

## School Libraries: Impact on Student Achievement

### *In this issue...*

The Role of Libraries in the Online Environment	2
SCISWeb Handy Hints	3
The Book Bunker	3
Books of the Future	4
SCIS NEWS	5
Release of Mathematics/Numeracy and Literacy Online Content	6
SCIS 2004 Welcome	7
Discovering Democracy: Resources in Civics and Citizenship Education for Students and Teachers	7
Internetting Corner	9
Resources	10
Cunningham Library Introduces New Services	10
Cataloguing Computer Software: Some Frequently Asked Questions	11
SLANZA'S Powerful Conference	11
Less is More: Specificity in Controlled Vocabularies	12
ASLA Online I: Constructing Communities of Learning and Literacy	13
SCIS Information Services Standards Committee	14
enhanceTV: A Value-Added Educational Service from Screenrights	15
New and Revised Subject Headings	16
ELR School Library Survey	16

The library is an important, but sometimes overlooked, part of a school.

**Research shows that school libraries can have a positive impact on a range of learning areas, including reading scores, literacy, and broader learning.**

**ACER Research Fellow Dr Michele Lonsdale recently conducted a review, *Impact of School Libraries on Student Achievement: A Review of the Research, for the Australian School Library Association (ASLA)*. This article was reproduced from *Research Developments with the permission of ACER*.**

The roles of school libraries and teacher librarians in Australia have changed significantly in recent years. There has been a decline in the number of qualified teacher librarians employed in school libraries, an explosion in information production and the development of increasingly sophisticated information and communication technologies. There have also been changes in educational philosophy and practice, including a greater focus on learning outcomes, inquiry-based learning, evidence-based practice and school accountability.

Dr Lonsdale said:

*It is important that these changes to library practice are monitored. Research has shown that school libraries do have an impact on achievement, so changes to library practice could therefore be expected to affect achievement.*

### **Positive impact of school libraries**

Much of the research relating to school libraries and achievement has been conducted overseas. From this there is evidence to show that, among other things, a strong library program can lead to higher student achievement regardless of the socioeconomic or educational levels of the adults in the community.

*The research has also shown that collaborative relationships between classroom teachers and teacher librarians have a significant impact on learning, particularly in relation to the planning of instructional units, resource collection development, and the provision of professional development for teachers.*

In addition, there is evidence to show that the following can make a positive difference to students' self-esteem, confidence, independence and sense of responsibility in regards to their own learning:

- a strong computer network connecting the school library's resources to the classroom and laboratories

*continued on page 5*

# The Role of Libraries in the Online Environment

***The role of Australian libraries in providing information by online means is a subject of increasing significance. It is also one which requires an integrated response. To address this issue the Senate, on 25 June 2002, authorised its Environment, Communications, Information Technology and the Arts Reference Committee to undertake an inquiry into present community patterns of demand for online information services through libraries. The committee was also asked to investigate the response by public, university and research libraries to the changing information needs of Australians, especially online access, and to devise strategies for enhancing online use of information materials.***

In addition, committee members were required to consider the capacity of libraries to deliver online information and other services which are more aligned with community demands for information. The fifth (and final) part of the terms of reference concerned the role of government, the corporate sector and libraries in ensuring the most effective use of libraries as a primary public information resource in the online environment.

The committee's original reporting date – 27 March 2003 – was extended until 24 June because of members' increasing legislative commitments. The committee's intention was to pursue a geographically broad-ranging inquiry. It held many public hearings, visiting all states and territories, except the Northern Territory whose information specialists and administrators it spoke to via teleconference. The committee also visited the National Library of Australia to learn more about that institution's digitisation programs.

## **Submissions to the inquiry**

Some 150 submissions were made to the inquiry. The authors ranged from individuals and small library and information bodies to large institutions and representative organisations. The information interests of both the public and the private sectors were reflected in submissions. In addressing the many demands associated with online information provision through libraries, organisations and individuals expressed a strong preference in their submissions and evidence for library collaboration in the form of consortia. These consortia should be under the aegis of large institutions such as the National Library of Australia and the respective state

and territory-wide library services. There was also a strong call for all tiers of government (especially the Commonwealth) to provide clearer direction in the areas of the online contribution to lifelong learning; digitisation as a means of recording Australia's written, pictorial and musical heritage; and equity of access to information for all Australians. Inquiry participants also stressed the need to reform national library funding arrangements if online provision is to attain the sophistication prevailing in a handful of other developed nations.

## **A 'one stop shop'**

One of the committee's major findings was the large extent (compared to the situation even five years ago) to which the public library has become a 'one stop shop' for Australians. As well as meeting their clients' reading and reference needs, public libraries increasingly resemble online community centres where Australians can access the Internet, communicate by email, engage in various forms of online learning, pay their accounts for items such as water and electricity, and buy tickets for the cinema, the theatre and sporting fixtures. Community demand is driving most of this activity, with Australians having taken to the online library with the same enthusiasm as they embraced video-recorders, ATMs and online banking.

## **Escalating online information demands**

The full social, intellectual and economic implications of the online information revolution are yet to emerge. It is clear, however, that similar demands are already being made on tertiary, secondary and primary education libraries, particularly in integrating online library facilities with teaching. Specialist libraries – particularly those servicing schools, law firms and scientific research institutions – also face escalating online information demands. One of the major questions to be addressed by the committee in its report is whether a national or decentralised approach to these challenges would prove more effective. It has been assisted considerably in its deliberations by the level of interest in this inquiry.

*Dr Derek Drinkwater is principal research officer for the Senate Environment, Communications, Information Technology and the Arts Committee.*

## Connections

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

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

### **Connections contributions**

SCIS welcomes submissions 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](mailto:scisinfo@curriculum.edu.au). Please include contact details.

### **Connections online**

[www.curriculum.edu.au/scis/connections/latest.htm](http://www.curriculum.edu.au/scis/connections/latest.htm)

# SCISWeb Handy Hints

## **1. Review URLs in SCIS website catalogue records**

Customers may occasionally download website catalogue records which include links to reviews about that website, in addition to the link for the website itself. Schools should test these review links to see if they work in their own library systems, as a number of these links are to reviews on EduList, which is a service provided only for Education Queensland schools and others who are subscribers to AccessClub. For schools which do not fall into these categories, library staff can order and download these catalogue records from *SCISWeb* as usual. The website URL should import into the library system correctly, however the review link will not function without Access Club log on details. SCIS recommends that library staff locate the review link on the imported record and delete it from the catalogue record.

## **2. Faulty barcodes**

Barcode scanners can not read some book product code barcodes printed on Ashton Scholastic books. If library staff wish to order the SCIS catalogue record for these books they should locate the ISBN on the verso title page and key it into the *Enter orders here* box in *SCISWeb*.

## **3. SCIS OPAC enhancements**

Recent enhancements to SCIS OPAC mean that users can now choose to display 10, 25, 50 or 100 records per page. The default is 25.

If a session times out, users can quickly resume searching by connecting directly to *Basic Search*, *Guided Search* or *New SCIS Records* buttons, or they may choose the option to return to the *SCISWeb* Menu.

The message 'Search limits are in effect!' now displays on the *Guided Search* screen when

quick limits have been used in *Basic Search*. The message will be cleared when a subsequent basic search without quick limits is performed.

## **4. Locating catalogue records quickly in SCIS OPAC**

Library staff who know the URL of a website can quickly determine if SCIS has created a catalogue record for the website by using SCIS OPAC. Log on to *SCISWeb* and select SCIS OPAC. On the *Basic Search* screen type the URL into the *Find* box, remembering to use quotation marks. Select *Command* from the *In* box. Click on the *Search* button. The *Search Results* screen will display the full record or a results set of catalogue records.

---

## The Book Bunker

***The Book Bunker, a library for the patients at the Children's Hospital at Westmead, was created six years ago through the efforts and generosity of Scholastic Australia, along with the support of the Variety Club and many other sponsors. Following the suggestion of a patient who was the child of a Scholastic employee, and with the drive and determination of Scholastic's Leonie Sweeney, three years of work resulted in a brilliantly designed, enchanting and welcoming haven for patients in what had been an odd-shaped, gloomy, grey, concrete basement storeroom.***

This ground-breaking library, recognised throughout the world, uses the latest technology and the services of qualified volunteer librarians, most of whom are retired or part-time teacher librarians, to provide a wonderful service to ease the stress and boredom of children who are often in hospital for long periods of time. Mobile patients or parents visit the library where they may browse, read, or play games on computers in a cosy and colourful environment. They may

borrow from our collection of 14,000 books, tapes, videos and CD-ROM games contributed by private and corporate donors. Patients who are bed-bound may select from a trolley taken around the wards by librarians, or they may use their bedside phones to ask for a selection of books to be brought to them.

Because the Book Bunker serves the special needs of patients, borrowing procedures have been developed for those various special needs. Those with suppressed immunity borrow from a collection of brand-new unprocessed books, which are as sterile as possible. After their return these books are then processed for the use of others. For those patients with infectious diseases there is a collection of extra copies of books which need not be returned.

The Book Bunker also has a special 'issues collection' of fiction in which disability, psychological and relationship issues, trauma and life-threatening conditions are explored. These resources have been screened and categorised and are stored separately. They are only available with the approval of parents, therapists and other staff, and can be a valuable adjunct to a patient's therapy.

Many patients or parents are from non-English speaking backgrounds, and our collection of resources in 30 languages is useful for making them feel more at ease in a stressful environment. Medical visitors and other groups from overseas have been impressed by the Book Bunker, and have donated resources. Publishers and authors have donated copies of their books in foreign languages and Global Language Books have been great supporters. A recent donation in memory of a beloved relative enabled us to 'fill the gaps' in our already substantial foreign language collection. Seeing the pleasure of children and parents being able to relax with a story in a familiar language is very rewarding.

Our collection of French language books, contributed generously by Scholastic Canada, is well used by the many patients who spend time with us from New Caledonia, which lacks specialist paediatric care. Recently, nurses caring for a little girl from New Caledonia told us that, when she was given some of the French language books from the library, she smiled for the first time since arriving at the hospital.

*continued on page 4*

## Books of the Future

**Will electronic publishing kill off the humble paperback?**

**There seems to be an assumption that if a technology is new, it's better.**

**Sending an email has made posting a letter feel tedious, and many people now use the Internet as their first and sometimes last stop when it comes to research. But will electronic publishing ever replace books?**

'The short answer and the long answer are no', says Agnes Nieuwenhuizen, manager of the Australian Centre for Youth Literature. 'There is something special about reading a book, and being able to do so at your own pace, and easily flick back and reread sections as you please.'

But at a time when young people are as familiar with the computers and the Internet as they are with books, there are questions about whether they feel the same nostalgic connections with conventionally bound pages.

At the very least, the Internet is yet another activity competing for young people's time. A study commissioned by the centre found that young people aged 10 to 18 spent as much time using the Internet as reading for pleasure.

That's certainly true of Year 7 student Michael Mann. 'Books are good and I like reading them, but the Internet can be interesting because there's more places to move around and look at.'

This ability to move fluidly between new and old media is going to be an essential tool.

'Kids have a seamless relationship between technologies. It's not an obstacle as it is for some adults', says Julie Faulkner, lecturer in literacy at RMIT University. 'Young people', she says, 'are able to recognise the value of various media and not use one at the expense of another.'

Erica Wagner, a publisher at Allen & Unwin, says, '(Books) are a private experience, and you enter into a world imaginatively that is different to sitting in front of a computer where it's all there in bright colours. But once the technology becomes a bit more user-friendly and cheaper then I think there is definitely going to be a place for it, and it will sit alongside conventional books.'

Just as radio was forced to evolve by the advent of television, will books as we know them also have to change? Faulkner feels the Internet and books influence one another. 'I think you've got a complementary evolution occurring because you have new forms of text like hypertext, but I also see publishing as being very inventive and doing what it has to survive, and they'll do things with books that seem quite unorthodox.'

Wagner says some of the changes have already occurred. 'Upper Primary Aged children are very visual and are used to using the Internet and darting here and there, so we (Allen & Unwin) are publishing quite a lot of junior novels with lots of illustrations where the cartoon content is read within the story.'

The physical nature of books is evolving, too. Aside from the already available hand-held

computer devices, which allow you to download text for reviewing on a small screen that is as portable as a conventional paperback, the MicroMedia Laboratory at the Massachusetts Institute of Technology is working on electronic paper to allow you to read an entire book, page by page, from one piece of paper.

And although the changes in some forms of literature may be related to new writing formats, electronic publisher and author Michael Prior feels the changes are simply parts of natural evolution. 'Books are always evolving, always changing, and yet still recognisable. The novel in the future will have new stuff in it, but it will be part of the evolution of the novel rather than a revolution.'

Nieuwenhuizen agrees that it's not a competition between books and electronic publishing. The Internet has the potential to be a place where young readers can do more than just find out about their favourite authors. It can be a place where people learn of other books they might enjoy, discuss stories, and become involved in online activities that enhance their engagement with literature of all kinds.

*Ben Haywood*

Printed courtesy of the Age newspaper. This article first appeared in the *Books Alive* supplement, an annual lift out in the Age published during Children's Book Week and written for a young reader audience.

## The Book Bunker (cont)

SCIS has proved an invaluable help in cataloguing all our books. The special skills and effort they have put into cataloguing our foreign or dual language resources is greatly appreciated by the librarians.

Last year the need for computer and software upgrades became apparent. The librarians, supported by Scholastic, raised money from raffles and booksales. Softlink donated

Alice software. Computer Blue, City Tattersalls Club, and 5D Services Pty Ltd all donated computer hardware. The upgraded library services were 'christened' at a function where many of those instrumental in the setting up of the Book Bunker returned to celebrate five years of successful operation.

We look forward to many more years and we welcome visitors to the Book Bunker, which is

open from 10 am till 3 pm each weekday. While we have a full roster of 28 volunteer librarians at the moment, vacancies occur from time to time and those interested can contact me at the Book Bunker on +61 3 9845 0808.

*Jenny Katauskas*  
Volunteer Coordinator  
Book Bunker

## 1. Welcome to 2004

SCIS welcomes customers to the new school year and wishes you all the best for a productive and successful 2004. Please remember to contact SCIS Customer Support staff at any time if you require any assistance or if you have any concerns regarding our products.

## 2. SCIS Subject Headings Online

In January 2004, SCIS launched a new product, *SCIS Subject Headings Online*. Customers were given the opportunity to trial this product in November and December 2003. *SCIS Subject Headings Online* is regularly updated and is therefore ideal for busy library staff who do not have time to update manually

the *SCIS Subject Headings* book with new and amended headings. At only \$44.00, searching the most up-to-date list of SCIS subject headings is simple and quick with this new online product. For more information about *SCIS Subject Headings Online* visit [www.curriculum.edu.au/scis/productinfo/subheadsonline.htm](http://www.curriculum.edu.au/scis/productinfo/subheadsonline.htm).

## 3. SCIS website redevelopment

In the latter part of 2003 you will have noticed a major redevelopment of the SCIS website. Our aim was to provide a more intuitive website that offers quick and simple retrieval of information for all SCIS users. A significant change is the way customers can now access multiple subscription products using a single

log in. SCIS customers can now log in from most pages on the SCIS website (top right hand corner of the web page).

## 4. Email address

SCIS customers now have the option to receive email alerts about SCIS products and enhancements. An opportunity to provide your email address occurs when customers first log on to SCIS.

## 5. Licence agreements

All customers logging on to SCIS products must accept the conditions of the Licence agreement before being able to access SCIS products.

## School Libraries: Impact on Student Achievement (cont.)

- a print-rich environment leads to more reading, and free voluntary reading is the best predictor of comprehension, vocabulary growth, spelling and grammatical ability and writing style
- the extent to which books are borrowed from school libraries shows a strong relationship with reading achievement while borrowing from classroom libraries does not
- integrating information literacy into the curriculum can improve students' mastery of both content and information seeking skills
- a positive difference can be made to student achievement when school libraries cooperate with public libraries.

However, despite the accumulated evidence, and despite the common sense assumption that school libraries could be expected to have a positive impact on student learning, the contribution of school librarians to student achievement is still not widely recognised. According to Dr Lonsdale:

*It is interesting that after five or six decades where research has consistently shown a positive relationship between student achievement and school libraries,*

*that the 'case' for teacher librarians still needs to be made. Why are practitioners still needing to convince decision makers and administrators of the positive correlation between school library services and student achievement?*

### Current state of school librarianship

Given the lack of national data about the current state of school librarianship, particularly in relation to teacher librarians and how they are being used in schools, it may be useful to obtain a snapshot of what is currently happening around Australia in relation to school library staffing.

Anecdotal evidence, and information from some state surveys indicates there is a shortage of teacher librarians; schools sometimes use librarians rather than teacher librarians, or staff with no teaching or library qualifications at all; it is an ageing profession, with insufficient graduates to replace retirees; and teacher librarians often have added responsibilities in terms of technology maintenance and student use of technology.

One survey of Victorian primary schools revealed that some individuals who called themselves librarians did not always have any

library qualifications and some who called themselves teacher librarians did not always have a teaching qualification.

### Need for further research

There is still a need for further research, Dr Lonsdale said.

*Much of the research so far focuses on primary rather than secondary students, but the impact of school libraries appears strongest at primary and junior high school and weakest at the upper levels of secondary school. It would also be useful to know why students come to the library, and to determine the relative roles of teachers and teacher librarians and their effectiveness in providing information literacy.*

*Impact of School Libraries on Student Achievement: A Review of the Research* is available from the Australian School Library Association website ([www.asla.org.au/research/index.htm](http://www.asla.org.au/research/index.htm)).

*Julia Robinson  
Research Developments*

# Release of Mathematics/Numeracy and Literacy Online Content

***In August 2003 The Le@rning Federation released online curriculum content in the form of learning objects. You may recall that learning object approach provides teachers with the flexibility to shape and organise classroom resources for particular groups of students. The learning object is one or more files designed to use as a stand alone learning experience – a chunk of material (which might consist of audio, graphic, text, animation or some relevant mix of these components) that will make sense to the learner by itself. It is designed for a specific learning purpose.***

Mathematics and Numeracy Project 1 and Literacy for Students at Risk Years 5–9 Project 1 were released in stages. The initial release was made available on the 29 August 2003 for systems and sectors to trial and to support planning for implementation. Final content for Mathematics and Numeracy 1 content was released at the end of November 2003, and for Literacy for Students at Risk 1, the end of December 2003.

## ***Mathematics and Numeracy Project 1***

Mathematics and Numeracy Project 1, 'Counting to quantifying', is designed to produce high quality learning objects that centre on enhancing students' holistic understanding of key mathematical concepts. The objects are based on current research findings in mathematical education and pedagogy. Many of the objects are set in rich and relevant contexts and reflect the diverse range of users. The learning objects encourage higher order thinking and problem-solving approaches, and explicitly use the multimedia environment to enhance student learning.

The Mathematics and Numeracy learning objects are grouped in the following series:

- Number Operation series with nine learning objects
- Dynamic Fractions series with four learning objects
- Shape Fractions series with one learning object
- Area of shape series with four learning objects.

## ***The Literacy 1 Project***

The Literacy 1 Project focuses on the reception of textual material encompassing reading, viewing and listening capabilities, but not to the exclusion of other relevant areas of Literacy performance. The learning objects focus on enhancing the reception capabilities of middle years students at risk of not achieving the National Literacy Benchmarks. The learning objects employ rich contexts, interactive narrative structures and 'game play' devices to promote engagement for a diverse range of learners. The organising pedagogical framework for the objects is the widely recognised Four Roles of the Reader (Four Resources) Model developed by Freebody and Luke.

## ***Finders Keepers***

'Finders Keepers' is a suite of three learning objects of increasing complexity. Each learning object uses a series of reflective questions about a range of everyday texts to encourage learners to approach reading as a purposeful activity. The texts have a purpose, including entertaining, providing information, providing instructions, and retelling an event. Throughout each learning object, learners use a range of strategies to decode written and visual texts, consider the author's purpose, and construct and combine literal and implied meaning from a range of texts. Students solve problems and take action based on information in written and visual texts.

All the learning objects go through in-school evaluation as part of the quality assurance process of development.

## ***Comments from users during in-school evaluations***

### *The Multiplier and the Array series*

*Students could clearly see how to break both numbers into smaller numbers of more manageable quantities. They loved the partitioning and particularly liked to try to make them all even (ish) so that computations could be lessened and reused.*

*Teacher, Highfields State School, QLD.*

*They had plenty of opportunities within the multiplier-multiple pathways to choose. Also the opportunity to jump in and have a go while supporting reflection on the best way to solve a problem. Students really did focus on the easiest way to get a solution.*

*Teacher, Holy Family, Doveton, Finders Keepers*

*Students liked to keep check on the number of texts they had found. This was a real reward to them. Students also liked to guess what the next texts would be – It looks like a book etc. The variety of texts was wonderful and I think long lasting.*

*When can we do that again?*

*Can I show the others how to play the game?*

*Got any other ones miss?*

*With student comments like this I think you have a winner.°*

*Nerida Mosely, Head Teacher of Secondary Studies, Baradine Central School*

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

# SCIS 2004 Welcome

Welcome to the first issue of *Connections* in 2004. By now you will have noticed our new SCIS website and new log on access point. The SCIS team hope you find the SCIS website easier to find information that supports your library work. We have introduced the SCIS Customer Centre page to cater for customers with subscriptions to two or more SCIS online products.

The new *SCISWeb* menu page has also been spruced up. The SCIS team will enhance other *SCISWeb* pages later in the year after we have received your feedback on these current changes. Please email your comments to [scisinfo@curriculum.edu.au](mailto:scisinfo@curriculum.edu.au).

At this time of year the SCIS team analyses the use of *SCISWeb*. Over the past five years we

have seen a steady growth in the number of SCIS records downloaded via *SCISWeb ordering*, as the following table indicates. For 2003, this is an approximate average of 800 records per school.

Year	No of SCIS records (in millions)
2003	6.4
2002	5.54
2001	4.32
2000	3.50
1999	2.68

The success of *SCISWeb* usage by schools is based on the ongoing strong commitment of our SCIS Cataloguing Agencies. They continue

to do an excellent job maintaining standards and cataloguing high numbers of relevant resources whilst under constant departmental reviews and restructures. A sincere thank you to all cataloguing staff and those staff supporting you at:

- School Libraries and Information Literacy Unit, NSW Department of Education and Training
- SCIS Unit, Education Queensland
- Department of Education & Training, Victoria
- Curriculum Materials Information Services, Department of Education and Training, Western Australia.

Anne Camfield  
Manager, SCIS

## Discovering Democracy: Resources in Civics and Citizenship Education for Students and Teachers

**How do we teach students to understand the way we govern ourselves?**

**How do we teach students the values that we want them to take into their lives as citizens?**

**How do we encourage students to be active citizens?**

The Discovering Democracy Program is founded on the belief that civics and citizenship education (CCE) is central to Australian education and to the maintenance of a healthy democracy. To support this, students need an understanding of Australia's political heritage, its democratic institutions and government. They also need the skills necessary for active participation in civic life. The important underpinnings for CCE education are the values and attitudes that enable individuals to participate in the political process and contribute to the healthy functioning of a democratic society.

Discovering Democracy is a Commonwealth-funded program which aims to embed CCE in Australian schools. The program began in 1997 and will continue in its present form until 2004. The program has two main strategies:

- production of a range of high quality resources to support the teaching and learning of CCE in schools

- professional development for teachers through States and Territories governments and the funding of professional development project officers.

Under the project a large number of Australian schools have developed innovative teaching and learning programs, new opportunities within schools for student leadership, and participation and programs which link students to the community in active partnership programs.

### CCE resources

All Australian schools have been provided with a range of resources under the program. These are supported by a dedicated website at [www.curriculum.edu.au/democracy/index.htm](http://www.curriculum.edu.au/democracy/index.htm). The resources have encompassed SOSE/HSIE and English key learning areas from Prep to Year 12, which are linked to the curriculum frameworks of the States and Territories.

### Discovering Democracy kits

At the centre of the resources are the *Discovering Democracy Primary* and *Secondary Kits* which were distributed to all schools in 1998. These contain:

- units of work around the four themes *Who rules?*, *Law and Rights*, *The Australian Nation*, *Citizens and Public Life*
- CD-ROM resources, *Stories of Democracy* and *Parliament at Work*
- video and classroom posters

- *A Guide to Government and Law* – an annotated teacher resource designed to provide teachers with the basic background to teach any of the units.

In 2002, the teaching and learning units were put on the Discovering Democracy website with student teaching and learning activities available for download in PDF and RTF format.

Visit [www.curriculum.edu.au/democracy/ddunits/index.htm](http://www.curriculum.edu.au/democracy/ddunits/index.htm)

### Discovering Democracy readers

The Discovering Democracy resources contain a series of readers containing stories and a range of photographs and texts on a range of civics themes for students from Prep to Year 12.

These readers are:

- Australians All! Discovering Democracy Australian Readers, Lower Primary* (distributed 2001)
- Australian Readers Discovering Democracy Middle Primary Collection* (distributed 1999)
- Australian Readers Discovering Democracy Upper Primary Collection* (distributed 1999)
- Australian Readers Discovering Democracy Lower Secondary Collection* (distributed 1999)
- Australian Readers Discovering Democracy Middle Secondary Collection* (distributed 1999)
- Australian Readers Discovering Democracy Upper Secondary Collection* (distributed 2002).

*continued on page 8*

## Discovering Democracy: Resources in Civics and Citizenship Education for Students and Teachers (cont.)

### Discovering Democracy assessment resources

Assessment resources to complement the *Discovering Democracy Primary and Secondary Kits* were distributed in 2000. Assessment tasks address unit indicators of student achievement. Each task includes a teacher guide, student resource sheets, a marking guide and annotated work samples. These resources are:

*Discovering Democracy Middle Primary Units Assessment Resources*

*Discovering Democracy Upper Primary Units Assessment Resources*

*Discovering Democracy Lower Secondary Units Assessment Resources*

*Discovering Democracy Middle Secondary Units Assessment Resources*.

### Discovering Democracy Through Research

Fostering of active engagement in local, state and national issues affecting our community is one of the aims of the program. *Discovering Democracy Through Research*, distributed in 2000, provides teachers and students with examples of the process of community inquiry in a number of contexts as well as a range of useful pro formas in areas such as setting up an inquiry, planning interviews, community surveys, task planners and research processes.

### Other Discovering Democracy resources

Other resources include *One Destiny! The Federation Story Centenary Edition CD-ROM* on the history of Federation, and *Australia's Democracy: A Short History* for teachers and secondary students. *Australia's Democracy* tells the story of the democracy Australians have made.

### Discovering Democracy online

Visit [www.curriculum.edu.au/democracy/index.htm](http://www.curriculum.edu.au/democracy/index.htm).

The Discovering Democracy website contains a range of other resources to support CCE and teacher professional development.

- The regular newsletter *InSite* provides updates, featured websites, expert views and information on new resources for teaching about CCE.
- The *About DD* menu contains information on a range of national activities including *Celebrating Democracy Week*, where schools can access grants for local CCE activities, the *Discovering Democracy*

*Achievement Awards* for teachers and schools and the *Student Competition*.

- The Teaching Civics menu contains information on all resources, a wide range of teaching and learning activities on various CCE topics and *School Showcases*, which contains practical examples of programs that may be adapted by other schools.
- The *Case Studies* menu features best practice CCE with an indigenous focus.
- The *Professional Development* menu contains contact information for States and Territories professional development officers as well as ideas for introducing CCE into schools.

*Parliament@Work* at [www.parliament.curriculum.edu.au](http://www.parliament.curriculum.edu.au) is a subsite which contains information on all State, Territory and Commonwealth members of parliament, electorates and associated census information and election results. It contains electoral maps, information on political parties and information on each parliament. It is the only database of its type in Australia.

For further information on *Discovering Democracy resources* please contact:

Pat Hincks, Project Manger, Curriculum Corporation

Tel: +61 3 9207 9600

Email: [Patricia.Hincks@curriculum.edu.au](mailto:Patricia.Hincks@curriculum.edu.au)

For information on States and Territories programs contact:

Ms Lianne Singleton  
Senior Curriculum Advisor  
Civics and Citizenship Education  
Professional Support and Curriculum  
Directorate

NSW Dept of Education and Training  
3A Smalls Road  
RYDE NSW 2112

Tel: +61 2 9886 7646

Fax: +61 2 9886 7305

Email: [lianne.singleton@det.nsw.edu.au](mailto:lianne.singleton@det.nsw.edu.au)

Ms Rosalie Shawcross  
Discovering Democracy Project Officer  
Education Queensland  
Level 19, Education House

PO Box 33  
BRISBANE ALBERT ST, QLD 4002

Tel: +61 7 3237 0489

Fax: +61 7 3239 6536

Email: [rosalie.shawcross@qed.qld.gov.au](mailto:rosalie.shawcross@qed.qld.gov.au)

Ms Leanne Carr and Ms Mary Hudson  
South Australian Civics and Citizenship  
Professional Development Program  
C/- 21 Second Street  
MAGILL SA 5072

Tel: +61 8 8332 7590

Fax: +61 8 8431 3528

Email: [lcmh@ozemail.com.au](mailto:lcmh@ozemail.com.au)

Ms Colleen Williams  
Discovering Democracy Curriculum Officer  
Curriculum Services Branch  
Northern Territory Department of Employment,  
Education and Training

GPO Box 4821

DARWIN NT 0801

Tel: +61 8 8999 5834

Fax: +61 8 8999 5632

Email: [colleen.williams@nt.gov.au](mailto:colleen.williams@nt.gov.au)

Ms Pam Dudgeon  
Senior Project Officer: Discovering Democracy  
Project

Learning and Teaching Innovation Division  
Department of Education and Training

GPO Box 4637

EAST MELBOURNE VIC 3002

Tel: +61 3 9637 2007

Fax: +61 3 9637 2150

Email: [dudgeon.pamela.r@edumail.vic.gov.au](mailto:dudgeon.pamela.r@edumail.vic.gov.au)

Ms Liz McGinnis  
Discovering Democracy Project Officer  
193 Sequoia Road

DUNCRAIG WA 6023

Tel: +61 8 9448 9354

Fax: +61 8 9307 3119

Email: [lmcginnis@prendiville.wa.edu.au](mailto:lmcginnis@prendiville.wa.edu.au)

Mr Tony Poynter  
Discovering Democracy Project Officer  
Office of Curriculum, Leadership and Learning  
Department of Education

GPO Box 919

HOBART TAS 7001

Tel: +61 3 6233 7332

Fax: +61 3 6233 6983

Email: [tony.poynter@education.tas.gov.au](mailto:tony.poynter@education.tas.gov.au)

Ms Martina Fechner  
ACT Discovering Democracy Project Officer  
Association of Independent Schools, ACT  
Unit 3, 41/43 Colbee Court

PHILLIP, ACT 2607

Tel: +61 2 6260 4955

Fax: +61 2 6260 4988

Email: [mfechner@ais.act.edu.au](mailto:mfechner@ais.act.edu.au)



# Internetting Corner

**The following websites can be easily accessed on the Internet via the links found on Curriculum Corporation's Connections website for Issue 48 at [www.curriculum.edu.au/scis/connections/latest.htm](http://www.curriculum.edu.au/scis/connections/latest.htm).**

## **AIM Manufacturing Videos**

<http://manufacturing.stanford.edu/>

Students studying manufacturing can undertake virtual factory tours to see how everyday products are produced. A combination of video, photography and text ensures user interest.

SCIS 1153943

## **All Events and Noticeboards**

[www.edna.edu.au/edna/noticeboards/nbpath=1981](http://www.edna.edu.au/edna/noticeboards/nbpath=1981)

Designed for Australian schools, this indispensable website lists significant days, weeks and months pertaining to the school year. Each entry is then linked to more detailed information.

SCIS 1153943

## **BBC – Science Human Body**

[www.bbc.co.uk/science/humanbody/](http://www.bbc.co.uk/science/humanbody/)

Upper primary and secondary students will be able to access a wealth of material relating to both the body and the mind. The presentation is interactive, stimulating and often fun.

SCIS 1153956

## **Braille Bug**

[www.afb.org/braillebug/](http://www.afb.org/braillebug/)

Designed for primary-aged students, this website encourages sighted students to understand Braille and the achievements of Helen Keller. Partially sighted students have the opportunity to manipulate the website's layout to make it easier to read, and blind students can gain access with the appropriate software.

SCIS 1094712

## **Capella Sistina**

[www.christusrex.org/www1/sistine/](http://www.christusrex.org/www1/sistine/)

0-Tour.html

The artistic masterpieces of the Sistine Chapel can be viewed in detail on this website.

Extensive links to the artists and other Vatican museums are a feature.

SCIS 1153993

## **Count Us In Games**

[www.abc.net.au/countusin/default.htm](http://www.abc.net.au/countusin/default.htm)

K–2 students will enjoy playing the 15 online games highlighting basic mathematical concepts. Teachers are catered for with additional resources and lesson plans.

SCIS 1146942

## **Exhibits Collection – Amusement Park Physics**

[www.learner.org/exhibits/parkphysics/](http://www.learner.org/exhibits/parkphysics/)

This website delves into the physics relating to the simulated danger of amusement park rides and also contains the history of rides, links, a glossary and other associated science.

SCIS 1146691

## **Inter-Lace**

<http://members.ozemail.com.au/~slacey/index.html>

Compiled by an Australian teacher librarian, this website is rich in resources and offers an array of pertinent links suitable for teacher librarians, teachers and students to explore.

SCIS 1153996

## **NationMaster.com – Where Stats Come Alive!**

[www.nationmaster.com/](http://www.nationmaster.com/)

A wide variety of facts, maps and statistics on every country are available from this huge database. Students can browse, compare listings and ultimately create their own graphs.

SCIS 1154068

## **OSLIS Secondary How To: Citing Sources**

[www.oslis.k12.or.us/secondary/howto/cited/](http://www.oslis.k12.or.us/secondary/howto/cited/)

Emanating from the Oregon School Library Information System, this website encourages secondary students to cite sources by offering both information and interactive software.

Additional links are supplied for teachers and primary students.

SCIS 1154038

## **Sing Online**

[www2.abc.net.au/learn/sing/](http://www2.abc.net.au/learn/sing/)

If you've ever been asked for the words or music to a song that has appeared in an ABC Sing Book (1975 or later) this index lists the specific book. Searching is also available by first line or composer.

SCIS 1154043

## **Stu's Double Jeopardy!**

[www.stgeorgesdet.nsw.edu.au/jeopardy/](http://www.stgeorgesdet.nsw.edu.au/jeopardy/)

This entertaining computer game allows participants to download a variety of jeopardy questions that range from The Simpsons to French food. Another option allows users to design their own questions.

SCIS 1154039

## **Visiting Gallipoli**

[www.anzacsite.gov.au/](http://www.anzacsite.gov.au/)

This award-winning website offers students and teachers comprehensive information, source material and research options regarding the Anzac landing at Gallipoli and the building of the Anzac Commemorative Site. Additional material and links are available concerning Australia's involvement in other conflicts.

SCIS 1030536

## **Yamada Language Center: Japanese Fonts**

<http://babel.uoregon.edu/Yamada/fonts/japanese.html>

A variety of fonts for Japanese writing scripts including Hiragana, Katakana and Kanji can be obtained from this University of Oregon site. The majority of fonts are designed for Apple computer users.

SCIS 1154035

*Reviewed by Nigel Paull, Teacher-Librarian, South Grafton Primary School, [n.paull@bigpond.com](mailto: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

## NEW

### ***Focus on Inquiry: A practical approach to integrated curriculum planning***

Teacher resource, 128pp

Authors: Jeni Wilson and Lesley Wing Jan

RRP: \$39.95

SCIS No: 1136019

ISBN: 1 86366 721 0

This invaluable resource assists teachers to plan, implement and assess inquiry-based integrated curriculum units. The concepts, values and understandings that underpin a successful unit are explored and supported with 12 sample integrated curriculum units.

The sample units have been written and trialled by teachers, and are drawn from the content subjects of Science, SOSE, Health and Technology. Teachers can reduce their planning time by simply selecting units from the book and adapting them to suit student needs.

Each unit includes:

- focus questions to stimulate inquiry
- activities for each stage of the inquiry process
- an innovative featured teaching procedure
- reproducible activity sheets
- a list of recommended resources.

*Focus on Inquiry* assists teachers to investigate the what and the how of the inquiry process in an endeavour to improve teaching, and to ensure rich and powerful learning for all students.

### ***Are you looking for some great ways to engage students in reading?***

This new selection of books in the *Reading Enriches Learning* series features the theme of humour. Each book explores a serious issue such as bullying, coming of age and culture in a way that is seriously funny. The books will provoke giggles, chortles and open discussion of the underlying issues. They have been carefully selected so that a range of student interest and ability is catered for.

*Reading Enriches Learning* combines FREE online teacher notes, suggested classroom activities and assessment to support each book.

#### *Chicken Pox... Yuck!*

160 pp

Author: Josie Montano

RRP: \$14.95; Pack of 4 \$55.00

SCIS No: 1101661

ISBN: 0 7344 0335 6

When Vinnie's mum comes down with chicken pox, he hatches a plan to stop the bullies at school from stealing his lunch. But even the best laid plans have consequences – even spotty ones!

#### *The Worst Year of My Life*

192 pp

Author: Katherine Goode

RRP: \$14.95; Pack of 4 \$55.00

SCIS No: 1008724

ISBN: 0 7344 0111 6

Twelve-year-old David has a Bar Mitzvah coming up, his Italian teacher hates him, his grandmother is rushed to hospital, the dog

gets hit by a car, his little brother's a brat and his mother is having a permanent nervous breakdown. Can this be the worst year of his life? David certainly hopes so!

#### *Pop Starlets*

144 pp

Author: Josie Montano

RRP: \$14.95; Pack of four \$55.00

SCIS No: 1130651

ISBN: 0 7344 0446 8

A gang of girls from Vinnie's (of Chicken Pox... Yuck! Fame) audition for a Pop Starlets girlie group with hilarious results.

#### *New Bjorn*

144 pp

Author: Kathryn England

RRP: \$14.95; Pack of 4 \$55.00

SCIS No: 1100908

ISBN: 0 7344 0392 5

Erik the Viking's father, the fierce Head Nerd and the entire clan have been kidnapped. But Erik isn't interested in swinging spiky balls and swords, so how on earth is he going to save his father from the Dorks and the Jerks?

#### *Ferret Boy*

256 pp

Author: Sue Lawson

RRP: \$14.95; Pack of 4 \$55.00

SCIS No: 1119754

ISBN: 0 7344 0465 4

Joshua 'Ferret Boy' Trimble is challenged to a ferret race, but can he beat Looney Mooney after his ferret gives birth to eight kits the night before the race?

## Cunningham Library Introduces New Services

***The Australian Council for Educational Research (ACER) has one of the most comprehensive educational research libraries in Australia. Cunningham Library is becoming more accessible to the public, both here and around the world.***

### ***New membership services***

Cunningham Library has introduced a number of new membership services that allow researchers to access its extensive databases from their desktop. The new services include:

- members' portal with self serve information access for members
- members' remote database with the latest two years of the Australian Education Index
- access to 80 full text scholarly journals
- education research
- theses database with free access for members to information on education theses items published in Australia since the early 1900's.

### ***A full virtual library online***

The Cunningham Library introduced remote

access services during July 2003 in response to consumer demand. According to Cunningham Library Manager, Margaret Findlay the way researchers have accessed library collections has undergone major changes.

*The web and electronic databases facilitate access to recent research documents – access is now quick and can be delivered directly to the computer of the researcher.*

*continued on page 12*

# Cataloguing Computer Software: Some Frequently Asked Questions

## **Why does the software need to be viewed before cataloguing?**

Software needs to be viewed because the chief source of information is the title screen. If there is no title screen, the information should be taken from other formally presented statements given internally, eg main menus, program statements. If the information is not available from internal sources, take it from the physical carrier or its labels, documentation issued by the publisher, or information on the container. If the title on the container or label is different to that of the title screen, give an added title for the container, or label, title. Also, give a note, eg Title on container: . . . ; Title on disk label: . . . . If no title is given on the title screen, take the title from other sources, as above. Also, give a note, to indicate the source of the title proper, eg Title from container; Title from publisher's catalogue, etc.

## **What General material designation (GMD) is given for computer software?**

The GMD [electronic resource] is to be given after the title proper.

## **Why is most computer software given title main entry?**

Generally, main entry for computer software is under title as there are usually many people with varying responsibilities associated with the production of computer software, eg programmers, systems designers, corporate bodies, etc. Statements of responsibility, appearing prominently in the item, should be

given for persons or corporate bodies chiefly responsible for the content of the computer software, eg writers, illustrators/animators, producers and authors of adapted works and programmers. All other statements of responsibility should be given in a note, eg writers of users' guides, systems designers, names at head of title, etc.

## **What information is used for the edition statement?**

Take the presence of words such as edition, issue, version, release or update as indication of an edition statement, eg Version 1.1, 3rd update.

## **What information is given in the publication area?**

For the specific material designation, SCIS applies the option to omit the term computer, as the GMD electronic resource already indicates the type of material. State the number of physical units of the software, giving the following terms as appropriate: cartridge, cassette, disk, etc, 2 disks. SCIS also applies the option to describe the item as concisely as possible, eg 1 CD-ROM. State other physical details, ie sound, colour, and state accompanying material, eg 1 CD-ROM : sd., col. + user's guide ; 2 disks : col. + 1 booklet.

## **How are the system requirements described?**

Make a note for system requirements for the use of the software.

Begin the note with System requirements: and give the following requirements, each preceded by a semicolon, in the order listed below:

- the make and model of the computer on which the software is designed to be run
- the amount of memory required
- the name of the operating system
- other software requirements, including the programming language
- details of any required or recommended peripherals, eg  
System requirements: Apple II or higher; 48K; DOS 3.3; Applesoft BASIC.  
System requirements: IBM 80386SX; 2 MB RAM; MS DOS 5.0 or above; Windows 3.1 or above; SVGA; CD-ROM drive; sound card; Microsoft mouse.

The following is an example of the physical description area, system requirements:

Physical description area:  
1 CD-ROM : sd., col. + manual  
  
System requirements note:  
*System requirements:*  
*PC Pentium 133MHz; 32MB RAM; Windows 98 or higher; 16 bit colour; Internet browser; 12xCD-ROM.*

*Mavis Heffernan, Cataloguer*

## SLANZA'S Powerful Conference

***The School Library Association of New Zealand Aotearoa (SLANZA) truly came of age in September when its first major three day conference, Powerful Partnerships Whaka Rarangi Tu Kaha, was held in Christchurch. The conference was extremely successful, and conference convenor Judi Hancock and her team must be congratulated for a conference that has set a high standard for the future.***

Over 260 professionals from the school library sector feasted on an exciting, stimulating, and

widely varied programme. The conference provided a good mix of research-based papers, inspirational addresses and practice-based workshops from New Zealand and overseas presenters.

### **Keynote presentations**

The conference began on a high note with an opening address from the Chief Executive of National Library of New Zealand and National Librarian Penny Carnaby who appropriately began her career as a trained teacher librarian. The keynote speakers also made valuable contributions.

First was Penny Moore (Executive Director of IASL) whose theme was one of the underpinning strands in the publication *The School Library and Learning in the Information Landscape: Guidelines for New Zealand Schools*. It says that people are one of the powerful keys to success if the school library is to raise student achievement. The importance of school library teams in this role is acknowledged internationally in school library literature and in New Zealand as her research with case studies has shown. Through her research with local case studies,

*continued on page 13*

# Less is More: Specificity in Controlled Vocabularies

**Specificity in a controlled vocabulary such as a thesaurus or list of subject headings depends very much on whether the language used in the subject term is able to describe adequately the subjects.**

**A thesaurus with a high level of specificity allows for an increased number of relevant items to be retrieved from a database. In some cases the number of items retrieved may fall, but more of the items that are retrieved will be relevant.**

There is, however, a disadvantage with a highly specific vocabulary; with the increased number of subject terms come additional costs in compilation and ongoing maintenance. The problem of appropriate subject term selection, organisation and display are multiplied. Changes are needed more frequently in a thesaurus with a higher level of specificity than a thesaurus that has more general and broader subject terms. It could be argued, however, that the benefits from improved retrieval of relevant items would more than compensate for these additional costs.

### **Case study illustrating levels of specificity**

The following sets of subject terms are at different levels of specificity. Each thesaurus indexes resources about diesel locomotives.

<b>Thesaurus A</b> Trains	<b>Thesaurus B</b> Trains Rollingstock
<b>Thesaurus C</b> Trains Rollingstock Locomotives	<b>Thesaurus D</b> Trains Rollingstock Locomotives Diesel locomotives

#### *Example 1: Thesaurus A*

Thesaurus A is shown as having one level of specificity. All resources about diesel locomotives use the term Trains. The non-preferred term Diesel locomotives USE Trains is included.

A search to find resources about diesel locomotives retrieves all resources assigned to the subject term Trains. The number of irrelevant items is high, as there are other resources indexed with the subject term Trains. The user would have to review each resource from the search result to determine its relevance to diesel locomotives.

#### *Example 2: Thesaurus B*

Thesaurus B is shown as having two levels of specificity. All resources about diesel locomotives use the term Rollingstock. The non-preferred term Diesel locomotives USE Rollingstock is included.

A search to find resources about diesel locomotives retrieves all resources assigned to the subject term Rollingstock. There are still irrelevant resources in the search result as a diesel locomotive is only one type of rollingstock.

#### *Example 3: Thesaurus C*

Thesaurus C is shown as having three levels of specificity. All resources about diesel locomotives are assigned the term Locomotives which is a narrower term of Rollingstock which itself is a narrower term of Trains. The non-preferred term Diesel locomotives USE Locomotives is included.

A search to find resources about diesel locomotives retrieves all resources assigned the term Locomotives and the user will need to review these to find those that only are about diesels and not steam or electric locomotives.

#### *Example 4: Thesaurus D*

This thesaurus has four levels of specificity. All resources about diesel locomotives use the subject term Diesel locomotives.

A search will only find resources about diesel locomotives.

The level of specificity increases with each thesaurus and the number of subject terms also increases. The level of recall and precision also changes. Thesaurus A has a high level of recall, that is, the number of resources retrieved using the subject term, but a very low level of precision. The user would be retrieving items about trains in general and not just about locomotives. Thesaurus D has a low level of recall compared to the high level of precision in terms of the relevance of the resources retrieved.

*Steven Haby, Manager, Metadata Initiatives SCIS Unit*

## Cunningham Library Introduces New Services (cont)

ACER has an objective of making research findings more accessible to the education community. In keeping with this objective, the Cunningham Library has embraced the use of new technology in developing a full virtual library online. Many of the library's extensive range of resources can now be accessed via the Internet extending access to those unable to visit the library in person. Online visitors can conduct their own searches for books, reports and journals held in the library.

### **Other online services**

The Cunningham Library also offers:

- EdResearch Online – an easily searchable database containing more than 16,000 research articles and documents
- a complete article service
- a personalised one-on-one library service designed to assist those who have limited time to conduct research.

Through the new services that have been introduced, we are now able to offer a virtual library online. The library catalogue and a database of higher research theses are all there along with the ability to download journal articles on demand. This new service will provide essential information for researchers of

all kinds. Schools and corporate organisations could use the service to support their staff in professional development, or in completing higher degree.

For further information about the Cunningham Library and its range of services, including details of the Library Membership Services or EdResearch Online, visit the library's website at [www.acer.edu.au/library/](http://www.acer.edu.au/library/). The library's membership brochure can be downloaded in a PDF format or email your request to the library.

*Louise Reynolds  
Corporate Communications Manager*

# ASLA Online I: Constructing Communities of Learning and Literacy

ASLA invites you to participate in this great professional development opportunity at [www.asla.org.au/onlinecon.htm](http://www.asla.org.au/onlinecon.htm).

**The Australian School Library Association (ASLA) will be hosting an online, asynchronous conference from 15–31 May 2004. This will be the first time that ASLA has embarked on such an exciting digital event, and plans are well under way to bring to you a smorgasbord of international and national presenters in the field of teacher librarianship, education, and research.**

The major objective of the conference is to provide current thinking, practice, and discussion in knowledge management, information literacy, information and communication technology, literature, and research evidence based practice (EBP) within an online digital learning community.

The web-based conferencing environment will allow you to access the papers and the

discussion lists for all the strands by simply using your Internet connection and a web browser. We will be using simple and familiar technology to provide you with the opportunity to read, reflect, and discuss the thoughts of approximately 30 presenters. The papers will be available online prior to the asynchronous discussion which will commence on 15 May with strand list availability staggered over the 16 days.

This type of delivery is affordable, flexible, accessible 24/7, and allows time for reflection and exchange of views.

## Keynote presenters

Our national and international keynote presenters will be Dr Joyce Kirk, Barbara Stripling, Pam Berger, Dr Kerry Mallan and Dr Ross Todd. Practitioners, academics and consultants from around the world will provide a balanced program for the concurrent papers with foci on bottling your colleagues' knowledge, putting teachers first, inquiry based learning, chief information officer, school intranets, online learning, popular fiction, lifelong learning, curriculum

leadership, literature circles, Book Raps and e-learning, literature and online communities, evaluating EBP, libraries as learning spaces, and multimedia systems. Currently, the website ([www.asla.org.au/onlinecon.htm](http://www.asla.org.au/onlinecon.htm)) provides information on the presenters and their chosen topic.

## Registration

Registration will commence in April 2004 with a range of member and non-member rates for Australian and overseas participants. Member rate applies to ASLA Member Associations, ALIA members, IASL members, and members of overseas school library associations. Your registration will include access to all the papers in each strand, access to all the discussion lists, and a hard copy of the online conference proceedings. Information about the registration fee is available at [www.asla.org.au/onlinecon.htm](http://www.asla.org.au/onlinecon.htm).

ASLA invites you to participate in this great professional development opportunity.

*Karen Bonanno*  
Co-convenor, ASLA Online I

## SLANZA'S Powerful Conference (cont)

Penny has been able to show that it is also so in New Zealand.

Penny observed that though trained teacher librarians are proven to make a significant difference to student achievement, New Zealand schools will not get funding for this role. She said that we must create our own model by looking at the resources we have in terms of partnerships, students, and parents.

Jane Edgar, a high profile trained teacher librarian at Mellon's Bay Primary School, Auckland was inspirational. She is one of the few full-time trained teacher librarians in New Zealand. Jane held the audience captivated as she described how she ensures her vision of the library as the learning heart of the school is made a reality. Jane works in unconventional but collaborative ways to make her library an exciting, effective and innovative place where students learn and succeed.

Lyn Hay from Charles Sturt University, NSW spoke about her in-depth research on the ways

that teacher librarians and principals can work as a team to support the school's learning outcomes. Although Lyn focussed on an Australian model, broad applications could be made to New Zealand on the importance for the school library community to:

- work together
- communicate regularly and widely
- be visible
- seek alliances with other leaders in the school
- lead by example.

Tim Snyder from America spoke from an administrator's perspective. He said that it is not uncommon for administrators to overlook literacy and learning, and therefore it is important that library staff ensure they secure the support the library needs. School libraries have a positive effect on student achievement and the support of the principal is critical. He said that the most debilitating enemy is our own inertia. Library staff must not forget that they are accountable. Tim described how he thought effectiveness was best achieved.

The school library team's decisions affect the direction and destiny of the school library. The library staff must have the respect of the principal; they must be competent in their position; any influence will come because of the character of the staff and their level of integrity, whether they go the extra mile and whether they have passion. Tim concluded by saying that we should not try to change others, but we should try and change ourselves.

The conference also offered eight series of workshops throughout the three days with seven concurrent choices. The range of topics was impressive and ranged from hands on IT workshops to sessions focussing on aspects of literature to implementing whole school information literacy in the library.

*Andrea Thomson*  
School Services Manager  
National Library of New Zealand

# SCIS Information Services Standards Committee

***Have you ever wondered who selects the new subject headings for SCIS? Have you read the SCIS cataloguing standards at [www.curriculum.edu.au/scis/managing/standards.htm](http://www.curriculum.edu.au/scis/managing/standards.htm) and asked who made those decisions? If so, you will be interested to know the answer is the SCIS Information Services Standards Committee (ISSC).***

## ***What is the SCIS Information Services Standards Committee?***

The ISSC is a group of representatives from the SCIS cataloguing agencies (in New South Wales, Queensland, Victoria and Western Australia), the SCIS unit of Curriculum Corporation, ***education.au limited*** and the New Zealand National Library. Each committee member represents the view of their state or country on the appropriateness of the subject headings to that state's or country's curriculum, and the suitability of the SCIS cataloguing standards for library management in that state or country. The ISSC meets regularly to discuss proposals on new subject headings and cataloguing standards.

## ***How does the ISSC operate?***

To develop new headings or to make changes to the standards, a working paper outlining the proposal is submitted by a committee member to the ISSC for discussion. If the issue can be resolved by email, it is handled that way. If it can not be achieved by email, written responses are submitted and circulated to all the committee members for further comment.

During the process the committee members consult with teachers and teacher librarians to develop an appropriate response for the students and teachers in their state or country.

For example, the changes to the subject headings for Aboriginal peoples were developed by the ISSC members in NSW in consultation with Aboriginal Studies policy advisers and the Aboriginal Education Consultative Group, NSW. The proposals were then discussed by the ISSC. Each committee member consulted the Aboriginal Studies policy advisers in their state. Once a consensus was reached, the new and revised headings were accepted.

## ***How is the ISSC managed?***

Curriculum Corporation manages the process. The papers and the responses are entered on a database, available to the agencies via a website. Outstanding issues from the papers are discussed at a teleconference.

## ***How are the changes implemented?***

The new subject headings and any changes or additions to the standards are implemented as soon as the ISSC accepts the proposals. New subject headings are added to SCIS immediately and to each of the revisions of the SCIS subject headings list (SCISSHL).

## ***Why are new headings needed?***

As knowledge grows, new concepts are developed and new terminology created. New terms are frequently identified by the SCIS cataloguers during the cataloguing process. If the term describes a new concept that could be used to provide access to information a student or teacher may require, a paper is developed and evaluated by the ISSC. Because the terms are taken from resources being catalogued for school libraries, the proposed heading will be appropriate and useful. In a cataloguing context this means the heading has literary warrant. Recent examples of new

headings are Bali Bombings 2002, Bioterrorism, Photonics, Nanotechnology.

Sometimes a term is a new synonym for an existing heading in SCIS. In this case the term is incorporated in the list as a non-preferred term to direct the user to the existing heading. In other cases, the new term may replace the older heading if there is literary warrant and the term has been updated in curriculum documents. The term Asylum seekers has recently been added as a Used for reference to direct the user to the heading Refugees.

## ***Why are there changes to the standards?***

The SCIS standards are the documents that detail the SCIS interpretations of the rules and options of the Anglo-American Cataloguing Rules, the implementation of the Dewey Decimal Classification, the use of the SCIS subject headings and the coding of bibliographic records using the MARC standard. Many of the changes to the standards have occurred recently because of the development of new formats for resources, like DVDs and the revisions of the Dewey Decimal Classification, like the changes in the numbers for Life sciences 560-590 in the Abridged 13 and DDC 21 editions.

## ***How can you propose new headings?***

If there is a heading that you would like to use that is not in SCISSHL you can complete the New subject heading proposal form at [www.curriculum.edu.au/scis/productinfo/newproposal.htm](http://www.curriculum.edu.au/scis/productinfo/newproposal.htm) and send it to the nearest SCIS agency. The ISSC will discuss the proposal. Lists of new headings are displayed in Cataloguing news at [www.curriculum.edu.au/scis/productinfo/subjectheadings.htm](http://www.curriculum.edu.au/scis/productinfo/subjectheadings.htm).

By using the ISSC as a vehicle for consultation between the SCIS cataloguing agencies, the SCIS unit of Curriculum Corporation, ***education.au*** and New Zealand National Library, the suitability for Australian and New Zealand school libraries of the SCIS subject headings and the standards for cataloguing is assured.

*Anne Dowling  
Cataloguing Coordinator, SCIS  
Professional Support and Curriculum  
Directorate  
NSW Department of Education and Training*

## **Thank you**

SCIS recently redeveloped its website as part of a Curriculum Corporation strategy to improve accessibility to its online resources. Customers will note that the new SCIS website is a significant change in design and navigation from the old version.

We would like to thank and acknowledge those students and teaching staff at Buckley Park College in Essendon Victoria who agreed to allow us to use their images on the SCIS website, and who participated with enthusiasm and generosity. Additionally, we would like to thank Dale Mann and Chris Collins for technical assistance with this project.

The photographs which were selected for the new SCIS main menu page, SCIS Customer Centre page and the SCISWeb menu page can be viewed at <http://www.curriculum.edu.au/scis/index.htm>.

# enhanceTV: A Value-Added Educational Service from Screenrights

**How would you like to know in advance the radio and television programs relevant to your student's curriculum and when they will be broadcast? Not to mention interviews with the relevant film and documentary makers, supporting media material, study guides and lesson plans. And it's free!**

Welcome to [www.enhanceTV.com.au](http://www.enhanceTV.com.au), an innovative educational website devised by Screenrights, the non-profit organisation which administers audio-visual copyright in Australia and New Zealand. As far as I can check, this is the first service of its kind in the world provided by a copyright body. Screenrights has capitalised on its role and membership base in a way which has long-term benefits both for its members and for those who use the material which its members produce.

The site links film directors and other creators like Phil Noyce and broadcasters such as the ABC, SBS and the BBC with librarians, teachers and students at primary, secondary and tertiary levels. It is designed to give teachers and librarians the easiest access to the range of material of educative value now available in audiovisual format, with backup study materials and suggestions to help busy educators. It is also a valuable resource for distance education students or those interested in following up various issues at home.

The Australian Teachers of Media (ATOM) prepare the study guides across state and territory curricula and beyond. To cater to the needs of students from primary to tertiary levels, the resources are organised into 21 broad subject areas, including business, cultural studies, indigenous interest, media, languages, legal studies, politics, science, religion and the arts.

Film Australia, the Australian Film Institute and the Australian Children's Television Foundation are also supplying educational material.

As Screenrights chief executive Simon Lake points out, one of the great features of the scheme is the opportunity to makers of film and television programs to promote continuing access to their work by contributing supporting material which can be used in the study programs. This enables the maximum access to and understanding of their creative output.

Recent listings in enhanceTV include:

*Missing Vietnam*, a documentary about the Australian government's airlifting of 292 Vietnamese orphans from Saigon to Australia in 1975. Shown on SBS in August. Made by one of the orphans, film maker Leigh Bancroft. Originally called Le Thi Thoa. Other SBS programs include Simon Schama's *History of Britain*, the archaeological series *Meet the ancestors*, the science series *Future tense*, and *Black chicks talking*, the only Australian film invited to Robert de Niro's inaugural Tribeca film festival.

David Caesar's feature film, *Mullet*, set on the south coast of New South Wales and starring Ben Mendelsohn, with an accompanying study guide.

*Great military blunders: Who's sorry now, The trouble with Merle* (about the Hollywood star Merle Oberon who did not come from Tasmania) and *Compass*, the Sunday night program on religion, all from the ABC.

*Rabbit-proof fence*, with a study guide exploring the issues behind this story of three young aboriginal girls forcibly taken from their families in Jigalong, Western Australia in 1931.

Subscribers to the free service can get an email guide in advance of a week's television programs. Commercial as well as public broadcasters are monitored.

The navigation menu enables the user to find the latest study guides, media articles and events, lesson plans and how to find the

programs or films already shown. You can search by learning or subject area, keyword, title or the name of the organisation which produced the resource.

Much of this information is available from the website to anyone who wishes to subscribe, including librarians, teachers, parents and students.

If you are an Australian educational institution with a Screenrights licence, you may obtain film and television titles from the Tape Services program archive at [www.tapeservices.sa.edu.au/](http://www.tapeservices.sa.edu.au/). A Screenrights licence also enables educational institutions to copy from radio.

enhanceTV has been endorsed by educators and librarians including Mary Manning, professional development and liaison officer, School Library Association of Victoria; Terry Hayes, national president of the Association for Teachers of English; Kevin Sumption, associate director, Knowledge and Information Management, Powerhouse Museum; and Annabelle Sheehan, head of teaching, Australian Film Television and Radio School. Jock Given, senior research fellow in the institute for Social Research at Swinburne University, is chair of the enhanceTV editorial advisory group.

It is resource intensive and the continuing existence of enhanceTV depends on its attraction of more subscribers, so surf along to [www.enhancetv.com.au](http://www.enhancetv.com.au) and test it out.

*Colette Ormonde, ALIA (Australian Library Information Association) copyright advisory service*

This article is reprinted with permission from *Incite*, Volume 23, October 2002. © 2002 Australian Library and Information Association (ALIA).

## ELR School Library Survey (cont)

includes schools from the independent, Catholic and government sectors; primary, secondary and K-12 levels; and urban and rural locations in all states. Different schools are used in each survey year to spread the load on the school library staff.

This is the last survey to be conducted under the current round of government funding, but hopefully the success of the program will encourage the government to continue its funding. Local authors, editors, compilers, illustrators and publishers need the financial

assistance to make their efforts worthwhile – and the psychological encouragement that this program provides.

For further information about the ELR survey please visit [www.curriculum.edu.au/scis/partnerships/elr.htm](http://www.curriculum.edu.au/scis/partnerships/elr.htm).



# New and Revised Subject Headings

Headings marked with an asterisk are existing allowed headings which have been updated with changes to reference structures 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. All other headings are new and are marked with an N.

For full details of these headings, see the SCIS website at [www.curriculum.edu.au/scis/connections/latest.htm](http://www.curriculum.edu.au/scis/connections/latest.htm) and click on 'New and Revised Subject Headings'. A cumulative list of all new and amended subject headings approved since publication of *SCIS Subject Headings Fifth Edition* is also available at this site.

- \* Adolescents
- \* Adults
- A Aikido
- \* American football
- A Australian Rules football
- N Bosnia and Herzegovina
- \* Boys
- \* Cheating (Education)
- \* Concentration camps
- N Cook Islands
- \* Copyright
- \* Criminals – Rehabilitation
- N Croatia
- N Curtin Detention Centre
- A Daughters
- \* Diaries
- N Diary stories
- N Easter Island
- \* Ethics
- \* Europe

- \* Exercise
- \* Family
- \* Father's Day
- \* Fathers
- \* Festivals
- \* Fiji
- N French Polynesia
- \* Girls
- N Guam
- \* Hawaii
- \* Holocaust, Jewish, 1939–1945
- A Homework
- \* Immigration and emigration
- N Immigration detention centres
- A Internment camps
- N Jiu-jitsu
- A Judo
- A Karate
- \* Kiribati
- A Kung-fu
- N Macedonia
- \* Machinery
- N Marshall Islands
- \* Martial arts
- A Melanesia
- \* Men
- A Micronesia
- \* Molecules
- \* Mother's Day
- \* Mothers
- N Nanotechnology
- N Nauru
- N New Caledonia
- \* New Zealand
- \* Pacific Islands
- \* Parent and child
- N Peer pressure

- N Pilates
- N Plagiarism
- \* Political prisoners
- A Polynesia
- N Prisoner of war camps
- \* Prisoners
- A Prisoners of war
- \* Prisons
- \* Refugees
- \* Rehabilitation
- N Samoa
- N Sandakan (Prisoner of war camp)
- \* Self-defence
- N Serbia and Montenegro
- N Slovenia
- \* Social groups
- \* Social pressure
- N Solomon Islands
- A Sons
- N Stanley Civilian Internment Camp
- \* Study methods
- A Tae kwan do
- \* Technology
- N Tonga
- \* Tuvalu
- \* Vanuatu
- \* War
- \* Women
- \* World War, 1939–1945 – Prisoners and prisons
- \* Wrestling
- \* Writing (Authorship)
- N Wushu
- N Young adults
- N Young adults in Australia
- \* Yugoslavia

## ELR School Library Survey

**Schools selected to participate in the 2003 Educational Lending Right (ELR) survey are now waiting the final publication of the results. The ELR survey provides an estimate of the number of holdings in Australian school libraries of books claimed with ELR. The survey results are used to determine payments to be made to eligible authors and publishers. The SCIS team has been administering the ELR survey for four years, and has gradually refined the process so that**

**the running of the survey is now quite smooth, although it is still complex and time-consuming for all concerned.**

As the ELR survey is a computerised exercise, it can not be carried out in schools without a computerised library system. It is also restricted to those schools whose system vendors have agreed to cooperate with SCIS in designing the survey process, and who have a large number of customers throughout Australia. GEAC, Libcode, Softlink, Bibliotech, Bookmark have been part of the project since

its beginning and Amlib joined shortly after. Without the support of the vendors and the considerable time and effort that they put in, the project would not be possible. If funding for the scheme continues, SCIS hopes to expand the number of vendors to give an even wider coverage of schools.

The survey would also not be possible without the voluntary participation of hundreds of schools and their library staff. It would be impossible to survey all Australian schools, so a statistical sample is taken. This sample

*continued on page 15*