 11 December 2004*

June quarter release from The Le@rning Federation

The June quarter release of online content from The Le@rning Federation (TLF) contains a great diversity of new interactive, multimedia curriculum resources to assist the work of teachers and support student learning in the P–10 years. More than 150 new learning objects, grouped into series covering all targeted curriculum areas as well as approximately 340 additional digital resources, are now available through education jurisdictions in Australia and New Zealand.

Assisting students to visualise and represent mathematical concepts is the focus of the new **Mathematics and numeracy** content. Younger students can creatively explore number patterns and algebraic thinking (*Monster choir, Musical number patterns, Hopper*). Other objects allow young students opportunities to visualise and manipulate 2D and 3D shapes in a range of challenging tasks (*Shape overlays, Shape maker, Face painter, Direct a robot, Contours, Building site*). Older students can investigate, and graphically compare, cost structures and other features associated with different mobile phone plans (*Mobile phone plans*); most efficient transport alternatives (*Journey planner*); and the differing performances of triathletes (*Triathlon*).

The new **Science** learning objects include content for the main strands of the science curriculum. Young students can investigate food chains in different environments (*Food chains*) and animal classification (*Animal search*). They can interactively explore the relationship between the Earth and Moon (*Earth rotation* and *Lunar cycles*), and investigate why the colour of water varies in different locations (*The colour of water*). Through simulation activities, they can gain an understanding of the effects of ultraviolet radiation (*UV index*). Other new Science objects allow students to investigate energy and change concepts (*Let's make it go, Energy efficient house, Matter and evaporation, Pulleys, Accelerate, Making music, Seeing with sound, Optics and images, Optics and prisms* and *Optics and refraction*).

New content for the targeted **LOTE** offers engaging, interactive scenarios in which students use relevant language in culturally appropriate contexts: **Chinese** (*Wei, Kite kit*), and **Indonesian** (*Sepak takraw, Photo album, Lost bag, Kite kit*). In addition, new Chinese and **Japanese** objects in game format assist students to interact with and understand the structure of written characters (*Quiz show, Trailblazer, Dragon temple, Gourmet order, Amazing characters, Code breaker, Stampede*). The new content for **Studies of Australia** allows students to explore the Murray Darling river system on an 1890's paddle steamer (*The Enterprise*), and gain an insight into Federation through an examination of the commemorative arch and associated celebrations (*Citizens' Arch*). Other new learning objects focus on helping students develop positive, productive and optimistic views of the future *(Playground rules, Neighbourhood charter, What's your job? Job watch, Community enterprise, Balancing the options, Your rubbish pile, Wind farm)*.

Two new learning objects for **Literacy for students at risk** enable students to use multimodal forms of text. In the role of television producer they construct a persuasive TV program segment (*Crimewatchers*) and as assistant to a private detective, they examine different forms of evidence and write a report on the solution to the case (*Celebrity garbage*).

Young students can learn about the many facets of running their own business in the first of a new simulation series (*Biz whiz*) from the **Innovation, enterprise and creativity** project.

Additional **Digital resources** have also been released in the June quarter. This release includes moving image footage; still images, including photos and posters; and sound files of songs and broadcasts made available by the National Archives of Australia, the National Film and Sound Archive, the Museum of New Zealand Te Papa Tongarewa, and from a private collection.

TLF releases online content four times a year. The next release will be 30 September 2005. Each time content is published the catalogues for each of the targeted curriculum areas are updated. These catalogues can be accessed under the banner *About TLF content* in each of the target curriculum areas. Go to http://www.thelearningfederation.edu.au

Feedback from teacher librarians indicates that the catalogues are a very useful means by which you can introduce teachers to online content and encourage them to integrate this material into their teaching programs.

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

Resources

Choice Words: How our Language Affects Children's Learning
Primary and lower secondary teacher resource, 120 pp
Author: Peter H Johnston
RRP: $34.95
SCIS No: 1189843
ISBN: 1571103899
This book confirms beyond any doubt the important role that teachers play in the lives of the children they teach. In analysing the language used by teachers in the literacy classroom, Peter Johnston draws attention to the ways in which that language shapes students' identity, attitudes and learning. He offers practical advice about how teachers can use language deliberately and consciously as a powerful teaching tool. To read what Johnson has to say is to be inspired.

Tell Me: Children, Reading and Talk
Teacher resource, 128 pp
Author: Aidan Chambers
RRP: $34.95
SCIS No: 1185235
ISBN: 157110030X
Discussing a book helps students to find the heart of a story, make sense of a string of facts and understand complicated ideas. Chambers proposes an approach for discussing books so students learn to talk well about what they have read. The 'tell me' approach ultimately helps them learn to clarify ideas for themselves and to communicate with others. It is, in short, a basic step in applying knowledge and articulating meaning.

The Really Big Beliefs Project
Teacher and student text, 32 pp full-colour, large-format hardcover
Author: Meredith Costain
RRP: $39.95
SCIS No: 1215259
ISBN: 1863665986
Emma Barnard and Thomas Cho (Class 6W) have chosen to write about people's beliefs for their class project.

They put a lot of thought into how to approach the task and decided not to attempt to produce an encyclopaedia full of facts, but to take a more personal approach, talking to family, friends and people in their neighbourhood to discover how their daily lives are informed and affected by their beliefs.

A mix of personal interviews, field trips and research has provided Tom and Emma with a better understanding of what people believe and how they express it. They've also provided some rather enlightening illustrations and photographs for the book.

Emma and Thomas looked at Buddhist, Christian, Hindu, Islamic, Judaic and secular, as well as Shinto and Taoist, beliefs.

Heroes and Villains: Easy-to-read True Stories
Middle years teacher and student resource, 64 pp
Author: Sonya Stoneman
RRP: $32.95
SCIS No: 1193265
ISBN: 1863667695
Heroes and Villains is for students in the middle years that require extra support to turn their reading experiences into successes. The real-life adventures, sports stories and detailed illustrations contained in this book aim to encourage and support reluctant and/or struggling readers.

Heroes and Villains has something for everyone – goodies and baddies, sporting legends and everyday local heroes. Interesting and informative stories and fun activities bring the subjects to life.

The book features:
- 19 true stories about Australians, from early settlement to modern times, to read aloud
- short stories with simple, but engaging language to support thinking and sustain comprehension
- activity sheets such as comprehension exercises, writing tasks, word study, crosswords, word search puzzles and simple research tasks
- reproducible readings to support whole class, group or individual learning.

Unmask the heroes and villains and hear their stories – some familiar, some forgotten and some unknown.

Differentiated Learning: Language and Literacy Projects that Address Diverse Backgrounds and Cultures
Professional resource, 150 pp
Author: Kathy Paterson
RRP: $49.95
SCIS No: 1229808
ISBN: 1551381826
As our world becomes increasingly complex, teachers face the challenge of creating authentic learning opportunities for all students, as well as helping them build the skills and knowledge they need to live harmoniously and successfully in school and beyond.

Differentiated Learning demonstrates simple ways teachers in grades K–9 can manipulate content by aligning tasks with instructional goals, break down objectives into manageable parts, create flexible and effective working groups, encourage students to take part in projects, and vary expectations based on the needs and abilities of students.

Making Sense: Small-group Comprehension Lessons for English Language Learners
ESL teacher resource, 154 pp
Authors: Juli Kendall and Outey Khuon
RRP: $42.00
SCIS No: 1229810
ISBN: 1571104097
Making Sense provides answers to many common questions asked by teachers of English language learners: How do we organise small-group comprehension instruction? How do we select books to teach strategies? How do we know our kids are getting it – and what do we do when they don't get it? It is an easy-to-use, practical resource for ESL teachers to support English language learners.

To order any of these resources, email sales@curriculum.edu.au, or telephone 03 9207 9600.

Visit http://www.curriculum.edu.au/catalogue for more information on resources from Curriculum Corporation.

![SCIS logo] SCIS — SCHOOLS CATALOGUE INFORMATION SERVICE

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 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	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	
SCISWeb (International)	$110.00	$220.00	$330.00	$550.00	$770.00	$990.00	Application	

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	$550.00	$500.00	
Cipherlab 1160 CCD cordless memory distance scanner (1 year warranty**) with PS2 connection	$946.00	$860.00	
Cipherlab 1160 CCD cordless memory distance scanner (1 year warranty**) with USB connection	$979.00	$890.00	
Additional connection for any scanner USB connection available for Windows XP & iMAC only Select connection required: ☐ PS2 ☐ USB	$82.50	$75.00	
Barcode scanner stand	$49.50	$45.00	
Postage and handling	$8.00	(one item) $12.50 (two items) $20.00*	
		Total amount $	

Prices in Australian dollars
*Price on request for more than two items
** Warranty conditions apply

I agree to the terms and conditions of sale
www.curriculum.edu.au/scis/resources/termsconditions.doc

Signature:

USE BLOCK LETTERS

SCIS User Name (if known): _____ Enrolment: _____
Purchase order number: _____ Library system: _____
Contact name: _____ Position: _____
School name: _____ Campus/Library: _____
Address: _____

State: _____ Postcode: _____ Country: _____
Tel: _____ Fax: _____
Email: _____

Payment options: **Payment must be made in Australian dollars**   **Charge my** ☐ Bankcard   ☐ Visa   ☐ MasterCard   ☐ Amex

Cardholder name: _____ Card no: _____
Signature: _____ Expiry Date: ____ / ____ /

☐ EFT - Send the order form to SCIS who will provide bank details
☐ Bank draft payable to Curriculum Corporation (International)
☐ I enclose a cheque payable to Curriculum Corporation (Australia only)
☐ I require a tax invoice