Life in the Poetry Collection

My mother was a packrat; I love getting rid of clutter. She never threw anything away in case she might need it. I discard something every time I buy anything new. She might have been a good archivist; I am a teacher librarian.

Breathing life into the collection

The maintenance of a relevant, attractive, lively school library collection depends on several factors: the acquisition of useful, current, and appealing resources; good cataloguing so that those resources can easily be found by patrons; attractive displays and promotion of resources to staff and students; and rigorous de-selection of resources that no longer suit the requirements of a particular school media centre (Kogon & Lighthall, 1993).

Very few teacher librarians are faced with the task of acquiring a core collection for a brand new school media centre, and de-selection, or weeding, is a task many library staff put off until 'more important' things are done: I suspect that many school libraries are in much greater need of weeding than of any other aspect of collection maintenance. Let's start there.

Why weed?

1. All library users deserve current, accurate, authoritative resources. Because of their youth and inexperience, they will assume that whatever they read in the library is true. If the book is called *The Universe Today* and it says Jupiter has five moons, they will believe that and include it in an assignment despite the book's 1980's copyright date. Patrons must be able to trust that the information they find in the library is up-to-date (Arizona State Library, 2003).

2. The attractive, current resources you have may be lost among the old. Students have neither the patience nor the skill to sort through shelves crowded with musty books in search of the gems that may be there, and teachers simply do not have the time (Doll, 2002). Let your best resources shine by weeding outdated, worn, unattractive volumes.

3. You may have several editions of similar works. Keep only the most recent, getting a duplicate if demand is high. Newer titles tend to circulate more than older ones, even if the contents are the same. Dull covers, yellowed pages and small print do not promote an increase in reading (Carter, 2003), but display a brand new edition of *Macbeth* or *Jane Eyre* and watch it fly. Good resources attract use (Kogon & Lighthall, 1993).

4. A well-weeded collection presents an honest visual reflection of how many useful resources your school library contains, and may attract budget. A library whose shelves are crammed floor to ceiling presents a possibly inaccurate impression of its ability to respond to teaching and learning needs (Kogon & Lighthall, 1993).

Policies and procedures

If your School District Education Department has a policies and procedures manual, refer to it. It should contain guidelines on collection assessment, criteria for weeding, practical tips on weeding, how often to weed, how to remove records for de-selected books, how to mark de-selected books, and how to dispose of them. If your district does not have a policy and procedures manual, form a committee of teacher librarians to create one. Having such a manual will standardise and clarify roles, and define operations while raising standards and assisting both old and new teacher librarians. Both the process and the product are highly valuable. Furthermore, because weeding can lead to controversy in a school, a clearly written, well-documented policy can assist teacher librarians in explaining its importance (Arizona State Library, 2003).

Weeding poetry

Because poetry, like all forms of literature, does not lose its currency in the way natural and applied sciences, technology, psychology and ▶

Life in the Poetry Collection (cont.)

geography do, the poetry section of the library presents some unique challenges to the teacher librarian. Specific guidelines for weeding poetry are few and far between. As a result, the poetry section is often neglected, even in a well-maintained library (Sunlink, 2000).

Leaving dated poetry books on the shelves does not put our patrons at risk of taking home inaccurate information, an issue that most staff members and administrators can understand and appreciate. So what, then, is the risk of simply leaving the poetry section unmaintained? The school library risks a loss of readership, and students risk the loss of a certain type of literacy. Poetry expresses feelings and experiences in ways that sometimes bypass cognition and go straight to the heart or gut. This is why so many adolescents write poetry of their own. Good poetry captures part of the essence of its time in imagery. What teacher librarian would want to deprive students of the potential for that experience?

Where to start?
Begin with a careful reading of the English curriculum or Integrated Resource Package. Take careful note of the learning outcomes and consider how best to bring your poetry collection into alignment with those objectives.

With these guidelines in mind, take a book truck, preferably one with three tiers per side, directly to the stacks. If possible, take a 'before' picture. Have a pen and paper with you to record books you need to replace. Put the obvious 'weeds' on the bottom tier and those that need closer inspection on the top. The middle row can be used for books, or for books whose reading level and/or curricular relevance make them inappropriate to the school library, but which may be appreciated by a poetry fan on staff.

Once the top row is full, sit down at a table and go through each book to determine its usefulness. Return the keepers to the shelf, the weeds to the bottom, and those that could be of use elsewhere to the middle shelf.

Take a look at the volumes you are discarding. Note titles and genres that you will want to replace. Once the analytical part of the de-selection process is complete, give the processing portion to a clerk or volunteer if possible. Have him or her delete the record

from the circulation software, remove school identifiers if that is part of your procedures, and stamp the book 'Deleted'.

What are the indicators of an obvious poetry discard? The CREW method (Boon, 1995) uses the acronym, MUSTIE, to indicate when an item should be removed from the collection. Here is what MUSTIE stands for, followed by illustrations from my own weeding process:

Misleading and/or factually inaccurate: eg Mandel, E (ed) 1972, *Poets of contemporary Canada* 1960–1970, McLellan & Stewart, Toronto.

Ugly (worn out beyond mending or rebinding); eg Cohen, L 1966, *Parasites in heaven*, McLellan & Stewart, Toronto.

Superseded by a new edition or a better source; eg *Oxford Book of American verse* 1950 and 1979, Oxford University Press, New York.

Trivial (of no discernable literary or scientific merit); eg Livingstone, MC 1982, *A lollygag of limericks*, Anatheum, New York.

Irrelevant to the needs and interests of your community; eg Esbenson, B J 1992, *Who shrank my grandmother's house?*, HarperCollins, New York.

Elsewhere (the material may be easily borrowed from another source); eg Scott, D (ed) 1994, *Discovering poetry* – or other poetry books used in class.

To this list, add another M, for mis-catalogued. Are there literary criticisms and anthologies mixed in with the volumes of poetry? Are the nationalities of the poets ignored? Now is a good time to clear up these errors and create shelves that assist browsers in finding what they want. As a general rule, anthologies belong in 808.81, North American poetry has a Dewey classification of 811, English poetry is 821, and French poetry is 841. [Editor's note: Australian poetry is at A821.]

You may be experiencing some uncomfortable emotions at this point. You didn't become a teacher librarian in order to destroy books. This is a good time to remind yourself of your purpose here. You are making space for more valuable items, while providing a more appealing and up-to-date collection that is easier for patrons and staff to use.

Your weeding efforts may encourage patrons to handle materials carefully and is certainly giving you feedback on strengths and weaknesses of the collection. Moreover, you are removing the illusion of a well-rounded, well-stocked collection and taking the first step toward reality (Buckingham, 1994).

Stop and admire the attractive books you can now see on the shelves. Check to see how often they have circulated. If not at all or very little, look through them and determine why. Is the reading level too high or too low for your students? Is the subject matter irrelevant to their lives? Is the cover unattractive? No index? No illustrations? If the answer is yes to one or more of these questions, the book may be better elsewhere. If all looks well, turn it out to display the cover using your newly liberated shelf room. Promote high quality, underused resources to the appropriate teachers and display them prominently in the library.

As you weed, take note of topics that you will now need to update. In some cases, you may have adequate numbers of newer resources on the shelves; in others you may have left holes that need filling. Make the latter areas an acquisitions priority. Keep a few of the absolute worst offenders. Take them to a staff meeting to illustrate to your colleagues the need to weed, or to a budget meeting to underscore the library's need for funds. Do so in a way that does not reflect ill on your predecessor.

Acquiring poetry
The process of weeding helps the teacher librarian to see the real gaps in the collection. Now that you have pulled the weeds, the more pleasant task of acquiring new resources awaits you. To keep future mistakes to a minimum, the acquisitions process needs to be informed by knowledge of current curriculums and understanding of the school culture as a whole.

Thoughtful acquisitions in this area may afford the opportunity to forge cross-curricular links, so keep your mind open to considerations beyond the English curriculum. A beautiful new volume of Longfellow's *Evangeline* could be used to support the Social Studies curriculum, or *The house of small* by Emily Carr could be read in Art. Promote these connections whenever you can.

It is important that school library users be able to find poetry that reflects their reality. Attractive volumes of poetry of bygone eras have their place in the collection, but this needs to be balanced by poems in which our students can see themselves. This section, as all other parts of the school library media centre, needs to serve current users and their interests, and reflect changes in curriculum and in society (Carter, 2003). Seek out some volumes of poems for and by adolescents. Sykes and Monette-Brown (1998) state that 'poetry should present a new perspective or comment on life in dimensions which are meaningful', and offer the following guidelines for purchasing poetry:

- Does the poetry speak to children, rather than at them or about them?
- In what ways is the poetry unique?
- How does [sic] the rhythm, rhyme, imagery, figurative language and shape interrelated [sic] to create and reinforce the meaning of the poetry?
- What forms (lyrical, narrative, ballad, limerick, free verse, haiku, concrete) are used in the poem/poems?
- What is [sic] the style and medium of illustrations? Are they effective in enhancing the meaning of the poetry? (p 8)

The following are criteria for anthologies:

- How many poems or poets are included?
- What types of poems are included? What is their subject matter? Are these selections available elsewhere?
- Is the poetry of consistent quality and well chosen for the intended audience?
- How is the volume arranged? What indexes does it contain? (Sykes & Monette-Brown, 1998, p 8)

Consult with members of the English department who are passionate about poetry and ask for recommendations. They will be thrilled that you are putting time and money into their area of interest.

Examine the poetry titles available at other schools and at the public library to get ideas for additions to your collection. Be judicious when using this approach, though. Their collection may not be in an ideal state either! For more ideas, go to poetry awards sites.

There is some debate regarding the relative merits of anthologies over collections by a single poet. In one camp we find those who side with anthologies as being efficient, cost-effective ways of updating the poetry collection. In the other are the poetry purists who suggest that the true purpose of poetry is lost in such volumes. McLain Harms and Lettow (1987) assert that the categorisation of poetry by themes in anthologies 'allows poetry to be mistakenly conceptualized as being about ideas and events rather than responses to experiences' (p 35). On the other hand, newer anthologies of exemplary poetry from various eras make practical contributions to one's collection. *Poet's Corner* (n.d.) suggests a balance of both formats, and this is probably an appropriate approach for the school library poetry section. Make sure the anthologies have good indexes. Some are indexed by title, poet, and first line, which make them very easy to use.

Another consideration when acquiring new resources for the poetry section might be to include biographical works where possible. McLain Harms and Lettow (1987) believe that readers come to understand more about the nature of poetry when they read about poets' lives. In addition, reading biography represents an excellent extension of literacy skills, and may encourage the reading of non-fiction in girls while validating its use by boys. The author recommends cataloguing biographies by subject so that they can be found right beside the poet's works.

Once the new acquisitions are catalogued and shelved, the newer ones turned out on display, take an 'after' picture. Put the two contrasting photos on the library website if you like. Now that your poetry collection is in good shape, plan to keep it that way. Make poetry a standard part of your renewal cycle. Celebrate your accomplishment in some way, even if it is just to take a moment to gaze and smile at the new life you've given to this formerly dusty, fusty section. Be sure to give your colleagues a tour of the section they helped to renew, or check out a few of the new volumes and pop them into their drawers. However you celebrate, congratulate yourself on bringing clarity, economy and honesty to the poetry section of your library.

Karen Lindsay

Karen Lindsay is a third-year librarian at Reynolds Secondary School in Victoria, British Columbia. She plans to finish her Masters of Education in Teacher-Librarianship by Christmas. She is the mother of a wonderful 14-year-old daughter, and they both hope to spend 2006 on exchange somewhere in Australia.

An Ode to a Teacher-librarian: Making your Poetry Section Come Alive is available from the Canadian School Library Association website (http://www.schoollibraries.ca/Article.aspx?ArticleID=30).

The complete article with bibliography appears in the online version of *Connections* 51 at www.curriculum.edu.au/scis/connections/latest.htm.

Another article published in *Connections* about weeding appears in issue 45 titled 'Weeding the Resource Garden' by Leonie McIlvenny at www.curriculum.edu.au/scis/connections/cnetw03/45weeding.htm

Related links

Department of Education and Training, WA (CMIS), weeding criteria

www.eddept.wa.edu.au/cmis/eval/library/selection/sel4.htm

Education Queensland FAQs on Culling

www.schools.nsw.edu.au/schoollibraries/faqs/6_idx.htm

Assigning Metadata to Web Pages

This is the latest in a series of *Connections* articles on metadata, and assumes some basic knowledge of the subject. This article will examine the concept of adding metadata to web pages, and discuss some practical examples of this process.

A number of issues face the would-be 'metadataer' (I have taken this opportunity to coin a number of new terms!): for example to what kind of pages are we going to apply metadata and for what purpose, what metadata schema to use and how to do it?

It is possible to generate metadata to describe anything on the web – documents, images, movies and even complex learning objects. Theoretically, you can metadata anything at all including yourself, however we will concentrate on 'metadataering' web pages.

What kind of page is it?

If we are looking at a 'standard' html page, any metadata should be placed somewhere within the <head> tag of the source page. In your browser select any page, select 'view' from your top menu bar, then 'source'. What you then see is the 'actual' page – the initial file your browser downloads from a website and works through to generate the page you see on screen.

Go to the SCIS homepage at www.curriculum. edu.au/scis/index.htm and view the source code where you will see the metadata developed for the new SCIS website. The remaining gobbledygook in the <head> is instructions for your browser to display the page. (For the uninitiated, an html page consists of two parts: the head – containing browser and processing instructions, metadata and other bits and pieces – and the body, containing instructions to generate the onscreen page.)

If you wish to create metadata for a page generated by a content management system (CMS) you will need to enter this metadata as a series of fields associated with that page. This metadata will only appear in the <head> if the CMS has been programmed to display metatags in this way. For instance, 'Why

integration' on the VET in Schools *Skills in the Field* website, has no less than 35 metadata elements associated with it, and can be found using an internal search engine, but the elements are not displayed in the page header.

Why are you developing metadata?

Discoverability

The major purpose in generating metadata is discoverability, which aids a client to locate quickly the most relevant information from a plethora of web pages. To this end, I always use title, description and subject metadata elements, and often key learning area and user level which is expressed as a year level, 0-12. The Access Asia advanced search at http://cms.curriculum.edu.au/aasia/newcms/aasia_search.asp demonstrates the use of several of these elements. The search engine in the online VET products also uses these elements, but not in a client controllable manner. Here the search engine has compiled an index of terms from all the page texts along with the 'formal' metadata elements. A client search term that is included in the 'formal' metadata is weighted more heavily than the same term appearing in the page text, and

search results are returned from the highest 'score' down. I believe most modern search engines can be configured to work in this manner. If you intend to implement metadata to improve discoverability, you should work in conjunction with your IT department.

Rights management

A number of the resources I have metadataed include third party images and documents. This leads me to the second major use of metadata, rights management. There are specific 'formal' metadata elements for this purpose, but I often also include this information in the description, which tends to be more 'visible'. When examining search results, you are usually looking at either a description metatag (see Joyce Tabone's article 'Metatags' in *Connections* 45 at www.curriculum.edu.au/scis/connections/cnetw03/45metatags.htm) or a 'formal' description element. As a general example, all SCIS pages that include metadata (most 'high level' pages) include this tag:

<meta name='DC.rights' content='Copyright Curriculum Corporation 2003'>, which clearly designates the copyright owner of the pages.

Digital resources management

The third major use of metadata is digital resource management which means identifying what version is currently 'online', who created it, who updated/edited it and when. Although not currently a major concern for the Curriculum Corporation website, this use of metadata is of major importance to The Le@rning Federation. I do use such metadata: again, examine the SCIS home page source and you will see <meta name='DC.date.modified' scheme='W3CDTF'content='2003-12-12'> which indicates when we built the new website.

Which metadata? A vexed question

There is certainly no shortage of metadata schemas from which to choose, but I will limit my discussion to the sets used within Curriculum Corporation. Most of my metadata is prepared using either 'pure' Dublin Core (DC) format, or, more usually, DC plus elements from two Australian variants on DC – the EdNA metadata standard and the Australian Government Locator Service (AGLS) standard. Several previous *Connections* articles have described DC and EdNA, and the major difference in the AGLS metadata set is the inclusion of the 'Function' element. The Le@rning Federation is using one of the more complex metadata schemes, the IMS metadata standard, to describe and control

their learning objects. For more information refer to Nigel Ward's article 'The Le@rning Federation metadata update' in *Connections* 46 (www.curriculum.edu.au/scis/connections/cnetw03/46tlf.htm) and also Cherryl Schauder's article 'Making metadata work' in *Connections* 36 (www.curriculum.edu.au/scis/connections/cnetw01/36metadata.htm). Unless you have specific reasons for using another metadata set, I suggest you use the EdNA variant on Dublin Core. Download details from the EdNA website at www.edna.edu.au/metadata/.

How to prepare the metadata?

There is an increasing number of metadata generators available (try a Google search on 'metadata generator'), including a Toolset from EdNA. I generally work with a text template, to which I add appropriate details. I then use an html editor (Edit Plus 2) to paste the completed metadata into the page header while working in conjunction with other members of the Curriculum Corporation Production Team to avoid file duplication. Included below is a suggested metadata set suitable for most educational purposes, plus a few notes on usage.

For CMS based products, I prepare the metadata in an Excel spreadsheet, with the final save as a comma separated value (csv) file. This file is then imported, along with the

objects (pages) to which it refers, into the CMS. The more modern proprietary CMS systems include inbuilt metadata generation.

The example below is a suggested metadata set for educational purposes that complies with the EdNA requirements for the school sector.

Examine either the SCIS or Access Asia Home page 'source' to see exactly how to format your metadata. You should repeat the 'EDNA.Audience' scheme='edna-userlevel' element for each appropriate year level, rather than use <meta name='EDNA.Audience' scheme='edna-userlevel' content='0-12'> as seen in this example. The 0-12 format is theoretically correct, but difficult for search engines to use in practice. The EdNA documentation mentioned above gives further examples, and you can also get help from DC.assist at www.ukoln.ac.uk/metadata/dcassist/ which is a tool that describes and gives examples of html formatted DC metadata. You can find a number of useful metadata related links at www.curriculum.edu.au/scis/supporting/metadata.htm.

If the suggested set appears a little daunting, you could consider using the EdNA approved minimum set – DC.identifier, DC.title, DC.description and DC.subject or AGLS.function. Of the last two, you should find DC.subject more useful. Separate your subject terms by commas.

In conclusion, the addition of metadata, either as metatags or as formal metadata elements, can aid in discoverability and control both intellectual property rights and page versioning and updating. Please feel free to contact me for further information via SCIS Customer Support:

Tel: 1800 337 405 (free call within Australia outside the Melbourne metropolitan area), +61 3 9207 9600

Fax: 1300 780 545 (within Australia), +61 3 9639 1616

Email: scisinfo@curriculum.edu.au

Rod Barker

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Element	Scheme	
dc.identifier	**URI**	*This is the url of the page you are metadataering*
dc.creator		*Use as for author*
dc.publisher		*Most probably your institution*
dc.coverage	**edna-spatial**	*Duplicate for states, or use 'Australia'*
agls.function		*'School education'*
edna.audience		*Usually either 'student' or 'teacher/lecturer'*
edna.audience	**edna-sector**	*Most probably 'school'*
edna.audience	**edna-userlevel**	*Repeat this element for each year level*
edna.category**c**ode		*Consult with EdNA if you use this element.*
dc.date.**v**alid	**W3CDTF**	*Format: YYYY-MM-DD*
dc.rights		*Copyright/Intellectual Property rights*
dc.title		*Title of the web page you are metadatering*
dc.type	**edna-curriculum**	*Select from the 9 options*
dc.subject	**edna-kla**	*Repeat this element for each appropriate kla*
dc.subject	**keywords**	*Add keywords, particularly alternative spellings*
dc.subject	**SCIS**	*Add SCIS subject headings. Consider using ScOT*
dc.description		*Describe the page – try to keep to 200 characters or less*

The Museum of Childhood – an Innovative Educational Resource

The Edith Cowan University Museum of Childhood has 30 years experience in using cultural material in innovative, exciting, participatory and creative ways to support learning at all levels from pre-school to tertiary. The Museum is recognised as holding Australia's premier stand-alone collection of childhood heritage. The collection numbers in excess of 16,000 items and extends well beyond toys, dolls, games and nursery objects. It includes evidence of the varieties of experience that children, both fortunate and less fortunate, have been subject to over time and in differing circumstances.

The Museum of Childhood was created as a private venture by Mary and John McKenzie who were convinced that childhood heritage was not only an important but also a relatively neglected area in museums. They appreciated the potency of using real objects as tools for learning in the school curriculum. John McKenzie, as head of Social Sciences at the Nedlands College of Advanced Education, had advocated the use of museum objects in teaching and learning for many years. From its small beginning, the Museum worked vigorously with schools and became known for the quality of its educational work. It was due to this reputation that what is now Edith Cowan University accepted the generous gift of the Museum in 1982. Since then, the Museum has established itself as one of the leading small museums in Australia.

School and community programs
Extensive school and community programs draw on aspects of the collection to pursue required outcomes, always with an emphasis on direct experience with collection items. These programs allow for the employment of the 'multiple intelligences' now recognised as so important in developmental learning but often difficult to employ effectively in a traditional classroom. Teachers wishing to develop programs with specific outcomes work in conjunction with Museum staff during professional development sessions. Teachers have the option of using the facilities of the Museum themselves, or they may enlist the participation of a Museum staff member to work with their students during visits.

Museum displays are broadly divided into four major themes: Children at Home, Children at School, Playthings, and Infancy and Child Raising Practice. Within these themes, a wide variety of topics and approaches allow for adaptation across a broad age range to achieve curriculum outcomes. Resource packs are available to support teachers and group leaders with their preparation for visits.

Provider of certificate studies
The Museum of Childhood is the major provider in Western Australia for training by course work for people wishing to become skilled in managing a museum collection and operating a museum. In conjunction with the Western Australian Museum it has been conducting the popular Certificate in Museum Studies for 11 years. The course consists of a series of 13 full weekend workshops, each of which is conducted by a leading practitioner who is well respected in this field. It aims to provide the basic skills required by the curator of a professionally operated small museum, while also introducing participants to major issues in modern museology.

Recreational programs
The Museum of Childhood has a scholarly basis to its operations but this does not preclude it from pursuing a vigorous recreational program, particularly in school vacation periods. Puppet shows, story-telling, making tiaras and crowns, visits from Fairy Queen Caroline, art classes, music classes, various crafts and traditional games and pastimes are some of the sessions offered.

The Museum conducts a free annual lecture on Universal Children's Day in October each year and a prominent person working in an aspect of significance to children is invited to deliver the lecture.

Travelling exhibitions
In addition, the Museum has a number of significant travelling exhibitions. The travelling exhibitions add variety and change to the Museum's presentations. In August 2004 we presented presenting *The Waterhole Exhibition*. This exhibition combined both ecological and artistic aspects to its presentation and message, as well as having special appeal to younger children.

In August and September 2004 it hosted the exhibition *Hickory Dickory Dock* from the National Museum of Australia. The exhibition, on the theme of *Playschool,* incorporated exciting programs run in conjunction with it.

In recent years, the Museum of Childhood has developed three national touring exhibitions with the aid of generous sponsorship from Lotterywest and Visions of Australia. The most recent exhibition *Koorlongka: Stories of Indigenous Childhood,* is now touring to major state institutions in the eastern states of Australia, and will be returning to the Museum of Childhood late in 2005.

Unrealised potential
The Museum of Childhood has come a long way from its humble beginnings in 1975, but there is still much unrealised potential. To date Western Australia does not have a children's museum, although such institutions are extremely common and popular throughout America and Western Europe. For some years now the Museum of Childhood, with the assistance of partners, has been lobbying to expand and to emerge as a comprehensive children's centre embodying the best features of a modern children's museum along with the presentation of childhood heritage. Although much interest and significant funds have been found to support this vision, to date they are not sufficient to bring it about. The Museum is currently negotiating with the Western Australian Museum to merge its collections with theirs, and to factor a children's centre into the redevelopment of the WA Museum. With change in the air it is vital that the Museum of Childhood takes a leap forward and not a step backward!

Brian Shepherd

For more information or to make a booking, please contact:
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Fax: +61 8 9442 1314
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Internetting Corner

The following websites can be easily accessed on the SCIS website at www.curriculum.edu.au/scis/ connections/cnetw04/51internet.htm.

Aboriginal Astronomy
www.questacon.edu.au/html/aboriginal_astronomy.html
Primary students will be inspired by these stories to explore the heritage of astronomical observations made by indigenous Australians. Additional links to other Questacon sites are also available for students and teachers.
SCIS 1176025

Australian Prints and Printmaking from the Australasian Region
www.australianprints.gov.au/
Over 16,000 printed images held by the National Gallery of Australia relating to Australia, Aboriginal Australia, the Torres Strait Islands, Papua New Guinea, Maori and Pakeha Aotearoa New Zealand, New Caledonia and the Pacific region are available for free access. A comprehensive search facility is a feature.
SCIS 1176033

Biblia's Warrior Librarian Weekly
www.warriorlibrarian.com/
Teacher librarians in need of a dose of library-related humour need to bookmark this quirky, yet topical website which is updated regularly by its creator Amanda Credaro.
SCIS 1176040

Can You Be A Millionaire??
www.nevada.edu/~jilll/jillswebquest.html
This mathematics webquest introduces students to the potential of spreadsheets in a real world context. Using Microsoft Excel secondary students can set up savings, cheque and expense accounts.
SCIS 1176049

Discover Te Kohinga Taonga: National Library of New Zealand
http://discover.natlib.govt.nz/index.shtml
Currently featuring video, audio and images relating to the visual arts and music disciplines of the Arts/Ngā Toi curriculum this extensive website offers free access to a wide range of material by selected artists, photographers, designers and architects from New Zealand.
SCIS 1175965

The EPA Global Warming Kids Page
www.epa.gov/globalwarming/kids/
The background to global warming, the greenhouse effect and climate change are concisely explained here in age-appropriate language. Students will discover a variety of links, activities and games. Teachers can investigate the host US EPA global warming site.
SCIS 1175972

Into the Wardrobe: A Website Devoted To CS Lewis
http://cslewis.drzeus.net/
Teachers and students wishing to gather in depth material on the author CS Lewis can access research papers, audio, photographs, a bibliography, extensive links and a message forum.
SCIS 995406

Take the Subway to Other Resources
www.ucmp.berkeley.edu/subway/subway.html
University of California Museum of Paleontology staff have created a natural science directory containing a plethora of links to museums, library and reference sites. Specialised bibliographies include palaeontology resources, phylogenetics resources, societies and online journals.
SCIS 1175977

MetService Learning Centre
www.metservice.co.nz/learning/index.asp
Current New Zealand climate data, yearly weather summaries and predicted forecasts form the basis of this authoritative website which is suitable for secondary students undertaking climatology studies.
SCIS 1106898

NASA's EdSpace
http://edspace.nasa.gov/
Using a mixture of animation, text and video, students are taken into the everyday world of the astronaut. Detailed sections deal with The Earth Crew, Astronaut School, Living in Space and Meet the Astronauts.
SCIS 1176061

New Zealand Digital Library
www.sadl.uleth.ca/nz/cgi-bin/library
This project is a research programme at The University of Waikato which enables users to access a variety of document collections over the Internet. Examples include The Complete Works of Shakespeare, Project Gutenberg, and Niupepa: Maori Newspapers. The technology used to create this digital library is also available publicly.
SCIS 1176076

JK Rowling Official Site – Harry Potter and More
www.jkrowling.com
All the content on this intriguing, interactive website has been written by JK Rowling. Subsections of the site include News, Rumours, Links, Extra Stuff, Fan Sites, F.A.Q., Scrapbook and Wizard of the Month.
SCIS 1175526

Shakespeare's Globe Theatre
www.rdg.ac.uk/globe/
Secondary English students studying Shakespeare will gain valuable insights into both the original Globe Theatre and the New Globe. The website also explores London playhouses in the 16th and 17th centuries and offers links to related sites.
SCIS 1053896

Winged Sandals
www.wingedsandals.com
Primary students can explore classical Greek mythology using this award-winning site developed by The Australian Broadcasting Corporation in association with The University of Melbourne's Centre for Classics and Archaeology. Students will become immersed in the interactive stories and games of heroes, monsters and gods.
SCIS 1162267

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

Using Guided Search in SCIS OPAC

Guided Search in SCIS OPAC allows library staff to use more options for a more specific search. In each search box you may enter more than one word, with the option of searching for *all of these* words, the words *as a phrase*, or *any of these* words.

In the three search boxes we use *Keyword Anywhere* as the default. Using the pull-down menu options allows you to search in other specific fields, for example ISBN, publisher, series, title or GMD. This allows you to further refine your search, such as searching on Geelong in *Keyword Anywhere* will return 394 records to scroll through, but searching in the *Title* field will return only 39 records (results as of 1 July, 2004).

To make your search results even more specific, you can enter additional search statements by choosing from the Boolean operators AND, OR, NOT and entering additional statements in the following search boxes. You can also choose to search these additional statements in specific fields such as author, title, subject, date of publication etc. See the SCIS OPAC section of *SCISWeb*

Manual at www.curriculum.edu.au/scis/resources/scisopac.pdf.

Cataloguing poster collections

Cataloguing the school library's collection of posters, pictures and chart sets is a relatively simple matter using *Limits* in SCIS OPAC. Log on to *SCISWeb* and select SCIS OPAC. Click on the *More Limits* icon. On the *Search Limits* screen select *Nonprojected Graphic (eg Charts, Prints)* option in the *Medium* box. Click on the *Set Limits* button. On the *Guided Search* screen type a word or words located on the poster into the *Find* box, for example *Wilderness Society*. Click on the *Search* button. The *Search Results* screen will display the full record or a results set of catalogue records. Select the catalogue record that most closely matches your poster and record the SCIS number. Use this number to order the catalogue record in *Create orders*, then make any amendments necessary when the record has been imported into your library system.

Preparing a bibliography using SCIS OPAC

Library staff may wish to create bibliographies in SCIS OPAC to manage their collection development or to assist teaching staff with selections for readers or class texts. To create a bibliography of the available resources in a series such as *The Chronicles of Narnia*, log on to *SCISWeb* and select SCIS OPAC. Choose the *Guided Search* screen. In the first Find box type *Chronicles of Narnia* then select *as a phrase*. From the *In* box select *Series*. Set screen display to *100 records per page* and click on *Search*.

On the results screen, select the catalogue records you wish to save by ticking the boxes located on the left of the titles. Scroll to the bottom of the page to locate the *Save Options* box. Under *Records* select an option: *All on Page*, *Selected On Page* or *Selected all Pages*.

In the *Select Format* box use the pull-down menu to select *Bibliography*. If you wish to view or save the list, click on the *Save/Print* button. If you wish to email the list, type an email address into the *Enter your email address* box and click on the *Email* button.

ℹ️ SCIS News

1. SCISWeb subscriptions 2005

Arrangements for all bulk subscriptions for 2005 have not been finalised. As further information about subscriptions becomes available, a notice will be placed on our website at www.curriculum.edu.au/scis/productinfo/sciswebsubs.htm.

Invoices will be despatched to schools not involved in a bulk subscription in October 2004. Payment is due within 30 days of receipt of the invoice. If payment has not been received by 4 February 2005, access to *SCISWeb* will not be available after that date. There are several payment options

for schools in Australia, New Zealand and other countries. Look on our website at www.curriculum.edu.au/scis/productinfo/payment.htm#payment for more information.

2. Access to SCISWeb and SCIS Subject Headings Online

Access to *SCISWeb* and *SCIS Subject Headings Online* will be available until 31 December, 2004, 5 pm EEST. Access will become available again 10 January 2005, 9 am EEST. You will be able to use the same password in the year 2005 as for 2004. The counter in *SCISWeb* for catalogue records downloaded will be reset to zero.

3. Subscribe to SCIS Authority Files

Forty per cent of Australian schools subscribe to *SCIS Authority Files*. The use of *SCIS Authority Files* within the library system saves library staff significant time as they do not have to manually insert the *see* and *see also* references into their library system. Most importantly, this ensures that maximum usage of library resources is achieved when students and staff do local OPAC searches.

Customers subscribing to *SCIS Authority Files* will receive the first edition for 2005 by 28 March 2005 if payment has been received by 4 February 2005. *SCIS Authority Files* is a

New and Revised Subject Headings

Headings marked with an asterisk are existing allowed headings which have been updated with changes to references or notes. New headings are marked as N. Previously allowed headings which have become USE references are marked as U.

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.

N Aboriginal English

N Aboriginal English text

* Aboriginal peoples – Languages

* Accreditation (Courses)

* Australian English

* Australian Qualifications Framework

N Australian Quality Training Framework

U Australian Recognition Framework

* Conduct of life

* English as a second language

* English language – Dialects

* Ethics

* Hydroplanes

N Kriol (Aboriginal language)

* Prejudices

* Registered Training Organisations

N Tolerance

* VET

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.

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standing order and invoices will be despatched in October 2004. Payment is due within 30 days of receipt of the invoice.

4. Thank you
SCIS would like to thank the many people we have been involved with during 2004:
* schools who have subscribed to SCIS in 2004. We look forward to your continued support next year
* library staff who consistently send resources to cataloguing agencies
* cataloguing agencies and contract cataloguers who have endeavoured to catalogue resources as quickly as possible to ensure that the catalogue records are

available when schools access the SCIS database
* individuals who gave their time to provide SCIS with feedback to improve *Connections*
* library staff who have provided us with feedback by completing product surveys, contacting us by email, telephone or fax and attending conferences and SCIS training sessions
* government organisations that arrange bulk purchase of SCIS subscriptions
* library system vendors who support SCIS products and work with us to ensure compatibility with our products.

History and All That – Classifying in the 900s

Problems sometimes arise deciding exactly where to classify titles in the 900s. When is a work history, and when geography?

Dewey regards either as almost a last resort. Topical geography is classed with the topic (for example, economic geography at 330.9, geographic treatment of religion at 200.9). The history of a specific subject is classed in 001–899. (Biography likewise is distributed with the specific subject or discipline with which the person is associated.)

We all probably understand that a study of fjords (Slartybartfast notwithstanding) is classed at 551.4618. But say we have a specific book which seems to belong in the 900s (in which Norwegian fjords happen to figure largely), when does it appropriately belong in 914.81 and when 948.1?

Part of the confusion people sometimes experience results from a misapprehension: that the distinction is between works on 'geography' (thought of as referring to the present), and works on 'history' (thought of as referring to the past). In fact the distinction is more subtle. Essentially it is between the place on one hand, and society (or civilisation or culture) on the other.

Dewey limits the use of 913–919 to works on geography and travel. Geography, in Macquarie's definition, includes 'the character, arrangement, and interrelations … of elements such as climate, relief, soil, vegetation, population, land use, industries … [and] topographical features of a region …'

Strictly speaking, Dewey would also class works on discovery and exploration with travel and geography. To ensure a more useful collocation on library shelves, however, SCIS standards require that we class all works on discovery and exploration (including biographies of explorers) with the relevant period of history.

So, back to the fjords. A book entitled *Twelve Months in the Fjords*, which is a journal of a kayak trip through Norway's fjords, would be classed properly at 914.81 because the emphasis is on the place and scenery.

On the other hand, a book of the same title which was predominantly about a year spent living in a Norwegian village, where the account was largely about the social life of the community, their customs, festivals, tales, etc, would more properly be classed at 948.1, plus the notation for the appropriate historical period. (It will be noted that the range of period notations provided always includes the current period.)

Slartybartfast's version of fjordogenesis, however, remains in F ADA.

Ray Cotsell

SCIS Database Support

Educational Lending Right

The Australian Government provided funding of $44 million in the 2004–05 Federal Budget to continue the Educational Lending Right (ELR) scheme. ELR commenced in 2000–01 and will be funded for a further four years from 2004–05.

ELR is a cultural program that supports the production of Australian children's literature and educational books. Payments are made to eligible Australian creators and 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.

ELR payments are based on an estimation of the number of copies of specific titles held in Australian educational libraries. These estimates are obtained from the results of annual surveys of the holdings of selected school, TAFE and university libraries.

The 2004–05 ELR School Library Survey commenced in October 2004. Curriculum Corporation would like to thank all schools that have participated in previous surveys and looks forward to the enthusiastic cooperation of schools chosen to participate in 2004.

The ABS: School, Classroom, Teacher and Student Friendly

The Australian Bureau of Statistics (ABS) website contains a veritable treasure-trove of high quality, easy to use, free teaching materials which are based on real data covering a wide range of Key Learning Areas (KLAs) for primary through to senior secondary levels. All these resources use current statistics covering the Australian economy, society and environment, and can be used to broaden the scope of classroom activities and increase the skills of your students. The ABS is committed to providing schools with high quality resources to help teachers guide the next generation of Australian decision makers, leaders, employers, employees and citizens on the critical importance of statistics in an ever increasing information based society. With the aid of SCIS, the treasure-trove is now open through the school library catalogue.

The ABS materials are produced by qualified teachers for teachers, and supported by the expertise of diverse and highly qualified groups of statisticians, economists, mathematicians, geographers and ITC technicians. The resources, which include worksheets, lesson plans, datasets, webquests and subject related activities, are designed for students and are ready for classroom use. They require very little, if any, modification by teachers. Each resource comes with extensive explanations which incorporate the latest techniques in teaching practices and supplement any text. Many of the resources and teaching tools facilitate integrated learning; you can bring statistics and maths to your SOSE, HSIE or Business Studies classes or economics analysis, ITC and statistics to the Maths class. These materials, which can be found easily on the ABS website at www.abs.gov.au, have been made even easier to access, record and file for future use through SCIS.

Library staff can now confidently and simply source ABS classroom material for their teachers though SCIS OPAC. Teachers will be able to pick and choose from a number of activities to support and supplement their existing program or select full lesson plans developed by the full-time teachers employed by the ABS.

ABS activities, including *STATSERCISE (SCIS 1180079) & ExSTATic* (SCIS 1180083), are designed for students and can be used in the classroom. Each edition of the classroom activities is based on a new theme. These activity sheets are suitable for students from upper primary through to middle secondary and include:

- interesting facts
- data
- graphs
- exercises and discussion topics
- real Excel datasets used to perform statistical analysis for older students.

Student activities

Web site Indigenous Statistics Education (WISE) (SCIS 1180031) is an interactive online tutorial containing the most recent population information about Indigenous Australians. These activities are designed to highlight issues facing Australia's Indigenous peoples, and demonstrate the importance of good quality statistical information for community and government decision making, and identify the issues involved with collecting data. These tutorials can be introduced to a broad range of classes.

Online Water Project (SCIS 1180028) and Save *H20: The Way To GO* (SCIS 1180020) are classroom activities which help students explore the issues surrounding water use and conservation in Australia. These projects build on the students' research, analysis and problem-solving skills and are suitable for lower to middle secondary use.

Mabo: 10 Years On (SCIS 1180025) is a webquest students may use to investigate the Mabo decision of 1992 then produce a newspaper article based on research and statistics. This learning quest is aimed at middle secondary classes, Years 9 or 10.

Bivariate Datasets (SCIS 1180085) provides students with real education and income census data from their State or Territory, and teachers can use the datasets to demonstrate a range of data analysis techniques. This resource has been designed specifically for Maths classes, and it is anticipated that the datasets will provide a useful aid when teaching students about a variety of statistical concepts, however such a dataset could also be incorporated into Geography or Economics. The datasets are available in two file formats, Excel (*.xls) and tab delimited (*.txt) format, allowing files to be imported into computer applications and graphic calculators.

Data Sets for Maths (SCIS 1180089) are selected especially for use in the Maths classroom. These real datasets include topics such as population, births and deaths, participation in cultural and sporting activities, injuries and food consumption to demonstrate a variety of statistical concepts.

Teacher resources

There are also teacher resources such as *Measuring Australia's Economy* (SCIS 1178594) which are designed for the classroom. This publication, available free on the ABS website in electronic format, pulls together basic economic concepts and describes how key economic indicators are used to measure the economy. The accompanying curriculum activities are suitable for Years 10 to 12 Economics or Commerce classes, and are based on current real Australian and international data.

Measuring Australia's Progress, (SCIS 1180004) is also available free on the website in electronic format. It provides an assessment of Australia's progress by going beyond economic measures to consider social, cultural and environmental measures. These curriculum activities cover middle to senior secondary years and classes in SOSE, HSIE, Economics and Health and Physical Education.

Australia's Environment: Issues and Trends (SCIS 1061804) brings together key statistics to explore some of the relationships between Australia's society, economy and environment. These curriculum activities cover Years 7 to 10 SOSE, HSIE and Social Science classes. Topics include:

- sustainable development
- ecological footprints
- energy and atmospheric pollution
- the use and quality of Australia's water resources
- land use and selected environmental impacts.

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The ABS: School, Classroom, Teacher and Student Friendly (cont.)

Australia Now (SCIS 1178582) is a set of free online publications that cover a range of KLAs and year levels. All classroom activities are accessed through the ABS website and are explained in full and are ready to adapt to any classroom situation.

Census of Population and Housing (SCIS 1178587) are curriculum activities that cover a broad range of topics from data collection through to data analysis on characteristics of the Australian population and dwellings. These activities cover SOSE, HSIE, Mathematics, English and the Arts, from Prep to Year 10.

Other resources

Statistics: A Powerful Edge! (SCIS 1180260) is available free on the ABS website in electronic format. Both students and teachers have found this publication a great resource for learning and teaching ITC and the statistics component of mathematics.

Key Steps in Running a Survey (SCIS 1180659) sets out the fundamental steps and considerations in running a survey.

National Education Services Unit

The ABS encourages teachers to provide feedback on curriculum materials through the National Education Services Unit (NESU). The NESU is also happy to provide teachers and schools with assistance regarding these educational resources or the ABS in general. Readers can contact the NESU on 1800 623 273 or email schools@abs.gov.au.

Nick Peter
National Education Services Unit

ASLA's Online Success

Almost three years ago the Australian School Library Association's first online conference was only an idea. In May 2004, ASLA Online I: Constructing communities of learning and literacy, hosted 215 participants, representing 13 countries.

From 19 April 2004 participants had online access to conference papers, an interactive web presentation, and a discussion paper covering the topics of knowledge management, literature, information and communication technology, evidence-based practice, information literacy, and the future of teacher librarianship and the profession. During a three-week period, commencing 10 May, they also had the opportunity to introduce themselves to other participants and engage in asynchronous online discussion for each topic.

Practitioners, academics and consultants from around the world provided challenging and thought provoking papers and presentations, and exchanged ideas, thoughts and strategies with conference participants during the discussion sessions. Because participants had access to all of the papers prior to the discussion times they were able to read, reflect and scope their queries, thoughts and comments in preparation for the discussion sessions. Lively debate, rich thinking and collaborative sharing were the key features of activity once the discussion lists were activated.

In addition to preparing and planning for the online conference, the conference organising team of Jennie Bales, Karen Bonanno, Jeff Herd, Sue Johnston, Sue Spence and June Wall supported the presenters and participants throughout the online sessions by moderating and summarising the lists during the period of discussion.

The conference program allowed participants flexible access from anywhere and at any time, and provided great opportunities to reflect, exchange, and extend their thinking.

On behalf of the Australian School Library Association I would like to extend my thanks to Curriculum Corporation for supporting ASLA Online I.

The online conference proceedings are available from ASLA at www.asla.org.au/pubs/index.htm.

Karen Bonanno
Co-convener, ASLA Online I

Selecting an ILMS for the Future

Due to the recent and rapid evolution of libraries in recent years the selection of an integrated library management system (ILMS) now presents some interesting challenges. Library staff need to determine their customers' needs by making use of market research and surveys (such as the Pew Internet & American Life project) to underpin planning. During the selection process for an ILMS, it is important to address the issue of maximising customer access to the full range of resources in which libraries already have a significant financial investment. The ILMS is also a potential key component in ensuring customer awareness of the quality, relevance and appropriateness of information resources provided.

Budget constraints are a determining factor when choosing an ILMS. Institutions are looking closely at their IT investments, and holding them up to the same scrutiny as other deliverables, as they are looking for a return on their investment (Devaraj & Kohli, 2002, p 3).

As libraries provide ever increasing levels of service for customers their focus has shifted to providing tools which can document and support these. The development of statistical measures for relevant electronic services, for example, becomes critical.

Integrated library management systems
The traditional concepts of what constitute an integrated library system are evolving rapidly. Today's ILMS has been described as a 'multi-function Web-based multimedia content information management system, generally built on a standard relational database structure' (Deddens 2003). Regardless of definition, an ILMS must be able to handle many formats and provide a variety of functions including manipulating electronic data, searching the Internet, and facilitating resource sharing.

The medium- and long-term strategic objectives of the library and its parent body play a major role in the selection process. Considerable effort is expended in determining those factors which will define the most effective business model for the organisation. Models include stand-alone, partnership, application service provision (ASP) and consortium.

The Request for Proposal (RFP) process is a time-consuming and rigorous exercise (Kirby & Wagner 1999; Kenney 2003). Recent trends point to shorter RFPs that focus more on the areas of digitisation and portals, and considerably less on traditional core functionality. In these cases, some other methods must be used to evaluate systems functionality.

Vendor demonstrations of ILMS software are often the first opportunity for library staff to see new systems in action. Previously developed 'scenarios' could be employed in these instances. For example, the vendor could be asked to demonstrate how to place an order for an item required as course reading, or how a staff member places a hold on the item so they may view it before it goes into the course reading collection. Here, several interrelated functions might be called into use. This will illustrate how multiple tasks might be carried out, rather than focusing separately on the ordering, course materials and reservation aspects.

In questioning the future role of the library, Sommers suggests that libraries are and will continue to be in competition with the Internet. 'It's a battle not for the people our age but for those people who are five and six years old. They're going to grow up with a whole different perspective. The future of libraries 20 years from now is being set today' (Kenney 2003, p 40).

CEOs of major ILMS have recently indicated that some of the clues to innovation or direction are coming from companies such as Amazon, Oracle, Sun, IBM, Microsoft and W3C; the service industry; and the entertainment industry, especially technologies in gaming (Kenney, 2003).

Libraries are no longer selecting an ILMS for a future in 10 to 20 years time that they cannot imagine today. They are choosing a system to support their current business practices, with architecture capable of evolving to meet new functional requirements, and most importantly, a vendor with demonstrated ability to achieve that evolution.

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Trail Blazers – The Le@rning Federation

Trials of The Le@rning Federation (TLF) online curriculum content have begun in schools in many education jurisdictions in Australia. These trials are beginning to provide some interesting data about the effectiveness of TLF online curriculum content.

Throughout 2004 a number of Field Reviews will be conducted in schools around Australia. Through a systematic, rigorous data collection and analysis process, the objectives of the 2004 Field Reviews are to:

- collect, aggregate and synthesise data on pedagogical applications of TLF's online curriculum content in a range of school, classroom, geographical and socioeconomic contexts in Australia and New Zealand
- ascertain teacher professional learning needs necessary to support effective pedagogical practice in integrating online content
- collect exemplars of teaching and learning practices and samples of student learning products for dissemination to the education community
- contribute to the growing body of national and international research into the role of online content in supporting effective teaching and learning
- record and provide feedback to the online content development process, constructive data and comments on the learning objects in terms of curriculum integrity.

The following questions are important for framing these Field Reviews to enable the findings to inform future work including teacher professional development.

1. What is the relationship/s between the use of learning objects, pedagogical practice and student learning?
   (a) How do teachers effectively integrate learning objects into teaching and learning activities?
   (b) What successful classroom management strategies do teachers adopt when using learning objects?
   (c) What features of learning objects support student learning?
2. What are the components of professional learning necessary to assist effective take-up and use of learning objects by teachers?

In order to provide pathways to positive change that contributes to both knowledge and practice, you need to gather sufficiently rich data over time from authentic classroom contexts. You need a coherent account of the effect of the use of online curriculum content on student learning and why these effects are likely – or not – to occur under different circumstances in different education settings. You need to combine that data gathering with ways of translating or interpreting the analysis into findings that will make a powerful contribution to improved classroom practice.

TLF will gather data from several different sources. This data will be analysed and synthesised. This synthesis will include data from both the implementation trial projects established and supported by The Le@rning Federation together with data from trials and pilots conducted by jurisdictions in States and Territories. Reports will be incrementally prepared about those trials.

Teacher librarians have a reputation for being trail blazers when it comes to field research in their schools. New initiatives are often spearheaded by teacher librarians because they view themselves as knowledge workers and take responsibility for the dissemination of information in schools. For example, they have become central in implementing and using new technologies in schools and as such, have assumed a leadership role with ICTs. They endeavour to make the library environment, including the collection, work effectively for students and teachers both in terms of traditional and non-traditional resources. Increasingly the teacher librarian is both formally and informally engaged in professional development and trouble shooting with regard to ICTs. It makes sense therefore to assume that they would be ideally placed in any investigation concerning 'What Works' with regard to online curriculum content.

If you are interested in trialling TLF online curriculum content in your school, please contact TLF Contact Liaison Officer in your jurisdiction. Go to the website www.thelearningfederation.edu.au and you will find a list with details of the Contact Liaison Officer in your jurisdiction in your State or Territory.

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

The Schools Online Thesaurus project

The Schools Online Thesaurus project is a joint venture between Curriculum Corporation, The Le@rning Federation and education.au limited to develop a thesaurus for describing the subjects of online curriculum content in the Australasian K–12 education sector.

The Le@rning Federation will use the Schools Online Thesaurus, or ScOT, to provide subject terms to online curriculum content and education.au limited to provide a controlled subject vocabulary for EdNA Online.

ScOT will be available to the private sector or educational sector as determined through licence agreements with Curriculum Corporation. A trial version of ScOT is available for the purposes of review. Email SCIS at scisinfo@curriculum.edu.au for further information.

Resources

Invitations & Inspirations: Pathways to successful teaching

Teacher resource, 160 pp
Author: Edited by Julianne Moss et al
RRP: $39.95
SCIS 1154625
ISBN: 1 86366 751 2

Invitations and Inspirations is a book for student teachers, which sounds like a pretty straightforward project, but consider for a minute what a 'student teacher' really is. It's likely you've worked or talked with current 'student teachers', and likely also that you once were one – and maybe still are one, since 'lifelong learning' has now become part of the professional vernacular. It's quite a complex binary: 'the student' carries a set of identity beliefs that don't sit easily with those of 'the teacher'.

The result of the collaborative work of the Curriculum Teaching and [the] Learning and Educational Development [Departments] in the Faculty of Education at the University of Melbourne, *Invitations and Inspirations* focuses on 'the thinking about ideas, experiences and theory encountered as a beginning teacher enters this chosen profession. It is also about how these ideas, experiences and theories might impact upon your developing belief system and ultimately on what you do' (p 29) – notice how you're addressed directly by a first-person plural voice. That's quite a project. The key to the success of this book, as the quotation above indicates, is that the focus is maintained through the situated direct address that keeps the reader engaged in what feels like a dialogue. In effect, that's a way of practising what the content preaches: that the development of the identity of the teacher is the result of conversations, of the narratives that underlie them and their beliefs and, finally, practices that develop from them. If that suggests this book is all sociocultural theory, think again. There's good, detailed material here on everything from building rapport to behaviour control through language, from asking questions to negotiation skills.

Most of the time it feels like you're sitting in on conversations between articulate beginning and expert teachers, which is no bad thing.

Reviewed by Steve Holden

These new resources from Curriculum Corporation will support teachers with practical strategies and guidelines for achieving success in the classroom and across all key learning areas.

Learning Links

Primary teacher resource, 120 pp
Author: Kath Murdoch & Jeni Wilson
RRP: $39.95
SCIS 1146332
ISBN: 1 86366 730 X

Learning Links is an essential handbook of practical guidelines and strategies to improve teaching practice. Kath Murdoch and Jeni Wilson draw on their extensive classroom and professional development experience to provide teachers with this invaluable middle school resource.

Learning Links demonstrates how to:
- construct a learning community
- encourage collaborative learning
- share strategies for engaging individual learners
- provide a scaffold for strategic thinking in classrooms
- link assessment procedures to the learning
- showcase the practice and outcomes of purposeful curriculum planning.

Case studies describing teachers' methods for linking theory to practice, and blackline masters to support the student activities, are also included.

Excellent Web Edventures: An introduction to online learning

Upper primary and lower secondary teacher resource, 128 pp
Author: Renée Hoareau
RRP: $39.95
SCIS 1168205
ISBN: 1 86366 746 6

Excellent Web Edventures assists teachers to develop the essential e-learning skills to make online learning efficient, engaging and accessible for students.

Participating in a web edventure presents unique learning opportunities that:
- guide students with a variety of learning tasks and problem-solving activities
- encourage students to explore the application of Information and Communication Technologies
- develop skills in web publishing as an effective means of communication
- encourage school development and sharing of online content locally, interschool and globally.

The web edventures and other resources can be accessed from the support website www.curriculum.edu.au/webedventures.

Should Have Said … Empowering students through role-play

Middle years teacher resource, 96 pp
Author: Rosanne Morales
RRP: $38.95
SCIS 1158246
ISBN: 1 86366 740 7

Should Have Said reveals the power of role-play in creating a safe place for students to explore emotions and build resilience.

Under the four themes – Bullying, Grief, Anger and Self-esteem – this middle years text is designed to enhance personal development through performance, discussion and the sharing of ideas.

Teachers will value the extensive role-play toolbox, containing warm-up games, tips on writing and activities for mime, movement and improvisation.

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)

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 PCs and iMac	$218.00	$198.00	
Cipherlab 1067 Portable scanner (3 year warranty)	$599.50	$545.00	
Opticon OPL6735 Laser scanner (3 year warranty)	$550.00	$500.00	
Cipherlab 1160 CCD Cordless Memory Distance scanner (1 year warranty)	$946.00	$860.00	
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.

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

SCIS User Number (if known): _____ Enrolment: _____

Purchase order number: _____

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: _____

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)