

Professional Standards for Australian Teacher Librarians

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In Canberra in April 2002 and again in May 2003, two national forums on Teacher Standards, Quality and Professionalism were held. The purpose of these forums was to establish and maintain collaborative approaches for the development of teacher standards, quality and professionalism. There were also opportunities for stakeholders and those present to report on, and consult with, fellow educators about the developments in these areas within the various associations and sectors.

At the May 2003 forum, participants were asked to respond to three questions:

- 1 Given the current developments (*National Statement, National Framework, Review of Teaching*, etc) are we heading in the right direction with sufficient speed and genuine collaboration to build a learning profession?
- 2 Are we doing enough to prepare and support the next generation of educators to teach in Australian schools?
- 3 What form of professional learning will be necessary to develop and sustain the profession over the next decade?

As a background to these forums, a number of papers and national statements had been prepared and released. These included the *National Statement from the Teaching Profession on Teacher Standards, Quality and Professionalism* (2003) and an issues paper *ACER Policy Briefs – Development of a*

National Standards Framework for the Teaching Profession prepared for the Ministerial Council on Education, Employment and Training (MCEETYA) Taskforce on Teacher Quality and Educational Leadership by Dr Lawrence Ingvarson (ACER).

Aspects of standards

A number of key aspects were identified by Ingvarson (2002) in his paper.

- Standards ... are statements about what is valued.
- Teaching standards must identify the unique features of what teachers know and do.
- Standards do not just describe current practice, they clarify what teachers should know and do in the light of research and best practice.
- Standards clarify what teachers should get better at over the long term.
- Standards give warrant to the claim that teaching is a profession with the capacity to evaluate its own practice and implement professional models of accountability.
- Standards provide a foundation for teachers and their associations to provide leadership in their own profession.
- What teachers know and do is the most important factor affecting student-learning outcomes.
- Policy efforts focused on teacher quality must encourage the profession to develop its own capacity to define rigorous standards and assess its members' performance.

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Professional Standards for Australian Teacher Librarians (cont.)

- Two of the most important uses of teaching standards are to build more effective methods for professional learning linked to more valid systems for assessing teacher performance.
- There are three different kinds of standards in performance-based assessment – content standards (defining teaching); evidence standards (capturing teaching); and performance standards (evaluating teaching). These standards need to be embedded in a set of core values and a guiding vision.

Development of professional standards

In 2001, discussions between the Executive of the Australian Library and Information Association (ALIA) and the Australian School Library Association (ASLA) recommended the establishment of an ASLA/ALIA Joint Issues Taskforce, and an agreement was signed. Following Kris Johnstone's (ALIA) attendance at the April 2002 national forum on teaching standards, a proposal was put forward to form a project team as part of this ASLA/ALIA Joint Taskforce, to progress the development of a set of professional standards for teacher librarians.

The Joint Taskforce Project Team

The Joint Taskforce Project Team consists of Jill Ball, Di Ballantyne and Pru Mitchell from ASLA and Anne Girolami, Kris Johnstone and Sandra Ryan from ALIA.

The aim of the project was:

... to develop, disseminate and promote a statement of standards for teacher librarians in Australia. This statement will represent the goals to which Australian teacher librarians aspire, inform ongoing professional practice, and provide a basis for pre-service and continuing education of teacher librarians.

The primary goal was to achieve national consensus on a set of standards (of excellence) for teacher librarians in Australian schools in order to be consistent with the underlying principles of the national standards agenda, and to ensure that the teacher librarian has an active and ongoing role in the enhancement of student learning outcomes.

As with other professional associations who are developing their specialist standards, it was also recognised that teacher librarians will be active contributors and participants in the development and implementation of the generic teaching standards that are being developed at state, sector or national levels.

Models

The work of the Project Team has been informed by the literature available about professional standards work and models, both internationally and locally, especially that of other Australian professional educational associations. These have included the Australian College of Educators, the Australian Association of Mathematics Teachers, Australian Science Teachers Association, Australian Association of English Teachers Association, the Victorian Institute of Teaching, and the work being done by Education Queensland.

National principles

While the Taskforce Project Team has been responsible for the initial development of the current set of *Professional Standards of Excellence for Teacher Librarians*, they have been built upon the professional principles of ASLA and ALIA. The standards have been reviewed and refined through consultation events in a number of states and territories, and at the *Island Journeys* national conference in Hobart in 2003. These consultation events have provided opportunities for local teacher librarians as well as other interested educational professionals, tertiary education organisations, unions – to name but a few of the stakeholders – to come together to discuss and provide input into the current set of draft standards.

The draft professional standards for teacher librarians are linked to a set of core values, as described by ALIA and agreed to by ASLA, which represent the goals to which all Australian teacher librarians should aspire: they will also inspire ongoing professional practice. They are ASLA and ALIA's attempt at addressing the three questions posed in the general forums, but also meeting the needs of, and with a specific focus on, teacher librarians in Australian schools.

Further consultation will take place throughout 2004 to refine and finalise the standards for the profession.

The draft standards

The draft standards link closely to the work started by ASLA with the publication of *Learning for the Future: Developing information services in schools*, (2nd edition), the ALIA draft statement *The Library and information sector: core knowledge, skills and attitudes*, and the ALIA LISEKA project in the discussion of education programs and professional development opportunities and models for library and information sector specialists.

While it is envisaged that these standards may provide a useful framework for pre-service education, they are primarily intended for use by teacher librarians as a framework for ongoing professional learning. In the future, such a standards document may also be useful as an assessment tool in the context described by Ingvarson. The aim would be to build more effective methods for professional learning linked to more valid systems for assessing teacher performance and the defining of the three different kinds of standards in performance-based assessment – content standards (defining teaching); evidence standards (capturing teaching); and performance standards (evaluating teaching).

Contact your local ASLA or ALIA Association representatives for further information about this significant project and its development.

Di Ballantyne

*Vice President – Association Operations
ASLA*

*On behalf of the ASLA/ALIA Joint Task Force
December 2003*

SCISWeb Handy Hints

1. Quick method to order directly from SCIS OPAC screens

Customers who have resources without ISBNs, ISSN or ISMN must locate catalogue records in SCIS OPAC and record the SCIS number to use when ordering the catalogue record. The quickest method is to open two browser windows simultaneously. You are then able to copy the SCIS numbers from SCIS OPAC and paste directly into the *Enter orders here* box on the *Create orders* page.

- 1 Open two browser windows by clicking on the browser icon twice.
- 2 Resize each screen so that both can be viewed on the desktop.
- 3 In one window log on to SCISWeb and open *Create orders*.
- 4 In the other window log on to SCISWeb and open SCIS OPAC. Search to locate the catalogue record required and highlight the SCIS number. At the top menu bar click on *Edit* then *Copy*.

- 5 Move cursor to the other window. Place cursor into *Enter orders here* box. At the top menu bar click on *Edit* then *Paste*.
- 6 Proceed as described above to locate records in SCIS OPAC and paste SCIS numbers into the *Create Orders* page.
- 7 Once searching is finished, click on the *Process order* button and proceed to download the catalogue records.

2. Consistency of data

SCIS would like to remind customers to download all of the information in a catalogue record to their school library system. SCIS catalogue records are based on agreed national standards in classification, descriptive cataloguing and subject headings. The data content of the catalogue records is therefore consistent and of a high standard. If library staff delete any information (for example subject headings or illustrator notes), it will not be available when required by other library

staff in the future.

If you believe certain data is not currently required, then set parameters in the library system so the information is not displayed in the OPAC. At a later stage the parameters can be reset to allow the non-displayed data to be displayed again.

3. Locating SCIS numbers for videos and DVDs

SCIS Cataloguing Staff always use the title which is located on the title frame of the video or DVD as the title main entry. In many cases this is not the same title as printed on the container insert or on the label of the video cassette or DVD. In these cases the cataloguer adds a variant title entry for the title on the container or label. A SCIS OPAC title search finds these variant titles as well as the main title. Consequently, a SCIS OPAC title search is a reliable method for finding SCIS numbers for videorecordings or DVDs.

Sharing the Future – ALIA and ASLA Working Together

The governing bodies of the Australian Library and Information Association (ALIA) and the Australian School Library Association (ASLA) have formed a memorandum of understanding.

This understanding acknowledges the importance of working together for the good of school libraries now and in the future. The two governing bodies have agreed to cooperate and collaborate on a number of initiatives. To assist with the implementation of these initiatives two groups were formed. The first group is titled ALIA-ASLA Joint Policy Advisory Group and the second is titled ALIA-ASLA Joint Issues Taskforce Group.

Both groups were formed at the end of 2001 to begin work in 2002. The policy advisory group was given tenure of two years and the taskforce group of one year.

ALIA-ASLA Policy Advisory Group

The ALIA-ASLA Policy Advisory Group was formed to advise the ALIA Board of Directors and the ASLA Federal Council on the following issues:

- submissions to governments and other bodies on matters relating to library and information practice within the school community. Submissions may be in response to a call for submissions or at the instigation of ALIA/ASLA for lobbying or advocacy purposes
- the development of policy statements or documents relating to library and information practice within the school community
- policy and practice matters of interest and concern to members. Such matters may be referred from or to the ALIA/ASLA governing bodies
- representation on appropriate bodies
- other matters as determined by the ALIA Board of Directors and the ASLA National Council
- mechanisms for collecting statistical data and research information on the sector.

The group comprises two members from ALIA – Anne Girolami (Convenor) and Sandra Ryan – and two members from ASLA – Jill Ball and Pru Mitchell. As the members of this

committee are based in Victoria, South Australia and New South Wales, meetings are held via teleconference and correspondence is dealt with electronically. Generally meetings have been held each month, and at times some meetings have been held jointly with the taskforce group depending upon the issues for discussion.

Statement on teacher librarians in Australia

The first priority that the group selected to work on was to devise a statement on teacher librarians which would describe and promote the role that a teacher librarian has in a school library. This document would not only provide a guideline for all schools in Australia but also to provide a platform for unity within the profession.

Utilising the document *Learning for the Future: Developing information services for Australian schools* 2nd edition as the basis, the statement was devised and refined over the course of eighteen months. Throughout the writing process both governing bodies were kept well

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ALIA/ASLA Statement on Teacher Librarians in Australia

Purpose

To describe and promote the role of teacher librarians in Australian schools.

ALIA objectives addressed

To ensure the high standard of personnel engaged in information provision and foster their professional interests and aspirations.

To represent the interests of the members to governments, other organisations and the community.

ASLA objectives addressed

Promote an understanding of the aims, needs and educational significance of school library resource services and teacher librarians.

Maintain the awareness of Government bodies of the needs and educational significance of school library resource services and advise them on all matters concerning school library resource services and teacher librarianship.

Principle

Lifelong learning for all citizens is one of the stated aims of Australian education authorities. It is acknowledged that to participate fully in an information society, students need to be information literate.

Statement

A qualified teacher librarian can be defined as a person who holds recognised teaching qualifications and qualifications in librarianship, defined as eligibility for professional membership for the Australian Library and Information Association (ALIA).¹ Within the broad fields of education and librarianship, teacher librarians are uniquely qualified, as curriculum knowledge and pedagogy are combined with library and information management knowledge and skills. The teacher librarian plays a critical role in the development of information literate citizens who are lifelong learners.

The teacher librarian is a leader within the educational community. The valuable role of the teacher librarian focuses on:

- learners and learning
- teachers and teaching
- resourcing the curriculum
- facilitating access to information
- developing the physical environment.

Teacher librarians support and implement the vision of their school communities through advocating and building effective library and information services and programs that contribute to the development of lifelong learners.

Related documents

Australian School Library Association and Australian Library and Information Association (2001), *Learning for the future: developing information services in schools*, 2nd edition, Curriculum Corporation, Carlton South.

ALIA/ASLA joint statement on library and information services in schools.

Statement on information literacy for all Australians (ALIA website).

ALIA Core values statement (ALIA website).

¹ *Learning for the Future: Developing information services in schools*, 2nd edition, p 60

Connections Newsletter

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 for work or 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

Corrections

'The Book Bunker' in *Connections* Issue 48, Term 1, 2004 included the following text:

'SCIS has proved an invaluable help in cataloguing all our books.'

The text should have read:

'The SCIS Agency based in the NSW Department of Education and Training has proved an invaluable help in cataloguing all our books.'

In that same article we gave an incorrect contact number for Jenny Katauskas at the Book Bunker. The number should have been +61 2 9845 0808.

We apologise for these mistakes and for any inconvenience we may inadvertently have caused.

i SCIS News

1. SCISWeb subscription rates for 2005

The 2005 prices for *SCISWeb* will be located on our website at www.curriculum.edu.au/scis/productinfo/sciswebsubs.htm in July. This information will allow library staff sufficient time to include *SCISWeb* in the library budget for 2005.

2. Email addresses

SCIS is broadening its communication to schools through an email alert service. Library staff had the opportunity to provide an email address when they logged on to SCIS for the

first time in 2004. The majority of schools provided an email address. If you would now like to provide an email address please access the *Customer Profile* section on the SCIS Customer Centre page.

3. Connections survey

On the SCIS website is a survey about our *Connections* newsletter that we would like school library staff to complete. The responses will enable us to ascertain the relevancy of *Connections* in school libraries. The information collected through the survey will

identify specific areas for change and improvement. We are interested in getting responses from a large variety of schools. SCIS would like to thank all who have already participated in the survey.

4. Updated SCISWeb Manual

The *SCISWeb Manual* was updated at the beginning of the 2004 school year. Please print the latest version to ensure that you are using the program to obtain maximum benefits for your school.

SCIS Subject Headings Online

It was with great interest that I recently discovered *SCIS Subject Headings Online*. As a user of *SCISWeb* I could see a number of advantages for having the subject headings available in this online format and I believe it is a wonderful addition to the cataloguing services already provided by SCIS.

With constant changes in technology and the world around us, the need to have an up-to-date reference tool to keep our collections relevant and current is essential. This online facility now alleviates the task of adding new headings and references listed in *Connections*

to the printed subject headings list. For example, the heading for the current conflict in Iraq can simply be found by typing in the word, *Iraq*, and the appropriate heading, *Iraq War, 2003* is located. String searches are also simply conducted – as demonstrated by a search for *English*, which results in all related headings being listed. It is then simply a matter of choosing the heading which is most relevant to the item being catalogued. As well as being constantly updated, the service also allows greater portability and access, with more than one user at a time able to access the headings.

The guidelines available online provide excellent explanations of the extensive system of cross-referencing from non-allowed terms to allowed terms and other terminology used, so that even the most inexperienced cataloguer would have no difficulty understanding the procedures.

Finally, and perhaps most importantly, the online version is more cost effective than the printed version, and as such will be most attractive to school librarians with a limited budget.

Jan Weinberg
Academy of Mary Immaculate, Fitzroy, Victoria

Sharing the Future – ALIA and ASLA Working Together (cont.)

informed of the document's progress; procedures also included an opportunity for their feedback. After much deliberation the document was ready for ratification in May 2003. Ratification was received shortly after and the document officially titled *Statement on teacher librarian in Australia* has been made available on both the ALIA and ASLA websites. See also page 4 of this issue of *Connections*.

The statement is an important document and can be used in a variety of ways. Listed are a just a few suggestions:

- in your school's policy statements
- in your school library policy statements
- as a promotional tool
- displayed on the wall of the library
- as a lobbying document.

Permission is given to use the document in any of the ways listed above or for other school library related issues.

Anne Girolami
Convenor
ALIA–ASLA Policy Advisory Group

Natural Selection – the Evolution of the School Library

SCIS realises that many teacher librarians and library staff face the task of seeking new employment. SCIS does not promote any particular recruitment consultancy. This article presents some issues to consider when working through the career move process.

When I was at school, our library was a quiet place to borrow a Robert Cormier book or conduct research from a heavy encyclopaedia. Today, the modern Resource Centre is the learning hub of the school community. It is continually re-inventing itself and only the most information literate staff will survive.

In a market flooded with information and research tools, the library staff have to manage handling information in various formats as well as the challenges of providing the right information to the right user at the right time. Staff need to continually fine-tune their own literacy skills and be equipped to take educated risks to provide a relevant service.

The selection of school library staff, and the selection of schools for staff seeking a career move, is now increasingly diverse and complicated. In our role as a recruiter for school libraries nationally, The One Umbrella consultants are no longer provided with generic position descriptions and carbon copy résumés. The One Umbrella consultants are continually developing their own skills to service a dynamic marketplace. Our approach is to assist each client and candidate in identifying their individual requirements and provide professional career and strategic advice.

Staff selection

Many schools are shifting focus and sourcing Library Managers who have worked in the business sector in order to capture commercial knowledge management skills. The emphasis is on knowledge creation, knowledge sharing and continuous learning. Other schools stress the importance of employing experienced teacher librarians. This is to manage the delicate balancing act between electronic resources and traditional literacy programs. As Information Technology

labs are moving into the library, IT teaching experience is in greater demand than a humanities background.

No longer are library staff staying at the one school for 15 years. Many are moving every few years to learn new approaches, develop new technology and experience new methodologies. Multiple roles on a résumé are no longer a sign of instability: rather, they are favourably viewed as evidence of a professional adding to their mix of talents and skills. Extensive temporary experience on a résumé demonstrates to potential employers that the applicant is used to jumping into new environments and can hit the ground running with minimal training. Others still prefer to stay at the one school for many years, however their positions are often continually evolving due to rapidly changing technology and resources. These changes need to be reflected on résumés to adequately represent an individual's commitment to continuous learning.

So how do you stay ahead in this competitive and changing market?

Continuing professional development

It is entirely your own responsibility to ensure you are continually developing your own skills. It is time to stand up and take responsibility for your own professional development. Embrace any internal training offered and provide feedback to ensure it is relevant and valuable to you. Run your own performance reviews and identify exactly where you require further development. Then implement a plan with your manager to ensure it happens within an agreed timeframe.

Keep an eye on industry events, seminars and training. Attend vendor presentations, they provide excellent information on technological advancements at no cost. Remember to keep your résumé up-to-date recording skills and training even if you are not planning a career move just yet.

Try temping

When providing career advice, The One Umbrella consultants often suggest job seekers consider temporary or contract assignments. Temping is an excellent way for teacher librarians and school library staff to sample the market. It provides the opportunity

to work in a variety of environments, helping you determine which is best for you. You'll get to learn about new techniques, try new IT products and find out about leading-edge professional trends. Temping will also extend your professional network, giving you the opportunity to meet and work with a wide range of managers and team mates. This provides additional exposure to mentors, referees, skill sets and potential future employers. It's all good networking.

Taking on a short-term or part-time contract can be the ideal way to blend work with travel, family or study plans. Perhaps your dream role hasn't found you yet. Temping can give you a little space from your current role while you work on your future job vision. You'll gain valuable work experience and still be able to meet other priorities. Many temporary roles translate into an opportunity to apply for a permanent job with the same organisation. You get to test the water and find out just how much you like working with the organisation. At the same time you have the opportunity to impress your boss and increase your chances of being offered a permanent role.

Take flight

Continuing professional development involves keeping up to date with technological advances as well as continuously improving interpersonal and communication skills. A challenging and unique way to do this is to work overseas either as a working holiday maker or as a volunteer.

The One Umbrella and Sue Hill Recruitment in the UK have joined forces to assist teacher librarians and school library staff intending to travel between Europe and Australia. Working holiday visa holders, those with ancestry visas and other permissions to work can embark on their travel adventures secure in the knowledge that their job search is already under way. We personally interview candidates on behalf of Sue Hill Recruitment so the agency is ready to help candidates when they arrive in the UK. It means travellers are better organised to find work and able to make the most of their time overseas.

We have successfully placed librarians who have returned from volunteer assignments in places such as the Middle East and Nepal. Librarians and other information management

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Does Your Computer Seem to be Going Slower and Slower?

Is everything taking heaps more time than what it did when you first got the computer?

What may be required is some preventative maintenance to restore the performance of the computer back to what it could be. Most people would think this maintenance is beyond them and need some outside or IT assistance, but it is quite simple to perform and its effects can be quite astounding.

These steps can be done quite easily but are performed differently under the various operating systems that Microsoft has released. Please read the relevant help information about each step first, as it may be unstable or unusable if performed incorrectly. This isn't meant to scare but to reinforce that the instructions are there for a reason. If you still don't feel confident performing these steps after reading the help instructions don't feel afraid to call your IT support for some assistance.

The items that can easily be addressed by all computer users are:

1. Virtual memory

A vital component for all computer systems is memory (or RAM). What most people don't realise is that Windows will also set aside a portion of your hard disk to use as additional virtual memory to assist it in its operations. If the virtual memory settings are wrong or there is no disk space available it can significantly slow down your computer. Virtual memory is set in System properties. (Right click the *My Computer* icon or press the Windows key and pause/break together.) Depending on the

operating system you are using, the virtual memory settings will be accessed in different ways, although it is always in the performance area. (Use the Windows help function searching for virtual memory to find out how to adjust your computer's settings.) Ideally, there will be at least one and a half times the amount of physical RAM set aside as virtual memory, ie 128Mb of RAM means at least 192Mb of virtual memory or disk space.

2. Disk space

Disk space is not only used for storage of data and programs as Windows uses it as additional memory. As a rule of thumb, there should always be 10% of the total capacity of your hard disk drive as free space. Things that usually get left behind on a computer and take up unnecessary space are temporary files and Internet cache files.

Temporary files are files that Windows creates when we are working on documents and other files. It should (but doesn't always) remove these from the system when we finish the application in question. The easiest way to remove accumulated temporary files is to use the Windows search function to search for all files matching *.tmp. When Windows has completed the search you can highlight all of the files and delete them.

Internet cache files are files that are brought down to your computer when you are browsing the Internet or an Intranet. These files are downloaded to enable the computer to speed up repeated visits to a website. If we remove them or decrease the amount of space available for cache files, we may see a slight degrading of performance while using the web.

If we are short on disk space it would be better to remove or limit the Internet cache.

In Internet Explorer the cache files settings are under 'Tools' and 'Internet Options' in the 'Temporary Files' section. In Netscape the cache files are generally under 'Edit' then 'Preferences'. Please use the relevant application help file to find out how to adjust the amount of space that is allocated for temporary or cache Internet files.

3. Data continuity

When information is written to the hard disk of your computer it is not the same as writing on a piece of paper where each point follows the previous one on the next line. Your computer uses a number of different calculations when evaluating where to place files (or even parts of files) on to your hard drive. A regular 'defrag' should be run on all hard drives at least quarterly. This will enable all files to be placed wholly together and also at the front of the hard drive to improve the time taken to retrieve information. Disk defragging is usually performed in the properties of each relevant hard drive using Windows supplied tools (not all operating systems have these), or with third party disk management tools. Disk defragging can take a system quite a lot of time if it is very scrambled.

These are the three most common simple fixes that any user can apply to their own computer. There are of course many other solutions that can be done, but all would require an investment of cash for hardware or software upgrades.

*Anthony Reeve
Information Technology Specialist
Curriculum Corporation*

Natural Selection – the Evolution of the School Library (cont.)

professionals accept assignments in a range of universities, medical facilities, government departments and vocational institutes across the globe. Qualified teacher librarians are often required for two year roles in the Pacific. Opportunities also become available in Australia working with remote aboriginal communities. Volunteers are usually provided with an adequate living allowance for the period of their engagement. For further information regarding volunteer opportunities, refer to <http://www.australianvolunteers.com/>.

Conclusion

With the expansion of resources, curriculum and requirements, resource centres are undergoing continual transformations. Successful school libraries need progressive and literate staff to ensure their service flourishes and remains relevant to the changing school community.

There is an increasing need for library staff to identify and undertake targeted professional development, often looking outside the square

for learning and career opportunities. Naturally, enterprising and forward looking staff are most appealing to school libraries committed to innovation and best practices.

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Collaborative Processes –The Learning Federation Schools Online Curriculum Content Initiative

Development of quality educational multimedia is a resource-intensive activity as it requires a continuous and rigorous process of expert-user input. The Learning Federation has initiated a collaborative process involving curriculum officers in education systems, teachers, students and tertiary expertise to facilitate this input. In-context testing and evaluation to enable an interactive approach to instructional and functional design are dependent on time, budget, technology and professional expertise. This methodology is based on the international standard for user-centred design: Human-centred design process for interactive systems, ISO 13407:199(E).

User-centred design

The main principles of user-centred design are:

The active involvement of users

Use people with real insight into the context in which the product will be used (academics, professional associations, teachers, students).

Iterative design and development

Use feedback from end-users at all stages of development – from simple paper mock-ups, scripts and storyboards to semi-functional prototypes run on computers (teachers and students).

Multidisciplinary design teams (developer teams)

Involve education experts, multimedia developers, instructional designers, and technical experts in production of materials (academics, professional associations, teachers, students).

Appropriate use of media for treatment of content

Understand and specify the context of use and audience capabilities – environmental and social – with representative user input across all content projects.

User input

User input provides the mechanism for determining the value or merit of the content, how good the content and structures of the product are, and how well designed and appropriate the tools are for achieving the learning objectives. The evaluation criteria focus is on evaluating the

multimedia content and its useability.

User input is first provided by the Curriculum Area Reference Groups (CARGs) for the curriculum area. Expert Focus Groups (EFGs) and User Focus Groups (USGs) provide user input for subsequent projects. User involvement informs the design and development of the content in terms of learner focus, useability, accessibility and content integrity. The specifications for content design directly relate to the needs and expectations of users and the learning environment.

Curriculum area reference groups

The CARGs comprise education system curriculum experts, content domain experts and personnel with ICT expertise. They are responsible for the quality of the project scoping brief, which sets out the requirements for online content development within the curriculum priority area. The role of each CARG is ongoing for the curriculum area throughout the life of the Schools Online Curriculum Content Initiative. Evaluation reports on content in development assist the CARGs to refine and improve the quality of the project scoping brief over the life of the Initiative.

Expert focus groups

For each project within a curriculum area, an EFG is established. The EFG draws teachers from states and territories to participate in each of the quality assurance evaluation and review phases for a project, providing in-context user feedback to the development process. Teachers are selected based on their innovative practice and experience in the implementation of Information Communication Technologies (ICTs) in the targeted curriculum area. Casual relief is available to support teachers who are selected to participate.

User focus groups

There is a UFG for each project within the curriculum areas. They are an integral component of the in-school learning and usability testing, evaluation and review of content during development. These groups consist of teachers in schools with classes related to the project area. The membership of these groups changes throughout the content development cycle to meet the needs of each of the quality assurance testing and evaluation events.

Teachers and students are actively involved in evaluating and reviewing the design scripts, storyboards, paper prototypes and mock-ups, and this feedback is provided to the content developers. The final learning object design specifications provide the basis for commencing.

Advertisements for schools and teachers to express interest in participating in both EFGs and UFGs are sent to the education systems and professional associations, including subject and principal associations. Final selection is based on content domain knowledge and expertise, learner characteristics and learning environment.

Subject area specialists

Education and subject matter experts review the content against the educational soundness indicators. The feedback obtained from repeated tests and reviews at various developmental stages assists design improvement and further development. The focus of these tests and evaluations is on quality in terms of educational soundness, specifically learner focus, content integrity, useability and accessibility. Technical performance testing is also carried out prior to and in conjunction with the user-based test cycle.

Other feedback mechanisms

The data and information collected throughout the quality assurance process provide important feedback to developers on the design and development of the product. They also provide information that will help to structure future projects. This approach to the achievement of quality based on continuous improvement enables the development of an effective quality assurance mechanism for demonstrating best practice in educational digital resource design, development and delivery.

For further information about the expert and user focus groups, particularly if you are interested in putting forward an expression of interest to participate, please go to <http://www.thelearningfederation.edu.au/>.

*Margery Hornibrook
Manager, Communications
The Le@rning Federation*



Internetting Corner

The following websites can be easily accessed on the Internet via the links found on Curriculum Corporation's Connections website for Issue 49 at <http://www.curriculum.edu.au/scis/connections/latest.htm>.

Australian Museum Fact Sheets

www.amonline.net.au/factsheets/
Produced by the Australian Museum's scientific staff, this collection of fact sheets covers a wide variety of topics within the fields of natural history and Indigenous studies.
SCIS 1160738

Australian Word Map

www.abc.net.au/wordmap/
A co-production between ABC Online and the publishers of the Macquarie Dictionary this absorbing website allows users to explore Australian regionalisms, ie 'words, phrases and expressions used by particular language communities.'
SCIS 1094491

Burarra Gathering

<http://burarra.questacon.edu.au/home.html>
This award winning site emanating from Questacon allows students to undertake a virtual tour of Arnhem Land with members of the Burarra people who have lived there for over 40,000 years. Emphasis is placed on gaining a greater appreciation and understanding of the people, land, language and traditional technologies.
SCIS 1160767

Conversion Calculator

www.factmonster.com/pages/unitconversion.html
A subsection of the large Fact Monster database, these pages allow users to convert units of measurement used in cooking, computers, time, weight, area, length, astronomy and volume.
SCIS 1160774

Famous Inventions – A History of Inventions

http://inventors.about.com/library/bl/bl12.htm?PM=ss13_inventors
This comprehensive site details hundreds of significant inventions (and not so significant gizmos) that range from air bags to zippers.
SCIS 1160791

GNS Store: Institute of Geological and Nuclear Sciences Limited

www.gns.cri.nz/kids/index.html
Students studying volcanoes and seismic activity, particularly with reference to New Zealand, will be immersed in this site. Among the links are web cams situated at active volcanoes and live seismic data feeds.
SCIS 1160795

International Year of Rice 2004

www.fao.org/rice2004
During 2004 the UN Food and Agriculture Organisation will highlight the global importance of rice. The value of rice as a food is examined and its significance to society, culture, landscapes, politics, art and business are also investigated.
SCIS 1150217

KartOO Visual Meta Search Engine

www.kartoo.com/en_index.htm
This unique metasearch engine accesses several search engines, then displays results as a series of interactive maps showing the relationship between topics and related websites.
SCIS 1100109

NASA KIDS

<http://kids.msfc.nasa.gov/>
Primary students will enjoy exploring the information about planets, space travel, rockets and astronauts. The interactive animations, puzzles, games and links add to the experience.
SCIS 1038857

NASM Web Only Exhibitions

www.nasm.si.edu/exhibitions/webonly.cfm
The Smithsonian National Air and Space Museum hosts a series of virtual exhibitions available online with specific information for teachers. Additional links are well worth investigating.
SCIS 1160882

Reserve Bank of New Zealand – Education

www.rbnz.govt.nz/education/index.html
Student information and teacher resources pertaining to New Zealand's economy and the role of The Reserve Bank of New Zealand are available from this official website.
SCIS 1160886

Scholastic Australia – Deltora Quest

www.scholastic.com.au/deltoraquest/index2.asp
Fans of Emily Rodda's successful Deltora Quest series of books can access information regarding the author, illustrator and titles in the series. Other features include maps, excerpts and competitions.
SCIS 1160899

TKI – Environmental Education

www.tki.org.nz/r/environ_ed/interactive/index_e.php
The devastation caused by introduced species to the environment of New Zealand is explored in this interactive website for primary students.
SCIS 1160905

UNESCO – Education Sector

<http://mirror.eschina.bnu.edu.cn/Mirror2/unesco/www.unesco.org/education/index-2.html>
Teachers interested in most aspects of education in a worldwide context will find this educational portal topical, diverse and stimulating. Links are present to the other key UNESCO sectors of culture and science.
SCIS 1160910

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.

Resources

Effective Learning Spaces: Inspiration for school library design

Teacher librarian resource, 144 pp
 Edited by Susan La Marca
 RRP: \$75.00
 SCIS No: 1150730
 ISBN: 0 909978 26 3

Are you:

- planning a new library
- renovating an existing library
- extending current facilities
- rethinking your floor plan to respond to new curriculum needs
- further integrating ICT into library spaces
- just looking for ideas to brighten up your library?

Build on the skills, experience and research of others. Creative and practical advice from interior designers, architects, academics and practitioners from both primary and secondary schools. This latest School Library Association of Victoria publication offers ideas, strategies and solutions for creating a well-designed and effective learning space.

ILPO in Outcomes

Professional resource, CD-ROM includes whole-school multi-user site licence
 Authors: Steph Capra and Jenny Ryan
 RRP: \$220.00
 SCIS No: 1160651
 ISBN: 0 975170 10 4

Information Literacy Planning Overview – a sequential, developmental and flexible scaffolding for your school linking state- and school-based curriculum documents and current professional practice to information skills, information technology skills and critical thinking skills for teaching professionals.

ILPO in Outcomes contains all the content of the *Information Literacy Planning Overview* (ILPO) K/P–12 and ILPETS Books 1–4 on one easy-to-use CD-ROM.

Features:

- All skills now expressed as outcomes.
- All outcomes now aligned to national levels for Key Learning Areas.
- All outcomes linked to relevant worksheets that facilitate teaching the outcomes.

ILPO in Outcomes is a valuable tool, used both in conjunction with printed materials, or as a stand-alone resource.

New Primary Maths Resources

Maths Essentials: Practical tools, tasks and strategies

Primary teacher resource, 112 pp
 Author: Andrea Hillbrick
 RRP: \$35.95
 SCIS No: 1143644
 ISBN: 1 86366 732 6

Maths Essentials offers strategies for teachers to create a supportive learning environment so that all students can experience success in mathematics. The tools and tasks are intended for everyday use in the primary maths classroom. Each tool is presented as a daily mathematics lesson and the six sections of the book include:

- 'Celebrate mathematics' – ways to celebrate students' mathematical achievements
- 'Talk it up' – tools for the development of mathematical language
- 'Open-ended assessment tasks' – 16 tasks for assessing learning outcomes in Number and Space
- '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.

Numberboards: Games and hands-on activities

Lower primary teacher resource, 96 pp
 Author: Ron Smith
 RRP: \$34.95
 SCIS No: 1142518
 ISBN: 1 86366 731 8

This collection of 48 games and activities provides a fun way for students in the first three years of schooling to learn and consolidate early numeracy concepts. *Numberboards* departs 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 to work collaboratively, individually or competitively. The activities make use of materials that are readily available in primary classrooms.

The activities include:

- a list of materials required
- learning outcomes for Number
- suggestions for teacher observation, questioning and whole class discussion
- a reproducible student card
- a reproducible activity board.

Languages Other Than English

Joozu! Activities for beginners

Teacher resource, contains 80+ reproducible pages
 Language: Japanese
 RRP: \$44.95
 SCIS No: 1146537
 ISBN: 1 86366 717 2

Features of *Joozu!*

- Presents a variety of fun and engaging self-paced activities for students in the middle years of schooling.
- Covers all strands of language learning (speaking and listening, reading, and writing).
- Contains topic-based units that are non-sequential and common to language classrooms.
- Introduces new structures and vocabulary gradually, while reinforcing previous material.
- Includes four appealing characters – Mari, Emily, Chris and Yoshi – who contextualise the learning.
- Allows students to work independently, in pairs and in small groups.
- Provides opportunities for self- and peer-assessment, and guides students in setting goals and taking control of their learning.

Curriculum Corporation will provide teachers of Japanese with further support through the dedicated *Joozu!* support website. *Joozu! Activities for beginners* is based on familiar topics and can be easily matched to any classroom program. This structure also enables it to support the highly successful *Sugoi!* Japanese CD-ROM.

continued on page 11

Otways M.A.R.C.

SCIS has asked me to describe what the Otways M.A.R.C. teacher librarian does. I have been in this position for a little over a year and a half and have endured some pretty steep learning curves.

I am a qualified teacher librarian. I formerly taught library and research skills for Years Prep to Grade Six and Information Technology to Years Nine and Ten at Lavers Hill P-12 College in Victoria. Lavers Hill has four school campuses, and I am now based at Kawarren, one of those campuses. The library collection, when most of it is not in the truck, is housed here and I operate from here on base days. The collection consists of the usual resources found in a library – fiction, non-fiction, picture story, teacher reference, big books, kits, videos, computer software and various pieces of audio-visual equipment. A clerical assistant helps with processing and other tasks for three hours per week.

M.A.R.C. stands for Mobile Area Resource Centre and I operate it in the Otway Ranges and the area around their foothills. I drive an ISUZU 300 truck with a box on the back which houses part of the library collection. This box is like a small room lined with books where children (and teachers) can browse for books to borrow. The total truck measurements are 3.16 metres high, 2.3 metres wide and 6.4 metres long. The weight carried by the truck is approximately 5.2 tonnes.

Driving this weight requires an endorsed licence – an interesting exercise in itself. My experience with trucks before taking this position was meagre: I have learnt quite a bit since then. As part of my position I am

responsible for truck cleaning, arranging maintenance and replacement when necessary. The cab chassis is replaced every two years and the box has only just been replaced. The box has been decorated by a local artist, Marg Learey, who put a lot of effort into researching the locations of the schools I go to. The children love to see their school area and name on the truck.

I visit twelve primary schools on a fortnightly timetable and teach 393 students. The schools are at Gellibrand, Lavers Hill, Kawarren, Alvie, Deans Marsh, Forrest, Barongarook, Cressy, Beeac, Carlisle River, Swan Marsh and Birregurra. I am at some schools for half a day and some for a whole day, depending on the number of classes involved. In the smaller schools I take the whole school (P-6) for two hours. In other schools I have sessions with various combinations of classes, eg P-1, 2-4 and 5-6, or P-3 and 4-6, or P-2 and 3-6. The length of classes depends on the situation in the school: it may be for an hour for a classroom teacher or for one and a half hours for a teaching principal.

I still teach library and research skills to students and use technology in my programs with a checklist of skills I think they need. This checklist is especially useful at report time.

Though I may be able to use the same material generally across all schools, it has to be altered to suit the particular school. My base day at Kawarren is spent cataloguing and processing books, setting up resource boxes for staff, book buying, arranging truck things

and any other number of the 'little' jobs required behind the scenes in libraries. I also have one afternoon a fortnight allocated to administration and planning time (APT).

For a number of schools in this area the M.A.R.C. truck is the only access they have to library resources. (Other schools also have access to the larger mobile library in a semi-trailer that comes from the Corangamite Regional Library service.) I take guided reading boxes around the schools on a rotational basis and provide resource boxes to assist staff with programs. I try to consider staff and student requirements when buying resources and include computer-based resources when I can.

As I go around the schools I am welcomed by smiling faces and enthusiasm from both students and staff – though sometimes there's an *Oh no! I forgot my books!* from students of course! With staff, we catch up on what's been happening and where we are at, and students love to tell me their latest news.

There are 31 other M.A.R.C. vans with teacher librarians providing similar services throughout Victoria. Timetables vary according to the area and number of schools covered by each service. There are also eight M.A.R.C. teachers providing art classes to smaller schools throughout Victoria.

It's a very different job to a school-based situation at a permanent location. It is full-on but very rewarding.

*Sonya Dohnt
Otways M.A.R.C.*

Resources (cont.)

Our New Look Catalogue Website

Curriculum Corporation's new look catalogue website has been launched in 2004. Enhanced features include:

- relevant and up-to-date weekly news service for teaching professionals
- interactive order form
- improved searching capabilities
- topical and professionally-sourced websites for shared e-learning.

Bookmark the catalogue at:
www.curriculum.edu.au/catalogue.

InfoZone: A Library with a Difference

InfoZone is Museum Victoria's public research and enquiries centre located at Melbourne Museum, Carlton Gardens. InfoZone provides free public access to museum information and expertise either by visiting the centre or remotely through its enquiries service and website at <http://infozone.museum.vic.gov.au>.

InfoZone is similar to a library in that it holds a range of information resources including a reference library of books, journals, magazines and videos, and electronic resources such as catalogued websites, museum information sheets, CD-ROMs and exhibition multimedia. What makes InfoZone slightly different to a library is its collection of specimens and objects from the museum's heritage collections. Collectively these resources are used to answer questions from the public, students and researchers who may be seeking specific answers to questions, conducting themed project work or simply wishing to browse areas of interest to them.

What does InfoZone offer schools?

InfoZone is a library with a difference, as learning through real objects is what sets a museum apart from other library experiences. InfoZone has 'hands-on' objects provided through the museum's education collection and, when combining this experience with the various information resources, a unique learning environment is created.

Schools can visit in small research groups. InfoZone produces a guide for booked primary and secondary school groups on how to use the catalogue, with an emphasis on developing research skills.

For school, early childhood and adult educators there is the Learning Resource Centre which specialises in material about learning in museums, museum education kits, journals and other curriculum documents.

Quirky questions from the public

Why is the sky blue? What is this insect I found in my garden? Do birds have saliva? How can I clean my grandmother's wedding dress? Can you help me research my family history? Is this rock a stone tool? What animal does this jaw bone come from? I have a coin just like the one on display in the museum: how can I find out more about it? My

grandfather donated an item to the museum and I would like my family to see it: how can you organise this?

InfoZone handles a myriad of requests including donations, identifications, general research or collection access. Each enquiry is logged into a database so that we can monitor what people are asking the museum as well as identify frequently asked questions. An important guiding philosophy of InfoZone is to not tell people the answer, but to encourage them to find and research answers for themselves. InfoZone provides an excellent facility for school project work, and often parents will use our website or visit the centre with their children where they can search the Internet, access museum databases, use the reference library and collections or seek assistance from InfoZone staff.

Organising information resources

The biggest challenge has been to organise information resources so that they can be easily found. InfoZone resources need to cater to a diverse audience from school-age children – primary and secondary – to adults, family groups and academics. Information can be found at varying levels of interpretation and complexity, and in a range of different media from books to museum objects to electronic resources.

Collection cataloguing protocols at the museum have, in the past, differed across the museum disciplines covering topics ranging from Indigenous Cultures, Sciences, Natural Sciences, Australian History and Technology. The museum presently is moving to the one catalogue system that manages collections across the disciplines. This involves an enormous effort in updating millions of data records. InfoZone had the challenge of creating a catalogue system suitable for the range of topics and variety of media into the one seamless web-based front end which could include objects from the museum's collections. A metadata standard was developed based on Dublin Core which included additional elements used to reflect audience level and location of the resource. The metadata developed for the InfoZone project has become a standard used widely across the museum for digital collections and publishing material on the website.

InfoZone's seamless catalogue

To demonstrate how the seamless catalogue works I will use the example of spiders (a very commonly requested topic!). For general searches, the InfoZone catalogue will locate the resource and identify its type (book, specimen, CD-ROM, web link information sheet etc).

When placing the search term *spiders* into the InfoZone catalogue you will get 53 results including 33 actual specimens located in collection drawers or display cases, 2 websites, 8 information sheets and 10 publications in the library. Each resource has a location specified, a call number for a book, a drawer number for a specimen, or the hyperlink for electronic resources. There are advanced options where limits can be applied to locate one type of resource. For example, you can elect to search only the information sheets for spiders.

Finding information

Online users of the catalogue (found on the InfoZone website under *Finding Information*) can directly access websites and information sheets, however for physical resources such as books or specimens, a message will appear on the search result recommending a visit to InfoZone. Search results will give a different message depending on whether you are in the centre or at home.

Museums face similar interface problems to libraries in that they hold a vast range of resources so that providing access to them is challenging. Sitting behind the InfoZone catalogue are multiple databases that manage different resources, and to extract data from these varied sources can at times present challenges. The debate about how much information the public should have access to in libraries, museums, archives and other cultural institutions is 'alive and well', and what we have done at InfoZone is only a beginning to what the museum can ultimately offer to the public.

Contact InfoZone

InfoZone, Melbourne Museum,
Carlton Gardens.

Email: infozone@museum.vic.gov.au

Website: <http://infozone.museum.vic.gov.au>

Tel: +61 3 8341 7111

Bronwyn Thompson
Manager Information Centres
Museum Victoria

Australian Schools Textbook Collection

Deakin University's Australian schools textbook collection consists of texts used (but no longer current) in Australian primary and secondary schools, wherever they were published. As textbooks are a relatively recent development in publishing in Australia, most texts in use in the nineteenth century were published in England or Ireland. For instance the Reading Book for the Use of Female Schools, published in 1850 in Dublin by the Commissioners of National Education in Ireland, is one of many such titles in the collection. It is estimated that in the nineteenth century there were as few as two hundred textbooks published in Australia and of these, Deakin is fortunate to hold at least one hundred and fifty examples.

One of the first textbooks published in Australia (which is part of the Deakin collection) was a textbook which contained problems and exercises in classics. It had the impressive title of *Eutropii historiae Romanae, libri duo, Cornelii Nepotis selectae vitae excellentium imperatorum, et, quaedum fabellae ex Ovidio: omnes ad usum tironum Australiae accommodati, quibus accedunt notulae Anglicae et quaestiones* and was written by TH Braim in Sydney in 1844. Braim was the founder, headmaster and classics teacher at Sydney Grammar School at a time when it was thought that the classics were an essential part of any well rounded education.

The collection

Deakin University first began collecting school textbooks in 1981 with the purchase of 1,400 pre-1950 school texts from Mr JB Prentice. This collection was particularly strong in nineteenth century Australian publications and included titles such as *Letters on Education Addressed to a Friend in the Bush of Australia* by Hannah Villiers Boyd, Sydney, 1848, which is a fascinating and rare educational treatise. It provides advice to 'ladies residing at a distance from Sydney' on how to give lessons to their children on a variety of subjects such as French, geology, gardening, needlework, music, penmanship, poetry, religion and physical education.

In 1988, with the help of the Myer Foundation, the textbook collection was enhanced by the purchase of another collection, gathered over the years by Carmel McPherson, a lecturer in education. This collection had been developed assiduously by Carmel, and involved much travelling throughout country Victoria and delving into charity shops and bargain sales. It contains nearly 1,000 items of nineteenth and early twentieth century material.

Apart from the textbooks themselves, Deakin's holdings also include teachers' manuals, teaching aids and serials such as *The School Paper*, a monthly magazine for primary schools which began publication in the 1890s. Generous donations have meant that the collection has continued to expand. Institutions whose collection policies exclude the retention of non-current material have been wonderful sources of material, and Deakin has also purchased individual items to fill gaps in the collection.

A recent purchase is *The Sydney drawing book, composed of little scraps for little hands: in a progressive course of easy shaded studies* by Joseph Fowles, Sydney, c.1857. It consists of five volumes, each with four leaves of lithographed sketches, and is a rare and important set of drawing guides intended for use by Australian children. Fowles arrived in Sydney in 1838 and quickly became a popular artist and illustrator. He also worked as a drawing master in many of Sydney's private schools and from 1855 trained art teachers in drawing for the National Board of Education.

Insights from school textbooks

Part of the value of school textbooks for research and study can be found in the insight they provide into the prevailing cultural values and attitudes of the day. Titles such as *Youth to the Rescue: Temperance Studies for the Middle and Senior School* by Isabel McCorkindale, Melbourne, 193–, were once studied seriously by schools and the examination of such texts can be of great interest to historians and other researchers.

School textbooks are so revealing because they are far from being neutral in their presentation of facts and theories. For instance the socialisation process at work can be found

in many of the older books where girls are advised that their roles in life are to be supportive as wives, mothers, sisters or daughters.

For boys, the choices were equally narrow. Role models were frequently soldiers, and defending Queen and Empire was an ideal to strive for. A poem ('The Queen's Letter' by W.H. Bellamy) in *Hill's Oratorical Trainer*, Sydney, 1865, gives an indication of their possible fate:

*There came a tale to England;
'Twas of a battle won,
And nobly had her warriors
That day their duty done.
They fell like sheaves in autumn
Yet, mid that fearful scene,
Their last shout was for England,
Their last breath for their Queen.*

Concepts such as morality and good citizenship were also regarded as an essential part of education and were presented via textbooks. A book in the Myer Foundation (Carmel McPherson) collection has no hesitation in stating that the aim of telling historical stories is '...to inculcate moral truth by the contemplation of good examples, and to broaden sympathy by touching the heart and stirring the emotions.' (*Notable Deeds of Famous Men and Women* by CR Long and GM Wallace, Melbourne, 1921.)

Interestingly, modern texts are more likely to be filled with environmental, feminist or peace messages. This is why there is no cut off date for items in Deakin's collection – the only criteria is that they must not be in current use and they must have been used in Australia. It is recognised that over time, all items will acquire historic interest.

For more details on the textbook collection, and information on access and opening hours, please go to the special collection section of Deakin University's website at <http://www.deakin.edu.au/library/findout/research/spc/>.

*Kristen Thornton
Special Collections & Preservation
Coordinator
Deakin University – Waterfront Campus,
Geelong, Victoria*

Planning for a New School Library

In *Connections* Issue 45, we ran an article about designing a school library.

Staff at Bunbury Cathedral Grammar School have gone through the process, and share their experience.

Bunbury Cathedral Grammar School is an Anglican K–12 school of 800 students with 100 boarders. We have approximately 230 primary and 570 secondary students. Our library caters for the whole school, so the challenge was to design a library that could adequately meet these demands.

We began discussing the new library in 1995 but other buildings took priority until 2001 when we established a committee, representing all areas of the school, to plan the new library. Initially we outlined our needs based on the library usage at the time.

Every primary student has one formal period in the library. This period allows for borrowing books, literature appreciation and teaching information skills. Primary students also access the library in small groups for individual research or the exchange of books. This may be in class time or outside formal school hours. Primary staff may also bring their class to the library for class research.

Secondary students may come to the library with their teacher for class research. They can use a variety of resources, for example books, magazines, pamphlets, videos, video cameras, cassette recorders and computers. Small groups of students may come to the library for individual research or borrowing without their teacher.

All secondary book hire is administered through the library. The library is available to students from 8.00 am to 5.00 pm every day. Staff use the library to plan assignments and

new courses. Curriculum related videos are taped and catalogued by the library staff then borrowed by the teaching staff.

Library flexibility

The new library had to be able to accommodate a variety of groups at any one time. We may have a pre-primary class, several students using the Internet for research, a Year 11 History class, students viewing a video, another group selecting novels and others exchanging class texts. All this occurs with minimum of disruption to others in the library.

Our new library had to be bright, attractive and inviting. We came from a seventies dark red brick library with inadequate lighting. We wanted flexibility in design to allow for changing needs and distinct class areas so we could accommodate three separate classes. The area around the circulation desk had to accommodate students of different age groups and allow for classes of students to exchange textbooks without impinging on working areas of the library.

We were given dimensions for the floor space and made scale models of library furniture to place on the plans. We visited as many other libraries as possible and took our digital camera to keep visual reminders of our visit. We read as much as possible and searched the Internet for ideas on designing a school library. We consulted our teaching staff and other librarians to gather as much information as we could. Having done all this we then played around with the layout and developed separate areas for primary and secondary students. If primary or secondary classes need extra room at any one time they may use other areas of the library. We maintain booking sheets for each area within the library. We deliberately spread our computers over different areas because we wanted to stress that the library is for integrated research rather than a computer laboratory.

We have a seminar room for small groups viewing television, doing tests or working on projects. Our career collection is housed in an area with magazines, newspapers, casual chairs and a coffee table to create an area for browsing and leisure reading.

The circulation desk is in front of the workroom as we only have two staff members and need to be able to quickly access the phone or workroom resources. We have designed the desk with two points of issue and a return box in the centre. It is near the main entrance and can easily accommodate the distribution of books to two classes at any one time.

Our work room was carefully planned bearing in mind the many functions we have to perform. We have an audiovisual area, a book processing area, a huge compactus to house textbooks, and cupboards and drawers which were designed to accommodate various resources. Bench heights were modified to suit the function of each area.

We have a lovely bright spacious library with an elevated central roof. There are desk high windows on all walls except the west wall where we have smaller but higher windows. Trees surround the area around the library so we have a treetop outlook in every direction – it is delightful. The only downside with so many windows is that we have limited display areas but we are working to correct this. We are very happy with the new library – it does all we required of it and really works. It is also very popular, so now we need more staff!

*Kaye Carvosso
Teacher Librarian
Bunbury Cathedral Grammar School*

Cataloguing Websites – Some Frequently Asked Questions

SCIS catalogues only those websites which are curriculum-related and which have been through a quality control process, such as reviews or listings in EdNA, SCAN or Education Department evaluations. If schools require specific websites to be catalogued, they are invited to contact their cataloguing agency. These websites will only be catalogued after they have been checked for their suitability.

What title is given for the website?

The chief source of information for websites is the website itself, ie the home page. Use the most prominent form of the title on the home page and give added title entries for other forms. Variant titles include preliminary page titles and source page titles that are displayed by the web browser in the title bar at the top of the screen. Make a note on variant titles, for example:

Title: It's only a little bit of water [website]

Note: Meta title: Web-and-Flow webquest : water disasters.

What General material designation (GMD) is given for websites?

The GMD[*website*] is given after the title proper. (This GMD is a SCIS variation from the more general AACR2R GMD [*electronic resource*].)

Why are most websites given title main entry?

Usually, main entry for websites is under title, as, in most cases, many people or corporate bodies are involved with contributing to the content of the website. In case of doubt whether a named person or corporate body is an author, these are not recorded, for example, statements such as 'created by', 'produced by' and 'Webmaster' are not necessarily regarded as statements of responsibility. For personally

authored web pages, with prominent statements of responsibility, give the person as main entry. Also, websites by corporate bodies, which are about their procedures, resources, policy, etc, should be given main entry for the corporate body, for example, Department of Education and Training, Victoria.

What information is given in the publication area?

For the *place of publication*, use the place as given on the title page, or in an 'about' link from the home page, or assume the place from the country code in the URL, without square brackets. If the place is not certain, give a probable place in square brackets, with a question mark, eg [*United States?*].

If no probable *publisher* can be established from the prescribed sources of information, omit the publisher name, eg [*Australia, 2002?*].

For the *date of publication*, unless there is a definite indication that the site is not going to be updated, use an open date, eg 1999-, with no spaces or full stop after the hyphen. If there is a date of origin given on either the home page or an easily located copyright page, use this date. Where the home page gives more than one date, choose the earlier date. If there is no date on the home page, take the earliest date, if available, from the copyright statement page, the disclaimer page, 'about' page or metadata.

Where no date is given, supply an approximate date in the form: [*199-*] or [*1999?*]. Where an approximate date cannot be easily determined, use the current year as a probable date, in the form: [*2003?*]. For example:

[Melbourne] : Dept. of Education & Training, Vic., 2003.

Sydney : A. Griffiths, [1999?]

How is the date of cataloguing indicated?

The calendar date of cataloguing is recorded in a general note, with the month abbreviated, for example:

Website catalogued: 21 Aug. 2000.

Website catalogued: 1 July 2002.

When is a contents note given?

A 'Contents', or 'Table of contents includes' note is given if considered appropriate, for example, for a website with the title: *The world of science*.

Table of contents includes:
Physics – Chemistry –
Biology – Earth science –
Weird science.

When is a summary note given?

A summary note is given only if it adds valuable information and can be based on an easily accessible source, eg the website itself, or a review.

How is the website accessed?

The URL of the home page will, in most library systems, allow direct access from the catalogue record to the website. Other URLs are also included if deemed useful, for example, the URLs of preliminary pages, mirror sites, different viewing formats, related resources.

Mavis Heffernan, Cataloguer



New and Revised Subject Headings

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

For full details of these headings, see the SCIS website at www.curriculum.edu.au/scis/productinfo/detlist.htm and click on 'New and Revised Subject Headings'. A cumulative list of all new and revised subject headings approved since publication of *SCIS Subject Headings Fifth Edition* is also available at www.curriculum.edu.au/scis/productinfo/cumulist.htm.

* Ammunition	* Military science
N Armour	N Military science - Equipment
U Arms and armour	* Missiles
* Arms race	U Munitions
* Artillery	* Naval science
* Boomerangs	* Naval weapons
U Clothing, Protective	* Nuclear weapons
* Explosives	A Protective clothing
* Firearms	* Swords
* Firearms industry	* War
* Gunpowder	* War – Economic aspects
* International relations	A Weapons
* Irish Republican Army	

SCIS Genre Headings

In the SCIS database, works of fiction are given subject headings for topics relating to real persons, real and mythical places, events, objects and themes. Such headings include the subdivision “– Fiction” (for example, **Soccer – Fiction**).

Works of fiction clearly belonging to a particular literary genre are also given a heading for the genre. According to the *Guidelines on Subject Access to Individual Works of Fiction, Drama, etc.*, published by the American Library Association, a genre is a:

category of imaginative work that is readily identifiable by some of the following characteristics: style, plot device, mood or tone, character type, and theme. Form/genre headings indicate what the work is rather than what it is about.

Most genres are readily recognisable (such as **Fantasy**, **School stories** or **Westerns**). The headings **Australian stories** and **New Zealand stories** are also genre headings, used for stories set in these countries; they are not used for other stories written by Australian or New Zealand authors. Henry Kingsley's

Recollections of Geoffrey Hamlyn belongs to the **Australian stories** genre although the author was English.

As there is some overlap in the scope of certain genre headings (for example, **Crime stories** and **Mystery and suspense stories**), in some cases two or more genre headings may be appropriate. In other cases, works can bridge genres, as often occurs with the books of Douglas Adams or Terry Pratchett. Again, two or more genre headings may be appropriate.

One interesting example of a genre heading is **Wordless stories**. This genre heading is used for picture books in which the story is entirely told by the pictures, and there are no words.

Examples of this genre include *The snowman* by Raymond Briggs, *You can't take a balloon into the National Gallery* by Jacqueline Preiss Weitzman and *Anno's journey* by Mitsumasa Anno. An important feature of such books is not just that they consist of pictures only, but also that those pictures must tell a story.

Genre headings may also be applied to films (for example, **Horror films**) and poetry (for example, **Love poetry**).

A full list of genre headings for fiction and some representative headings for poetry and films appears in the *Guidelines to using SCIS Subject Headings Fifth Edition*. This is published in the introductory material to the *SCIS Subject Headings Fifth Edition* (p.xxxii–xxxvii), and the *Guidelines* are also available online to *SCIS Subject Headings Online* subscribers. The list includes definitions and examples explaining the scope of each genre heading.

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