connections

In this issue…

Formula for failure

Betty Carter, associate professor of library science in the School of Library and Information Studies at Texas Woman's University in Denton, is the winner of the 1997 Demco/TLA Research Award. Dr Carter is studying the use of books written specifically for early readers. She will place 250–300 early reader books in school library collections and then track the rate of circulation of these materials. Dr Carter will analyse the use of these materials to determine what patterns govern why certain of these materials are better used than others. Grant funds will be spent to build the database to track use of these materials. 'At a time when we are concerned with early literacy, it is appropriate for libraries to look at their collections and how we can encourage the behaviour of early reading,' Dr Carter said.

Reading levels and readability formulas do not create lifelong readers

Reading is both a skill and a behaviour. It is a combination of knowing how to read and the desire to do so. It's crucial, of course, that we teach children the skills that will allow them to read and, in fact, for the last several years schoolchildren have shown steady growth in reading acuity. But what I call reading behaviour – the practice of lifelong readers – extends beyond the ability to pronounce words or select the main idea from a passage. Rather, the desire to read grows from the knowledge that print offers something wonderful and meaningful in a person's life – and only to the extent that one senses this kind of wonder will one continue to read.

Many of today's teachers point with pride to the numerous trade books [for example, text books, reading scheme materials] now found in classroom libraries and used for instruction, but just because children are reading trade books doesn't mean they're laying the groundwork for becoming lifetime readers. Children who become lifelong readers not only have access to books but make their own choices about what to read. Classroom teachers, however, frequently limit this kind of reader choice. They often require children to read a number of preselected novels, books from prescribed genres and lists, and texts about predetermined subjects. And well they should: these materials are used to meet specific curriculum objectives, but they do not necessarily promote reading for pleasure.

Encouraging lifelong reading

School librarians are different. Their purpose is to encourage children to select their own reading material. School library collections not only complement the curriculum but are also designed to support most schools' wider mission: to encourage lifelong learning and reading.

The books that help achieve this goal are those that allow youngsters to think about and read about the things they want to think about and read about. They are the books that let students discover issues and topics they may have never imagined. They are books that provide children diversion and escape, frequently by encouraging them to return to familiar authors, genres, series, and topics. Such materials help turn novice readers into experienced ones: deciding independently when they want to read, what they want to read, and how much of a given text they want to read. That is the behaviour of a lifetime reader.

Student reading level or student preference?

Such behaviour can't develop if we put limits on it, and currently I see a practice creeping into school libraries that may do just that. I'm referring

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Formula for failure (cont.)

to the increasing use of formulas that measure the reading levels of books, and tests that assign reading levels to students. Two popular programs that use numerical measures are the Lexile Framework and Advantage Learning's STAR Reading program. Both systems take the words and sentences in a book, figure the length and complexity of each, and assign a reading level to it. Then, based on students' performance on a test, they come up with numerical scores for student reading levels, which in turn are used to match students with books. Though Lexile and STAR differ in their particulars, the idea behind them and similar systems is the same; armed with two sets of numbers – the reading levels of books and the reading levels of students – adults can confidently recommend material that students can handle on their own. Then, the thinking goes, once children are able to negotiate those texts comfortably, they'll move to increasingly difficult levels, repeating the process until they eventually become skilful readers.

Don't get me wrong. In certain circumstances it makes sense to assign reading levels to texts. Educators, for example, may want to use such measures when deciding on the purchase of textbooks for a large population. For instance, if you're considering a third-grade textbook, and all the readability measures put the book at an eighth-grade reading level, there's a good chance you have a problem. But whatever their limited value, readability formulas and reading levels don't belong in the library. Selecting books for direct instruction in the classroom and selecting books for voluntary reading or study in the library are two different processes. The former examines materials that will be required for group use. The latter considers materials available to individual readers, assuming children will choose what is most appealing to them at a given moment. Any attempt to match student reading levels, rather than student preferences, with leisure reading materials is fraught with problems.

Problems with assigning reading levels
Assigning level on a single test
First, there's the problem of assigning levels. All too often, a student's performance on a single test determines his or her reading level. While many tests are powerful indicators of student progress, they do not translate into

effective measures of reading behaviour. For instance, many tests establish students' reading levels by presenting them with a variety of fiction and non-fiction passages, or sentences highlighting particular vocabulary words. But these sorts of samples don't reflect how students actually behave with books, magazines, and other reading material in the real world.

As most librarians know, a child's background knowledge about a particular subject, author, characters, or genre changes the reading task, making one book easier for that child but another one more difficult. In a recent television program, the actor Rupert Everett read exquisitely from Shakespeare. Yet, in a follow-up interview, he noted that he was unable to read the directions for programming a VCR. Now I don't suspect he was actually unable to read the VCR manual. Anyone who can read and interpret Shakespeare flawlessly can certainly read a manual. More than likely he was either unfamiliar with that kind of directional reading, or he had no desire to engage in it.

Real reading behaviours
We all know students whose test scores paint dismal pictures of their reading ability. Yet, over and over, these youngsters find, read, understand, and enjoy books that, based on their reading levels, they should not be able to handle. These are the young adults who form connections with SE Hinton's *The Outsiders*, Chris Crutcher's *Stotan!,* or Rob Thomas's *Rats Saw God*. They're the space savants who read technical material far beyond the scope of books in the children's room. And they're the young people who appear remedial because they dislike fiction but who nonetheless devour non-fiction books about football or history or animals. When library administrators and librarians push children to read solely at designated levels, they take away a child's freedom to read the aforementioned materials.

We also know the other side of reading – the cases in which someone may dip well below his or her level in order to begin comprehending a new subject. Librarians, for example, frequently suggest that grown-ups take a particular book from the children's section because it offers basic information not necessarily found in adult works. And children

will, on their own, select simple texts as their introductions to unfamiliar material. If a goal of education is to introduce youngsters to that which they don't already know, then this kind of choice must be permitted.

Simply put, real readers don't always read at their optimum levels. I think of what I've read over the past couple of weeks. Discounting *Cow Moo Me, Mouse Mess, Oonga Boonga*, and *Z-Z-Zoink* (which I've read to my grandchildren an untold number of times), I've read some journal articles, masters' papers, student portfolios, administrative memos, and professional books – all directly connected to my job. For various reasons I've also read Jules Feiffer's *Bark George*, Ken Wells's *Meely LaBauve*, a Spenser mystery whose title has escaped my memory, Adeline Yen Mah's *Chinese Cinderella*, and *Time, People*, and *Entertainment Weekly*. Few are written on my reading level; most brought pleasure and reaffirmed my desire to continue reading a variety of texts. This part of my reading behaviour is no different than what we see among youngsters who like to read. Real readers don't automatically progress to more and more difficult texts. Instead, they move up some levels for some things and move down some levels for others. To discourage that movement denies children the very behaviours lifelong readers embrace.

Quality of writing
There's another, related problem with using reading levels to guide children's reading. Underlying the use of these schemes is the concept that once a reader is given a book or magazine with a particular rating, he or she will then be able to read and comprehend it. Not necessarily. Some magazine articles, no matter what their levels, are written so poorly that they are incomprehensible. Other materials have such exquisite illustrations or are written so clearly that they allow less facile readers to understand and enjoy their content. Still others – and I'm thinking here of books like EL Konigsburg's *Father's Arcane Daughter*, SL Engdahl's *Enchantress from the Stars*, Paul Fleischman's *Whirligig*, or Walter Dean Myers's *Monster* – may not seem very challenging based on vocabulary or sentence length, but have unconventional structures that call for sophisticated reading skills.

Failure to differentiate

Finally, there's the whole question of how much emphasis we should put on students' scores on reading tests. In Texas, where I work, I've heard educators note that students perform differently on the expository and narrative sections of standardised reading tests. Still, these same students receive a single score, and it is that number that's used to match them with all kinds of reading. In other words, the facility with which one reads a novel may be different than that for reading an informational book, but the reading levels given to students fail to differentiate between the two.

Moreover, a number of educators caution against putting too much weight on one assessment instrument. Again in Texas, teachers, school administrators, librarians, and parents frequently bemoan the emphasis the state legislature places on its assessment. They say a year's worth of teaching boils down to a week's worth of testing. Yet these are often the same folks who take a student's reading level, determined from a single test, and use it to select books for an entire year. Even at the library school where I teach, when students apply for admission, they often ask about the importance of their scores on the Graduate Record Exam. 'Will you take into account my letters of recommendation and my past grades?' some ask. The point is, as adults we don't want our potential measured on a single scale. Why should it be different for kids?

'Readers' advisory'

In order to become lifelong readers, children must have access to books – and lots of them. They must also have some help in selecting them. Librarians call that help 'readers' advisory', and it is an art. Adults who note that a child likes fantasy and then give him or her a random volume of imaginative fiction aren't providing readers' advisory. Neither are those who discover that an individual wants books about basketball and point that person to the 700s. And neither are those who rely on numerical levels to recommend books.

Readers' advisory involves knowing books and knowing children. It requires that librarians help youngsters find materials that speak to them rather than those that might improve them. Readers' advisors balance a myriad of balls in the air each time they recommend a book. They consider what children liked previously and what they want at this particular moment. The same individual may want to read *Buffy the Vampire Slayer* one day, Garth Nix's *Sabriel* the next, *Seventeen* magazine the next, and Russell Freedman's *Martha Graham* the next. The ability to respond to these varied requests is complicated and abstract. It requires knowledge and skill. And it's why librarians who do so are called professionals.

Betty Carter

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About *Scan*

Scan is a quarterly journal that focuses on the interaction between information and effective student learning. Published by the School Libraries and Information Literacy Unit of the Curriculum K–12 Directorate, NSW Department of Education and Training, *Scan*'s articles and reviews explore the use of curriculum resources within the learning environment.

Articles in *Scan* reflect best practice in teaching and learning – emphasising an outcomes approach – and the benefits of collaboration between teachers and teacher librarians. Of interest to all educators, the journal is also a component of the statewide support for teacher librarians.

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

Every *Scan* contains over 80 Internet site reviews and approximately 200 resource reviews. Written by a team of practising teachers and teacher librarians across NSW, these reviews are invaluable to schools.

Each issue of *Scan* also contains:
- effective integration of ICT in all key learning areas
- collaborative approaches to teaching and learning
- information about, and strategies for, implementing NSW Department of Education and Training priorities
- new Departmental curriculum resources
- accurate, up-to-date, information on OASIS Library issues for NSW Department of Education and Training schools.

The journal also has a presence on the Departmental website. To view information about *Scan* online, including abstracts of articles in current and past issues, go to *School Libraries and Information Literacy* at: http://www.schools.nsw.edu.au/schoollibraries.

Scan is published four times per year. To receive a Subscription form/Tax invoice, please contact the Subscription Clerk, *Scan,* NSW Department of Education and Training, Private Bag 3, Ryde NSW 2112; ph: (02) 9886 7501 or fax: (02) 9886 7413. Alternatively, a subscription form can be downloaded from http://www.schools.nsw.edu.au/schoollibraries/scan/subscrbe.htm.

Addressing the information needs of the school education community

Continuous improvement is being asked of the education community in Australia and New Zealand, as governments seek, at low cost, to provide for the swiftly rising needs for knowledge in the modern work force. School education professionals need timely access to relevant, authoritative and easily assimilable information to help them play their role in meeting these demands.

The segmentation of the school education community affects the way that these information needs are expressed and met. Setting aside the question of national consistency between Australia's eight education systems – an issue that is already being taken up by the systems themselves (MCEETYA 2003, Holt 2003, Nelson 2003) – there are the further significant separations into Government, Catholic and Independent sectors, and between school staff, teacher educators and officers in education authorities. When one adds the separate needs and viewpoints of the different learning areas, the distinct areas of curriculum, assessment and pedagogy, primary and secondary schooling, the urban/rural divide and specialist concerns such as ICT or school leadership, the school education community begins to approach the Hindu pantheon in its complexity.

Jillian Dellit (2003) addresses the issue of the dissemination of research information in an article which summarises and responds to some of the topics raised in the major study, *The Impact of Educational Research* (www.dest.gov.au/highered/respubs/impact/pdf/impact.pdf). The case she makes in relation to research may also be applied to policy initiatives and practical insights of school level practitioners.

Key needs
Dellit underlines the value of distributing academic research more widely and more efficiently. One reason for doing so is that 'we would seem to run a high risk of unquestioned assumptions and culturally perpetuated bias in educational research, not to mention inefficiency, if dissemination relies entirely on the same group' (p 9).

However, wider dissemination of research is primarily a way to enrich the resources available to the education community and the public. While highlighting the importance of services such as the *Australian Education Index* (www.acer.edu.au/library/Catalogues/AEI/aei.html) and the *Bibliography of Education Theses (BETA)* http://cunningham.acer.edu.au/dbtw-wpd/sample/theses.htm, Dellit also draws attention to the value of the free legal information service *AustLII* (www.austlii.edu.au/), and to similar services in the medical field that provide simply written summaries of research to professional communities and the public.

Why does the Australian Consumers' Association produce a regular *Health Reader* but not a comparable *Education Reader* or *Education Choice?* Part of the answer to that question must lie in access to medical research databases with their capacity to generate plain language summaries and abstracts (p 10).

The need for wider dissemination of research applies not just to academics and formal research agencies. Rather 'a community-wide approach to research' is required with 'coordinated and collaborative action' that can 'free up rigid delineation of roles within the sector' (pp 7, 13).

The interaction Dellit is calling for needs to go beyond simply sending and receiving finished packages of research findings. Practitioners in the different fields of school education also need to be able to discuss and debate their experiences, their working hypotheses and their works in progress.

Existing collaboration
There is already a trend toward more integration in the creation and spread of ideas within school education. Allan Luke (2003) has noted that education systems are increasingly turning to the external research community 'for substantive analyses, for policy formation, for ideas about how to remake the connections between curriculum, communications media old and new, and everyday classroom practice'. This has had the effect of 'opening public policy formation to stronger social scientific influence', which counters the insular approach sometimes found in education systems (pp 89–90).

In Western Australia, the Department of Education and Training is making available to staff – via a database of researchers, a website and printed monographs – the academic work of a network of employees engaged in postgraduate research (*School Matters* 12 August 2003).

The quality of research undertaken by individual schools is also being enhanced in Western Australia, where the Data Club project helps staff in government schools to interpret and use the data collected when their students sit state-wide literacy and numeracy tests (Wildy 2003). The ability to interpret data not only improves school decision making and resource allocation, but also performance reporting, and with it the quality of information gathered by education authorities. Elsewhere, efforts have been made to investigate the opportunities and barriers to collaboration between teacher educators and school teachers (Peters 2002).

There is a widespread and growing recognition of the potential value of deepening the flow of ideas, discussion, policy development and research results between different areas of the education community. How are information services assisting this process?

The role of information services
There are many publications in the field of school education catering to specific systems, sectors, subject areas and various professional groupings. Most of these services try to inform their readers of relevant issues and ideas emerging from other parts of the education community. However, this work is necessarily secondary to addressing the specialised and distinctive needs of their immediate audiences. Online discussion lists play a major role in facilitating contact between active practitioners, but again have specialised concerns.

Curriculum Leadership online journal
Curriculum Leadership (http://cms.curriculum.edu.au/leader/newcms/leader_view_issue.asp) attempts to complement these services by offering 'wide horizons' as a matter of course, seeking to introduce fresh ideas and to connect potential collaborators across geographic regions, or in related fields of activity. In this sense it complements

broadly based journals such as *EQ Australia* (www.curriculum.edu.au/eq/), as well as the highly regarded directory of online resources provided by EdNa Online (www.edna.edu.au/edna/page1.html).

Curriculum Leadership presents academic research in a quickly assimilable form, providing a current awareness service and a quickly growing database of school education literature. It is a vehicle for 'horizontal' dissemination of quality information offered by policy makers, researchers and school practitioners. It is also a vehicle for carrying forward the process of discussion and debate in which knowledge needs can be identified, shaped and met.

The success already enjoyed by *Curriculum Leadership* testifies to the need for such a service: after one year of publication the journal has acquired over 3,300 registered readers. While much remains to be done, the journal is helping in a small way to fill a big gap in the needs of educationalists in Australia and New Zealand.

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The complete article with bibliography appears in the online version of *Connections 52* at www.curriculum.edu.au/scis/connections/latest.htm.

Standards of professional excellence for teacher librarians

At the national level the governing bodies of the Australian Library and Information Association [ALIA] and the Australian School Library Association [ASLA] have acknowledged the importance of working together by forming joint committees.

Two groups were established in 2002, the ALIA–ASLA Policy Advisory Group [PAG] and the ALIA–ASLA Joint Issues Taskforce Group. In 2004 the Taskforce Group was absorbed into the Policy Advisory Group. The Policy Advisory Group is now responsible for providing advice to the ALIA Board of Directors and ASLA National Council with regard to the priorities outlined in the terms of reference. (See 'Sharing the future – ALIA and ASLA working together', *Connections* 49, Term 2, 2004.)

Developing professional standards

One of the major pieces of work completed by the Policy Advisory Group has been the formulation of *Standards of professional excellence for teacher librarians*. The ALIA–ASLA Joint Issues Taskforce began the process of developing professional standards for Australian teacher librarians in 2002, and this was continued by the Policy Advisory Group following its formation in 2004. The content of the standards document was ratified by both Associations during August and September 2004.

From its inception the document has undergone a long and extensive process of planning, consulting, writing and refining. Input to the document was gained from both Associations through workshops held in 2003 in NSW, SA, WA and Victoria, and at the ASLA Biennial Conference in Hobart. Many key stakeholders – including principals, academics, unions and sector administrators – were involved in the workshops or provided individual comment. Collegiality was evident throughout this process and the end product is testament to that fact.

The main aim of the standards was always to produce a set of benchmarks that were achievable for those who aspired to excellence within the profession. It was also essential that these standards for teacher librarians complemented the generic teacher standards

that were being developed both on a national and state level.

The standards

The *Standards of professional excellence for teacher librarians* outlines twelve standards that are encapsulated in a framework that covers three areas:
  Professional Knowledge
  Professional Practice
  Professional Commitment.

Within each standard there are a number of indicators. These indicators are designed to help practitioners identify and reflect on where they are in their role as teacher librarians. In turn this reflection will enable teacher librarians to develop a framework for ongoing professional learning.

Structural consistency with existing professional standards documents was a priority, and brevity was a deliberate preference for this statement as an expanded narrative discussion of the work of the teacher librarian is available in *Learning for the future: developing information services in schools*. The succinct nature of the document by no means undermines or undersells the role of the teacher librarian. These are deliberately challenging standards.

Workshops

Workshops are planned for 2005 that will involve participants in unpacking the *Standards of professional excellence for teacher librarians*. In these workshops, as the document is unpacked, participants will be able to identify ways they can use the document in their workplace. The document will support teacher librarians to advocate for and effect change within their school communities. In this way teacher librarians may influence the development of authentic learning communities.

ALIA and ASLA are pleased to endorse these *Standards for professional excellence in teacher librarians* and commend them to all Australian teacher librarians and schools.

Anne Girolami
Convenor
ALIA–ASLA Policy Advisory Group

Knowledge management

The Knox School is an independent school situated in the eastern suburbs of Melbourne. It has a student population of about 840, ranging from Pre-Preps to Year 12. In 2002 the library was incorporated into the new Information Common building, along with the school's administration and welfare facilities. The electronic resources and catalogues of the new library or Information Common Resources Centre (ICRC) can readily be accessed from any computer terminal across the campus.

With the introduction of computers on a large scale into the ICRC and with the increased Internet use, The Knox School adopted a new library and knowledge management system across the campus. A webmaster reporting directly to the head librarian was appointed to the school in 2000, and was given special responsibility for the development of the new Intranet database. The webmaster was also given the responsibility for the location of other efficient means of accessing information electronically through a wide variety of formats. As both the catalogue and Intranet databases are accessed simultaneously, it is imperative that books and Internet sites catalogued use the same subject headings.

Cataloguing Internet sites

Cataloguing Internet sites presents interesting challenges. The multi-topic nature of many Internet sites makes them difficult to insert into any catalogue under a single Dewey Number. They frequently require the attachment of a large number of specific subject headings. For this reason The Knox School does not use Dewey numbers in the cataloguing of Internet sites.

Anybody cataloguing Internet sites into an Intranet database can be under immense pressure to complete the insertion of sites as quickly as possible in order to meet the demands of teaching staff and students. Because of the high speed nature of accessing knowledge electronically, there seems to be growing trend for library patrons to demand a shorter lead time for insertion of resources into an electronic database than was previously accepted for traditional written resources.

One of the significant bottlenecks in cataloguing either written or electronic resources is the use of a manual containing written subject headings. Cataloguing staff have to keep switching from the computer screen to consult the manual, but also have to type in selected headings along with correct spellings and punctuation. It is obvious that there are attendant possibilities of introducing errors into the catalogue. This process is time consuming especially when cataloguing Internet sites. The use of the *SCIS Subject Headings Online* has significantly reduced the time needed to catalogue Internet sites as far as The Knox School is concerned.

The cataloguing process

The very nature of the software enables us to have the *SCIS Subject Heading Online* screen open at the same time as the cataloguing screens. Knox cataloguers have found that the *SCIS Subject Headings Online* is very user friendly. The possible variations in search methods outlined in the following examples gives the cataloguer rapid flexibility.

Search method

Alphabetical Search – Subject Headings that start with
String Search – Find this character string

Select display formats

List of subject headings
Subject headings with references
Hierarchical display

The fact that we can copy selected subject headings and attach them directly to the book or Internet site entry reduces cataloguing time, ensures the records are up-to-date, and also reduces possibility of errors like punctuation and spelling. Using the *SCIS Subject Headings* makes consultation with local colleagues or with Curriculum Corporation much easier as we are all viewing the same resource at the same time.

Clifford H Wade
Webmaster at The Knox School

SCIS Subject Headings Online

SCIS Subject Headings Online is a list of allowed and non-allowed terms and phrases for use in Australasian school library catalogues. It is a controlled vocabulary used by SCIS Cataloguing Agencies when selecting or devising appropriate subject headings for resources added to the SCIS database.

SCIS Subject Headings Online may be used by library staff in schools to assist in conforming to SCIS standards when assigning subject headings to local resources. It can also be used by other organisations or services that require a controlled vocabulary specifically designed for the subject analysis of educational and curriculum materials.

The online version contains the contents of the print version and incorporates all amendments since the fifth edition was published in 2002. It conforms to international indexing approaches. *SCIS Subject Headings Online* is a continually evolving list that reflects the curriculum needs of the Australasian primary and secondary school sector.

Cost: Annual subscription $44.00 (includes GST and postage) for Australian orders.

Internetting corner

The following websites can be easily accessed on the SCIS website at www.curriculum.edu.au/scis/ connections/cnetw05/52internet.htm.

Aboriginal Studies WWW Virtual Library
www.ciolek.com/WWWVL-Aboriginal.html
This site has been operating for over a decade and contains extensive, well-organised links that have been evaluated and selected by the editor Dr C Matthew Ciolek of the Australian National University.

Ancient China – The British Museum
www.ancientchina.co.uk/menu.html
Students are encouraged to investigate the rich history of ancient China by exploring the interactive sites and timelines, stories and absorbing challenges available on this engaging website.

Asia for Educators
http://afe.easia.columbia.edu/
Secondary geography and history teachers will find a variety of teaching materials, maps and multimedia available from this Columbia University site. Subjects covered include art, culture, economy, religion, government and literature.

AskNow! Online Answers Australia-Wide
http://asknowau.247ref.org/wcscgi/ CDM.exe?SS_COMMAND=CUST_ SUP&Category=AUNLA
An initiative of the Council of Australian State Libraries, this website invites students, teachers and teacher librarians who have reference questions to email a librarian to have their requests fulfilled.

Australian Copyright Council Home Page
www.copyright.org.au/
Educational institutions need to be aware of a multitude of complex copyright issues. This official website contains links to the latest information and publications regarding all facets of copyright.

The Book Quiz, by BluePyramid InterActive
http://bluepyramid.org/ia/bquiz.htm
Ever wondered which book reflects your personality? This site features a light-hearted quiz that matches titles to personality types. Sure to be popular with staff and secondary students.

Elementary Art Lessons
www.princetonol.com/groups/iad/lessons/ elem/elemlessons.html
Primary teachers looking for fresh ideas for teaching art should browse through this extensive and varied collection of lesson plans designed for easy implementation in the classroom.

English Online
http://english.unitecnology.ac.nz/home.html
English language teachers have access to over 120 quality units of work developed by teachers in New Zealand. The site also includes pertinent literacy links and forums for teachers and students.

Every Rule in the Universe – All Categories
www.everyrule.com/
Quick and easy searching is a feature of this award-winning database which features the rules of practically all sports, board and card games, casino games, computer games and children's games. Another feature is the etiquette links.

KidsClick! Web Search
www.kidsclick.org/
Comprising hundreds of age-appropriate links selected by librarians, this portal allows students to easily search for relevant reference material. Searches can also be made by Dewey number.

Kodak: The Endurance
www.kodak.com/US/en/corp/features/ endurance/
Australian Frank Hurley captured Ernest Shackleton's 1914–1916 Imperial Trans-Antarctic Expedition on film. His magnificent photographs are the focus of this stimulating site.

Molecular Expressions Microscopy Primer: Virtual Microscopy: Interactive Java Tutorials
http://micro.magnet.fsu.edu/primer/virtual/ virtual.html
Senior secondary students have the opportunity to study the microscopic world by selecting a virtual tour. The interactive software allows students to adjust the magnification, contrast and focus just as they would with a real-life microscope.

The National Centre for History Education
www.hyperhistory.org/
The purpose of this site is to promote the teaching of history in both primary and secondary schools through exemplary units of work, guides, links, and the online journals *ozhistorybytes* and *Professional Digest*.

NZ Maths Home Page
www.nzmaths.co.nz/
Teachers can access comprehensive units of work and activities linked to Mathematics in the New Zealand Curriculum. Coverage includes Numeracy, Statistics, Algebra, Measurement, Geometry and Problem Solving.

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. Main contributors in SCIS catalogue records

If a SCIS cataloguer deems that an illustrator or photographer is the main contributor to a resource, the catalogue record will list the first three letters of the illustrator's or photographer's name in the call number, not those of the author of the text.

SCIS recommends that customers contact SCIS Customer Support staff by email or telephone if they believe they have located an error in a catalogue record, for example a discrepancy in the call number or a typing error. This ensures we can maintain a high standard of data in the SCIS database.

2. New and revised SCIS subject headings

Each issue of *Connections* contains the latest lists of new and revised SCIS subject headings. Since Issue 48 (Term 1, 2004) only a summary list has been published in *Connections* so library staff should refer to the SCIS website at www.curriculum.edu.au/scis/productinfo/supplists.htm for detailed lists. These lists provide information for schools to update the *Fifth Edition* book on a quarterly basis and also to update the school's authority files.

A cumulative list of all new and revised subject headings approved by SCIS Cataloguing Agencies since the publication of the *SCIS Subject Headings Fifth Edition* is also available on the website at www.curriculum.edu.au/scis/productinfo/supplists.htm. If the *Fifth Edition* book has not been updated on a quarterly basis, then the cumulative list should also be consulted when creating headings.

3. ISMNs on the SCIS database

An ISMN is a unique number for the identification of printed music publications, enhancing awareness of music published in Australia and promoting the Australian music publishing industry.

To locate the collection of ISMNs on the SCIS database log on to *SCISWeb* and select SCIS OPAC. On the *Basic Search* screen type M into the *Find* box. Select *ISBN/ISSN/ISMN* from the *In* box. Click on the *Search* button. The *Search Results* screen will display a results set of ISMN catalogue records.

i SCIS news

1. Welcome to 2005

SCIS welcomes customers to the new school year and wishes you all the best for a productive and successful year. Please remember to contact SCIS Customer Support staff at any time if you require any assistance or if you have any concerns regarding our products.

2. Email alerts

SCIS customers now have the option to receive email alerts advising them that the latest issue of *Connections* is available online and the print version has been posted to schools. Customers can provide an email address when they log on to the SCIS Customer Centre page for the first time this year.

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 on helping library professionals keep abreast of the latest in information services and information technology relevant to school libraries.

Connections is distributed free of charge to all schools in Australia . All prices quoted in *Connections* are in Australian dollars.

Connections contributions

SCIS welcomes submissions of articles to be published in future issues of *Connections*. Of interest are articles that may relate to the management of information or resource management in schools.

Length

Articles may range in length from 500 to 1,500 words; however, work outside these specifications will be considered.

Submissions

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

Connections online

www.curriculum.edu.au/scis/connections/latest.htm

New and revised subject headings

Headings for Aboriginal peoples and languages

After consultation with Aboriginal studies advisers, the SCIS Information Services Standing Committee approved a project to review headings for Aboriginal peoples and languages with reference to language group headings from the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) catalogue. As part of this process, the form of heading for Aboriginal languages was changed from the qualified form eg Pitjantjatjara (Aboriginal language) to the direct form eg **Pitjantjatjara language**. This form is consistent with headings for other languages in *SCIS Subject Headings.*

As only selected example headings for specific Aboriginal peoples and languages are included in *SCIS Subject Headings*, the project has resulted in only minor changes to the list. Cataloguers may add specific headings as needed, according to instructions at **Aboriginal peoples** and **Aboriginal peoples – Languages**. The SCIS database now has a consistent set of headings for Aboriginal peoples and languages, with appropriate reference structures to assist cataloguers and users of SCIS OPAC.

North and South Korea

The more user-friendly terms **North Korea** and **South Korea** have replaced the former headings Korea (Democratic People's Republic) and Korea (Republic).

Explanation of symbols

1. Headings marked with an asterisk are existing allowed headings which have been updated.
2. Headings which were previously USE references but are now headings in their own right are marked as A.
3. New headings are marked as N.
4. Deleted headings are marked as D.

Further details

For full details of these headings, see the SCIS website at 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 – Languages

N Connectedness (Education)

N Connectedness (Psychology)

N Disease prevention

* Diseases

* Education

* Korea

* Kriol language *replaces* Kriol (Aboriginal language)

* Language and languages

* Life skills

A North Korea *replaces* Korea (Democratic People's Republic)

* Personal development

* Personality

* Pitjantjatjara (Aboriginal people)

* Pitjantjatjara language *replaces* Pitjantjatjara (Aboriginal language)

* Public health

* Self-perception

A South Korea *replaces* Korea (Republic)

* Vaccination

D Wangkumara (Aboriginal language)

SCIS Authority Files

SCIS Authority Files CD-ROM is for use in the library system.
- Contains the entire subject and name authority files from the SCIS database
- Automatically generates references to and from subject headings
- Provides enhanced search access to resources
- Keeps references up-to-date and ensures accuracy in the reference structure
- Complements SCIS catalogue records and SCIS subject headings
- Produced twice per year

The *SCIS Authority Files* data can be used in a variety of ways depending on the functionality of the library software.

Contact your library system vendor for the minimum hardware requirements needed for a library system to use *SCIS Authority Files* before subscribing.

Cost: $85.00 (includes GST and postage) for Australian orders

ISSN: 1444-0857

SCIS: 1009117

Cataloguing for non-cataloguers: how Dewey works
(and why it sometimes doesn't seem to)

*In **Connections 51** (p 10), I discussed the distinction between the 910's in Dewey and the number range 930–999. That article raised some fundamental questions about how Dewey works. Since full and abridged edition Dewey numbers are included in records on the SCIS database, it seemed appropriate to address these questions at greater length.*

In a very small general library Dewey can seem so simple. Every subject has its place: there are ten basic classes, each with ten divisions, each of these with ten further subdivisions, and so on. Every subject seems to have a proper place within this structure: Physics is at 530, English language at 420, etc. The process of progressive subdivision is (mainly) logical, so that 792.8 for ballet results from the progressive subdivision of Art (7), Performing art (79), Theatre (792), and then Ballet (792.8).

Dewey is sometimes taught this way at a basic level. I have seen several school and public libraries where the second summary of Dewey (p 178 in the 14th abridged edition, or p vi of vol 2 of the 22nd full edition) has been photocopied and put up for users' convenience. The third summary (the 1000 basic classes, that is, those before the decimal point) was once taught to librarianship students by drill; as a novice librarian, when looking at car number plates I would try to remember what subject they represented: '365,' I would say, 'Prisons.'

However, it isn't long before we realise that Dewey's apparent simplicity is illusory. Ballet is at 792.8, but isn't ballet music with music at 781.556? Theatre is at 792, but plays are in the 800s. (In my previous article, I used as an example Norwegian fjords, citing three different numbers, each appropriate in different circumstances.)

Dewey is a 'shelf classification': that is, it is used for arranging books on shelves. But one physical item can go in only one place, regardless of how many different topics it appears to be linked with. Printed books – or any other three-dimensional document – are in this way unlike electronic documents, which potentially can be retrieved by any term in the document, as well as by any extra terms assigned to the document by an indexer.

Problems with Dewey

The problem we face here is not a problem with Dewey itself. It is a problem firstly with the nature of knowledge, secondly with how we ourselves tend to prefer certain types of order, and thirdly with the ways that authors write books.

Most topics have several aspects

The first problem, when classifying a work for the SCIS database, is that knowledge itself is inherently complicated. Most topics have several aspects. Take 'refugees' for example. By definition, refugees are people from one place now resident (temporarily or otherwise) in another place. That is two aspects to start with. The reason these people moved (say, war or natural disaster) is often a specific event, which is a third aspect.

How these refugees are dealt with in a particular document provides other aspects: are they treated as a social group; an issue of migration or of civil rights; a political, military or legal issue; even as a religious question? Where a document is classed depends on which aspect predominates. (A book on immigration detention centres will be somewhere else again – with Penal and related institutions at 365.)

The key word in making our decision is 'aspect', and the classifier's most important question is, 'Which aspect of the subject predominates?'

The classification of 'refugees' was deliberately chosen as a complicated example, but even seemingly simple topics can have more than one aspect. A work about David Williamson will be classified on the SCIS database according to whether his screenwriting or stage-playwriting is the more important aspect of the particular work.

There was an 1832 novel by French author Victor Hugo titled *Les Miserables*. Leaving aside any other adaptation, this novel was turned into a musical play (in French) in 1980 by Alain Boublil (words) and Claude-Michel Schoenberg (music). The original novel is at 843 or in 'Fiction', depending on how your library treats foreign fiction. The musical score of the show is at 782.1 (dramatic vocal music).

Then Cameron Mackintosh in 1985 bought the performing rights for the show, and had the text turned into English by Herbert Kretzmer. Ten years after the first performance of this version there was a tenth anniversary performance in the Royal Albert Hall, London. (The DVD/video and the music CD of this performance are the versions of *Les Mis* which statistically you are most likely to hold.)

Administrative decisions

This raises the second problem that I mentioned above. To complicate matters, for administrative reasons the video/DVD and CD versions, wherever classed, are probably 'shelved' away from the text and printed music versions of the story: we usually put our recorded media in a separate place from the printed media.

Similar policy decisions also affect the classification of purely print materials. Fiction, regardless of 'subject content', we (usually) always class as fiction. This presents retrieval problems for people looking for illustrative fiction on a topic (such as users looking for a book about adoption), and this is why SCIS assigns subject headings to fiction books. Poetry also is treated by form and classed as poetry, even when it has a 'subject': a book of poems about cats is classed as poetry (unless, of course, it has been turned into a stage musical by Andrew Lloyd Webber).

Further, we have an intellectual preference for a certain kind of order, determined by deeply-held philosophical or other assumptions. This is a complex matter to deal with, but an example may give some idea of what I mean. Melvil Dewey's classification was originally written for a small college in New England, and reflects the values of that place at that time. Nowadays, the Dewey system is used worldwide, and needs to be more pluralistic in its approach; changes in the last two editions of Dewey, aimed at reducing the Christian bias in the 200s, is one example of this new awareness.

Authors

The third problem is authors, for some authors seem to delight in producing works that bridge across discipline boundaries. Paul Davies, for example, has written a series of books that we might think of as cosmology or as theology. Paul Krugman, an economist, often seems to be writing about politics in his economic journalism.

Examples confounding our desire to see that all related documents are in one place on the shelves are easy to find. But how ought we to deal with such problems?

Solutions to these problems

Some librarians are tempted to group together everything on a topic. But if, for example, we decide to class together all books on aboriginal peoples, are we to include here also books on aboriginal folklore and religion? Are we to include aboriginal languages (which would thus be separated from other language books)? Do we include here also a book on Cathy Freeman, and thus separate her from other athletes? You see, by solving one collocation problem, we would simply be creating another.

Ultimately, it comes down to our own mindsets. Sometimes it is easy to see that a given book is about one clearly-defined subject: 'Introductory physics' is usually just that – about physics. But, more often, we need to identify which aspect of the subject is the most appropriate in the given case.

We need to recognise for ourselves the importance of 'aspect' when working with Dewey, and to encourage our readers to think this way also. The latter, indeed, is part of the essence of professional reference work: teaching our users to understand how the system works, so that they can use it more effectively for themselves. 'That book on Sir William Deane, you wanted,' for example. 'Is the key aspect his work as a lawyer, or his work as governor-general?' Once we've got our users trained, we'll have time to drink that cup of tea before it gets cold.

Ray Cotsell
SCIS database support

13-digit ISBN

The ISBN is being expanded from 10 digits to 13. The date for fully adopting ISBN 13 is 1 January 2007. The revised International Organization for Standardization (ISO) standard is due to be published at the beginning of 2005.

- The new ISBN will consist of 13 digits: the 3-digit prefix that identifies the book industry (currently 978), followed by the core 9-digit number and the recalculated check digit that validates the internal integrity of the whole number. As such it will be identical to the EAN 'Bookland' 13-digit code that already appears encoded in the barcode printed on the back of the book.

- From 1 January 2007, only ISBN 13 will be supplied by publishers. Prior to 2007, some publishers may start supplying ISBN 13 in conjunction with the 10-digit ISBN. The International ISBN Agency recommends that the numbers should appear on the title page verso, and on the

book cover if there is no barcode, in the following style:

ISBN-13: 978-1-873671-00-9

ISBN-10: 1-873671-00-8

The International ISBN Agency has published *Guidelines for the Implementation of 13-Digit ISBNs.* These guidelines are available online at www.isbn-international.org/en/download/implementation-guidelines-04.pdf.

The guidelines include an example barcode with 13-digit ISBN. Testing has shown that a barcode scanner configured to scan the 10-digit ISBN retrieves the 10-digit ISBN from this sample barcode.

Testing has also shown no problem with downloading a record by either ISBN from *SCISWeb*. However 13-digit ISBNs will not be added to SCIS records until library system vendors are consulted about how they will be handled in school library systems.

Updated information about the 13-digit ISBN will be provided on the SCIS website.

Leonie Bourke
SCIS Database Manager

For more information:

National Information Standards Organization (NISO). *Get Ready for the New ISBN!* www.niso.org/standards/resources/ISBN.html

International ISBN Agency. *ISBN Standard Revision.* www.isbn-international.org/en/revision.html

Fighting poverty through education

With a mix of trepidation and excitement I arrived in Moshono village, Tanzania, on 28 February 2004 to work as a volunteer setting up a library for St Judes, a little school which caters largely for sponsored children. Tanzania is one of the poorest countries in the world with a GNP lower than even Afghanistan. I had responded to an advertisement on the teacher librarian listserv and I knew that this was the way I wanted to use my ten months long service leave.

There are three orphanages in our local village which is only five kilometres out of Arusha, a pleasant town catering to the tourist industry that delights in Mt Kilimanjaro, Ngorongoro World Heritage Area and the Serengeti Plain.

When I arrived I was faced with two storerooms stacked to the ceiling with donated books. The beautiful new library upstairs stretched the full length of the five classrooms that were below it. The library was made possible due to a US$10,000 donation from the United States. It was not quite finished so I worked in the volunteer house, cataloguing for the first month. (The house was also getting a renovation: and we now have a flushing toilet, electricity and running water.)

All of the books are donations from schools and public libraries in Australia and are all treasured. Very few have an ISBN in barcode format so most need to be manually catalogued on to a laptop I brought with me. We are not on a phone line as the one that was here was strung too low on poles, used as a clothesline and then fell over. I found numerous treasures in the rubble and plenty of Junior Fiction for me to model literary responses to the texts. I also found some horrors – Britannica from 1956 and six sets of Funk and Wagnall's.

Two weeks after I arrived, the students all turned up on a Saturday to help us move up to the library. On the sixth week I started teaching as 3,000 resources were now on the shelf, about 10% of what is still to be done.

Teachers here are not responsible for a class – they teach subjects as in our secondary schools. This means that I am doing plenty of proactive talk to demonstrate the benefit of what the library can do for them, as the previous 'library lessons were a time for reading a book'.

The language of instruction is English, as this is what is expected at high school. Most government primary schools don't teach it, so the drop out rate from secondary schools is very high: Tanzania currently has a total university population of 875.

St Judes has five grades and continues to build as the students move up, so building is a continual process. Supervision of builders is part of my job description, for example, painting numbers on bags of cement so they can be checked afterwards and not thrown out the top floor to a neighbouring paddock to be collected and sold on. We then wash the bags, sew them together and recycle them as bags to store the maize and beans we grow to feed to students for their lunch. I am currently supervising the painting, so my Swahili is improving – the tradesman in charge of metal has just provided me with some beautiful bookends I had modelled out of cardboard.

The community of volunteers here are all working very enthusiastically and we usually work six to seven days a week. The education we are providing should help to break the poverty cycle. Labourers for instance earn A$1.50 a day and the standard of living is poorer than anything I've seen in Asia. The local government primary school has classes of 100 to 110 while ours are 25. We have a considerable number of fee paying students as well as sponsored students. As attendance is highly sought after, the sponsored students are rigorously checked, but the orphan students are taken automatically.

I have thoroughly enjoyed mixing with the community that has welcomed me. We are in the middle of Masai homelands. These proud people maintain their traditional lifestyle and are seen daily here in red cloaks, much beading and silver jewellery through their ears. The young men braid their hair and coat it in red clay, and carry very sharp machete blades. I was invited to a wedding recently in a church with a dirt floor and watched a line of very rhythmical women bearing gifts on their heads. Last weekend I visited the Masai markets where my fellow teachers picked out a tethered goat to be barbequed for lunch.

I continue to enjoy my time here and am grateful to the all the staff at Kurwongbah State School in Queensland. Their innovative ideas in my 12 years at Kurwongbah have enriched my time here.

Jane Kennedy
'Fighting poverty through education'

Educational Lending Right

Educational Lending Right (ELR) is an Australian cultural program that supports the production of Australian children's literature and educational books. The SCIS unit is undertaking the ELR school library survey for the Department of Communications, Information Technology and the Arts (DCITA).

Educational Lending Right has two main objectives:
- to make payments 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
- to support the enrichment of Australian culture by encouraging the growth and development of Australian writing and publishing.

In October 2004, SCIS invited 600 schools Australia wide to participate in the ELR school library survey. As with all ELR surveys, stratification guidelines developed by a consultant statistician and approved by DCITA were observed by Curriculum Corporation in the selection of schools to be surveyed. All States and Territories were represented in the survey, government and non-government schools were surveyed, and schools from regional, rural and urban areas were represented, as were schools with both small and large enrolments.

To run the survey, schools had to be using one of the library automation systems for which customised ELR survey software has been produced, for example Amlib, Bibliotech, Bookmark, Libcode, Geac, and Softlink Alice/Oasis library systems. The survey software was developed to match the holdings of participating school library catalogues with titles supplied by DCITA.

Only brief data is extracted from the school library catalogue and matched against the source file. Schools usually take only a few minutes to complete the survey. In some cases the library system vendors collect and process results; however, schools usually send the results directly to Curriculum Corporation for processing.

The privacy and confidentiality of schools and students is rigorously maintained in the ELR school library survey. No borrower details are extracted from the school library catalogue during the survey process. Only Author, Title, ISBN, SCIS number, Date (if applicable) and number of copies is extracted for the purpose of the survey. Data is not used for any other purpose after the survey and participating schools are not publicised.

SCIS would like to thank all schools who gave their time to participate in the 2004–05 ELR school library survey. All survey participants will be sent a copy of the 2004–05 summary report once results have been finalised. The 2004–05 summary report will also be made available online at www.curriculum.edu.au/scis/partnerships/elr.htm.

ELR is to be funded for a further three years from 2005–06. If you are one of the lucky schools who receive a package from the ELR project in October this year, we look forward to your participation. We promise it will not take up much of your time and the benefits to Australian creators are enormous – not just financially, but also psychologically.

To see the top 100 books held in Australian educational libraries in 2003–04, go to www.curriculum.edu.au/scis/partnerships/elr.htm.

Natasha Kuyken
Project Officer, ELR

Barcode Scanners

Curriculum Corporation offers a range of fixed and portable barcode scanners for purchase.

These scanners can be used in conjunction with *SCISWeb* to scan ISBNs rather than entering ISBNs manually. The scanners are also configured to read the barcodes for circulation. The portable scanner is great for use when undertaking a stocktake of the collection.

Customers who have purchased a scanner from SCIS receive free support from All Barcodes Australia for the life of the scanner. Further details and order form are at www.curriculum.edu.au/scis/productinfo/scanners.htm.

	A$ (inc GST)
Datalogic Touch 65 fixed scanner (5 year warranty**) Compatible for PC and iMac ☐PS2 ☐USB	$218.00
Cipherlab 1067M portable scanner (3 year warranty**)	$599.50
USB connection for Cipherlab 1067M portable scanner	$82.50
Opticon OPL 6735 laser scanner (3 year warranty**)	$550.00
USB connection for Opticon OPL 6735 laser scanner	$55.00
Cipherlab 1160 CCD cordless memory distance scanner (1 year warranty**)	$946.00
USB Connection for Cipherlab 1160 CCD cordless memory distance scanner	$33.00
Barcode scanner stand	$49.50
Postage and handling	$8.00

** Warranty conditions apply.

Resources

Recipes for Success in Literacy

Recipes for Success in Literacy is based on the simple premise that children learn more if they are having fun. The 'recipes' are a rich variety of activities that encourage all students to achieve success.

Students take responsibility for their own learning as they work through the activities independently, set their own goals and feel valued as active members of the classroom.

The activities are flexible and can be used for small group work in learning centres or as whole class activities.

The focus of the series is English, with activities grouped into the categories: Viewing, Reading, Writing, Speaking and Listening, ICT, Conventions.

Recipes for Success in Literacy: Environment and the world
Middle years teacher resource, 112 pp
Authors: Serena Brodie-Hall and Olivia Mottram
RRP: $36.95
SCIS: 1161154
ISBN: 1 86366 736 9

Recipes for Success in Literacy: Environment and the world addresses the values and principles associated with democracy, social justice and ecological sustainability.

Recipes for Success in Literacy: Values and days of recognition
Middle years teacher resource, 112 pp
Authors: Serena Brodie-Hall and Olivia Mottram
RRP: $36.95
SCIS: 1178378
ISBN: 1 86366 737 7

Recipes for Success in Literacy: Values and days of recognition provides students with an understanding of the values we share in a multicultural society.

Recipes for Success in Literacy: Fairytales and picture storybooks
Middle years teacher resource, 112 pp
Authors: Serena Brodie-Hall and Olivia Mottram
RRP: $36.95
SCIS: 1178370
ISBN: 1 86366 739 3

Recipes for Success in Literacy: Fairytales and picture storybooks presents opportunities for students to compare and contrast ideas, and better understand the interactions within or between written and visual texts.

Celebrate Mathematics!

These new primary maths titles from Curriculum Corporation support teachers in achieving success in the classroom through practical activities and strategies that will engage students and help them become competent and confident mathematicians.

Maths Essentials: Practical tools, tasks and strategies
Primary teacher resource, 112 pp
Author: Andrea Hillbrick
RRP: $35.95
SCIS: 1143644
ISBN: 1 86366 732 6

Maths Essentials presents an exciting range of tools, tasks and strategies for everyday use in primary mathematics programs. It shows teachers how to create a supportive learning environment so that all students can experience success in mathematics. Each tool is presented as a daily mathematics lesson. It comprises six sections:
- Celebrate mathematics – ways to celebrate students' mathematical achievements
- Talk it up – tools for the development of mathematical language
- Peer and self-assessment – strategies for engaging students in the assessment process
- Teacher observations – effective tools to record observations, monitor assessment strategies and plan daily mathematics programs
- Masters to go – blackline masters to support the activities.

Discover and celebrate the mathematicians in your classroom with this practical resource.

Numberboards: Games and hands-on activities
Ron Smith

These collections of games and activities provide a fun way for students to learn and consolidate numeracy concepts. *Numberboards* moves away from the 'chalk and talk' approach to involve students in a hands-on way. Different learning styles are catered for as students are given opportunities work collaboratively, individually or competitively. The activities make use of materials that are readily available in primary classrooms.

The activities include:
- list of materials required
- learning outcomes for Number
- suggestions for teacher observation, questioning and whole class discussion
- reproducible activity card
- reproducible activity board.

Numberboards: Lower primary
Lower primary teacher resource, 96 pp
RRP: $35.95
SCIS: 1142518
ISBN: 1 86366 731 8

Numberboards: Middle primary
Middle primary teacher resource, 96 pp
RRP: $35.95
SCIS: 1176080
ISBN: 1 86366 749 0

Numberboards: Upper primary
Upper primary teacher resource, 96 pp
RRP: $35.95
SCIS: 1176079
ISBN: 1 86366 750 4

Tuning In with Task Cards

Andrea Hillbrick

Tuning in with Task Cards presents an exciting range of 150 task cards for daily use in mathematics programs. Each book:
- provides opportunities for all students to experience success as mathematicians
- actively involves students in the learning
- presents learning experiences in a variety of contexts including games, real-life problems and open-ended questions
- encourages the display of student work to provide models for others and promotes conversations about mathematics
- fosters classrooms as positive and supportive environments in which students celebrate their achievements.

Each task card features an open-ended activity which can be used in a range of ways including:
- implementing a task as a whole class lesson

- selecting specific tasks for small groups of students for independent learning
- publishing the tasks in the school newsletter for families to solve, or for homework
- selecting tasks as assessment tasks.

Tuning in with Task Cards is designed to engage students in mathematical learning by providing tools that promote creativity in presenting mathematical insights. The tasks need little preparation and the materials required for the tasks are readily available and often used in everyday life.

Tuning in with Task Cards: Lower primary
Lower primary teacher resource, 96 pp
RRP: $32.95
SCIS: 1189753
ISBN: 1 86366 766 0

Tuning in with Task Cards: Middle primary
Middle primary teacher resource, 96 pp
RRP: $32.95
SCIS: 1163553
ISBN: 1 86366 748 2

Tuning in with Task Cards: Upper primary
Upper primary teacher resource, 96 pp
RRP: $32.95
SCIS: 1189768
ISBN: 1 86366 767 9

The Le@rning Federation – refurbished website

An increasing number of individuals are interested in finding out more about The Le@rning Federation schools online content initiative. Principals and teachers are particularly keen to find out what is happening in their educational jurisdictions regarding accessing the online curriculum content developed by The Le@rning Federation.

The Le@rning Federation is meeting the changing needs of the range of audiences through:
- making information available on its website in an organised, timely way and archiving for reference
- sending email alerts to all registered users of the website
- ensuring that the material on the website is increasingly aligned to teachers and of interest to the general community.

There is now an exclusive area of the website that provides information about the implementation of The Le@rning Federation online curriculum content in each jurisdiction in each State and Territory and in New Zealand.

Users will find detailed information about published online curriculum content for students, stories about how teachers are using the online content in the classrooms, and a guide for teachers responsible for Mathematics/numeracy to use when working with the online content in that area of the curriculum.

Also useful are the links provided to national education agencies, peak professional and industrial associations in Australia and New Zealand, together with all key State, Territory and New Zealand key educational agencies.

Principals and teachers are sure to be engaged with the wealth of material available on the refurbished site. Why not feature the site at your next staff meeting? Simply go to: www.the learningfederation.edu.au.

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

SCIS order form

SCIS
SCHOOLS CATALOGUE
INFORMATION SERVICE

NOTE: • SCIS subscriptions operate on a calendar year cycle (January 1 – December 31).
• 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.

Subscription products

SCISWeb	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 (NZ and other countries)	$110.00	$220.00	$330.00	$550.00	$770.00	$990.00	Application	
							Subtotal A: $	

SCIS Authority Files	Australian price (Includes GST)	NZ and other countries	Amount
SCIS Authority Files	$85.00	$77.00	
		Subtotal B: $	

SCIS Subject Headings Online	Australian price (Includes GST)	NZ and other countries	Amount
SCIS Subject Headings Online	$44.00	$40.00	
		Subtotal C: $	

Other SCIS products	Australian price (Includes GST)	NZ and other countries	Amount
SCIS Subject Headings Fifth Edition	$120.00	$108.00	
Datalogic Touch 65 fixed scanner (5 year warranty**) Compatible for PC and iMac ☐ PS2 ☐ USB	$218.00	$198.00	
Cipherlab 1067M portable scanner (3 year warranty**)	$599.50	$545.00	
USB connection for Cipherlab 1067M portable scanner	$82.50	$75.00	
Opticon OPL 6735 laser scanner (3 year warranty**)	$550.00	$500.00	
USB connection for Opticon OPL 6735 laser scanner	$55.00	$50.00	
Cipherlab 1160 CCD cordless memory distance scanner (1 year warranty**)	$946.00	$860.00	
USB connection for Cipherlab 1160 CCD cordless memory distance scanner	$33.00	$30.00	
Barcode scanner stand	$49.50	$45.00	
Postage and handling	$8.00	(one item) $12.50 (two items) $20.00*	

Prices in Australian dollars
*A quote will need to be obtained from Curriculum Corporation for postage of more than two items.
** Warranty conditions apply

Subtotal D: $

Total A, B C, & D: $

I agree to the terms and conditions of sale

http://www.curriculum.edu.au/scis/resources/termsconditions.doc

Signature

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Purchase order number:

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School name: Campus/Library:

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State: Postcode: Country:

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

Cardholder name: Card no:

Signed: Expiry Date: /   /

☐ EFT - Send the order form to SCIS who will provide bank details   ☐ Bank draft payable to Curriculum Corporation (New Zealand & International)

☐ I enclose a cheque payable to Curriculum Corporation (Australia only)