



SCIS

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SCHOOLS CATALOGUE INFORMATION SERVICE

connections

Partners in Curriculum Renewal:

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Brisbane Catholic Education (BCE) is responsible for the administration of over 130 primary and secondary schools within the archdiocese of Brisbane, an area stretching from Childers in the north to Gatton in the west and south to the New South Wales Queensland border. The system's recognition of a teacher librarian's potential in working with others towards improved learning outcomes is evident in its strong support for the position in schools.

Each of the 130 schools in the BCE system and the 50 000 or more students within them benefits from the services of well equipped and resourced school libraries, the great majority of which are staffed by qualified teacher librarians, in both part-time and full-time capacities. The provision to schools of these trained professionals is in line with BCE's commitment to enhance and resource a curriculum in which learning and teaching in our schools establishes improved student learning outcomes (Strategic Renewal Framework 15).

Dr Ross Todd has often referred to the central role of the teacher librarian in creating schools which are information knowledge communities, with knowledge construction, sharing and use at their heart. In his address to the International Association of School Librarianship (IASL) conference in New Zealand last year, he affirmed the role of the

teacher librarian in the twenty-first century as a *partner-leader, demonstrating leadership which is purposeful, strategic, collaborative, creative, renewable and sustainable* (www.iasl-slo.org/virtualpaper2001.html). In 2002, BCE stated that its overarching goal for learning was *to empower learners of all ages to shape and enrich a changing world* through the establishment of *supportive learning communities (Learning Framework)*. BCE teacher librarians have met the challenge to be dynamic and integral participants within these learning communities. As they effectively enact their role, they daily demonstrate leadership of the calibre described by Todd.

Partners in planning

This year, BCE teacher librarians have been reviewing their role statement to make it more truly reflect the realities of their practice in schools. The five domains addressed in *Learning for the Future: Developing Information Services in Schools Second Edition* have been an area of focus. Teacher librarians have focused on their active participation in the planning of relevant, appropriate, learner-centred units of work. A general belief is that to try to adequately address the information needs of learners and teachers without an involvement in curriculum planning would be akin to pushing a loaded cart up a very steep hill – exhausting, ineffectual and close to impossible. Teacher librarians have long recognised their place as

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Partners in Curriculum Renewal (cont.)

partners in planning: BCE teacher librarians accept involvement in curriculum planning as a key component of their role. Their willingness to embrace change within the role exemplifies the flexibility and adaptability that is a hallmark of teacher librarian practice.

Their role continues to evolve in the light of changes within learning communities. As strategic leaders, many teacher librarians during the nineties found themselves at the forefront in introducing Information and Communication Technologies to their schools and incorporating their use in teaching and learning. Since the end of the nineties, many BCE teacher librarians have become curriculum leaders in their schools. As new syllabus documents have been introduced, teacher librarians have often shown collaborative leadership in being the first to familiarise themselves with syllabus content and to begin program planning. Innovative ways of resourcing key learning areas have been developed. In 1999, for example, a database of fiction to support the Enhancing Personal Development strand of the Health and Physical Education syllabus was devised, with teacher librarians using their collective knowledge to identify and write annotated reviews of relevant fiction to explore the concepts within the strand. There are plans to use this collective wisdom to expand the database to support Studies of Society and the Environment (SOSE), Science, Religious Education and the Arts with one teacher librarian network voluntarily beginning this task.

Supporting an outcomes approach

One of the greatest challenges teachers have faced over the past few years is the transition to education using an outcomes approach. Each new syllabus developed in Queensland includes learning outcomes – statements of what learners know and can do with their knowledge – and is designed to assist students become lifelong learners. Each of the stated valued attributes of lifelong learning presupposes information literacy. For teacher librarians, involved in the promotion and achievement of information literacy for some time, the transition to an outcomes approach has been in many ways an affirmation of long practice.

Teacher librarians as curriculum support

To further support teachers in the implementation of new syllabuses BCE has placed curriculum support teachers in schools. As curriculum leaders committed to forming collaborative partnerships, the roles of teacher librarian and curriculum support teacher often dovetail, both aiming to assist in the learning enterprise of the school.

Teacher librarians everywhere have always been *big picture* planners, recognising that the acquisition of specific and appropriate skills and the opportunities to use those skills in a variety of ways leads to learning for life. Todd (www.iaslso.org/virtualpaper2001.html) refers to this ability to *have a clear vision of desired learning outcomes as Purposeful Leadership*. Teacher librarians bring an information focus to the planning process at whole school and classroom level, guiding planning to allow for information literacy development.

Teacher librarians in BCE schools are committed to:

- the growth of students as independent and interdependent learners

- the integration of information literacy skills and processes into curriculum programs
- the development of a resource collection, systems and services which promote equity of access to information
- fostering the spirit of enquiry in an environment supportive of a diversity of learners and learning styles
- the promotion and encouragement of an appreciation of literature and reading.

This commitment is in line with BCE's recognition of a teacher librarian's potential in working with others towards improved learning outcomes is evident in its strong support for the position in schools. It is the 50 000 plus students in the BCE system who are the ultimate beneficiaries of this support.

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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 and New Zealand. All prices quoted in *Connections* are in Australian dollars.

Connections Contributions

SCIS welcome 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 1500 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/connect/connect.htm

SCISWeb Handy Hints

Suggested workflow when cataloguing resources using SCISWeb

As school library staff often change at the beginning of a new school year, SCIS staff have written a guide to illustrate the process of cataloguing resources using *SCISWeb*.

Step 1: Receive resources from supplier.

Step 2: Check in the school library system to ascertain if the resource is a second copy. If this is the case, do not order another catalogue record from SCIS. Instead, add the additional copy to the library database.

Step 3: Sort the resources into three groups:

- resources with an ISBN embedded in the barcode on the back cover
- resources with an ISBN on the imprint page inside the book
- resources without an ISBN (typically videorecordings, computer software and charts).

Step 4: Connect to *SCISWeb*:

- Connect to the Internet – the instructions below are for Internet Explorer.
- Enter the web address www.curriculum.edu.au/scis/index.htm.
- Click on the *SCISWeb* link.
- Click on the *Take me to SCISWeb* link.
- Enter user name (usually a 6-digit number) and password.
- Click on the *OK* button.

Step 5: Locate SCIS number for resources without ISBNs:

- Click on the *SCIS OPAC* button and use the *Basic* or *Guided Search*.
- Search by *Author* or *Title*.

- From the list displayed select the correct record and double click on the link to view.
- Highlight the SCIS number.
- On top menu bar select *Edit* then select *Copy*.
- Open a new Word document.
- On top menu bar select *Edit* then select *Paste*.
- Continue to search for catalogue records. As each one is located, paste the SCIS number into the Word document.
- When all SCIS numbers for resources have been located and saved into the Word document, highlight all SCIS numbers, select *Edit* from the top menu bar and then select *Copy*.
- Return to *Create Orders* on the *SCISWeb Menu* page.
- Place the cursor into the *Enter Orders Here* box. Select *Edit* then select *Paste* to add the SCIS numbers into the box.

Step 6: Order catalogue records for resources with an ISBN embedded in the barcode on the back cover of the book:

- Place the cursor into the *Enter Orders Here* box under the last SCIS number.
- Scan ISBNs. Always scan where possible as this ensures the highest possible hit rate when ordering from *SCISWeb*.

Step 7: Order catalogue records for resources with an ISBN on the imprint page inside the book:

- Place cursor under the last scanned ISBN.
- Type the ISBNs located on the resources into the *Enter Orders Here* box.

Step 8: Process the order:

- Click on the *Process Order* button.
- Insert a floppy disk into the appropriate drive.
- Click on the *usmarc.dat* link from the *ORDERS TABLE* box.
- Click on the button *Save file* or *Save this file to disk*.
- Ensure the floppy disk drive is selected (commonly drive a:).
- Ensure that the file name is *usmarc*.
- Click on the *Save* button (SCIS records have now been downloaded onto the floppy disk).

Step 9: Upload records into a library system:

- Follow the instructions for importing records provided by the library system vendor.

Step 10: Attach barcodes and edit records:

- To commence the editing process, select a resource and retrieve the catalogue record from your library system. You may have to attach the circulation barcode to the catalogue record if the system did not automatically assign it for you.
- If the library system does not automatically generate a spine label, note the call number so that one can be created and added later to the resource.
- There is an opportunity now to enhance the catalogue record by adding a call number prefix, typing a review, or adding notes about the curriculum key learning areas. The resources are now ready to be covered, shelved and made available for circulation.

Step 11: Books not on SCIS database:

- If you still have some books that you could not locate on *SCISWeb* it means that they have not yet been added to our database. You will need to search for them again at a later stage.
- After a period of searching, for example two weeks, contact your nearest SCIS Cataloguing Agency to arrange for these resources to be catalogued.
- Note that in *SCIS OPAC* you may locate a catalogue record for a similar version of the resource, for example an earlier edition. This catalogue record can be modified later in the school library automation system.

ELR School Library Survey Update

Curriculum Corporation would like to thank all the schools that participated in the 2002–03 ELR school library survey. Surveys were sent to over 600 schools around Australia in the final school term last year. The Department of Communications, Information Technology and the Arts will use the results of the survey to help determine payments to Australian creators and publishers for income that is lost because their books are available for loan in educational libraries.

A summary of the final report will be sent to all participating schools early this year and will be available on the SCIS website at www.curriculum.edu.au/scis/links/elrschool.htm.

The SCIS Unit is proud to be associated with this scheme.

Bridie Mackay
Project Coordinator
Educational Lending Right School Library Survey

New State Library of South Australia

2003 is the 'Year of the Library' in South Australia. The new State Library of South Australia is to be officially opened as part of those celebrations.

The State Library of South Australia provides South Australians with free access to the knowledge of the world through our reference services. We tell the story of South Australia through our published and archival heritage collections and by preserving the state's treasures for future generations.

Education liaison at the State Library

The State Library of South Australia provides access to education for life and aims to promote lifelong learning principles to South Australians. It is very important to staff at the State Library to emphasise our role as an educator and a partner to education providers. The State Library has a community, education and liaison team as part of customer services.

Education liaison key objectives are as follows:

- Develop, coordinate, promote and deliver a range of programs and services for the education sector.
- Target programs and services to meet education sector needs.
- Coordinate the library's activities in relation to the education sector across all teams to ensure an integrated approach to program delivery.
- Continue to identify, establish and foster collaborative relationships with the education sector, including cultural institutions and relevant government agencies.

Services include:

- education tours for primary and secondary schools, TAFE, universities and vocational education
- professional development programs for teachers and library staff
- collection and service based programs
 - conservation education program
- special events and initiatives
- school holiday program
 - collaboration between the State Library of South Australia and Artlab Australia

- *Trim, the Captain's Cat*, a theatrical production and exhibition is the first collaboration between the State Library of South Australia and the Adelaide Festival Centre, and is an exciting new arts initiative for young people
- web-based delivery of digitised collections
 - South Australians at War website, a curriculum based website to support Senior Secondary Assessment Board of SA (SSABSA) Australian History curriculum.

The new State Library

The State Library of South Australia is undergoing a \$41 million building redevelopment. In late 2000 the redevelopment of the State Library began with earthquake mitigation work on the Jervois building. In August 2001, the Bastyan building was closed for redevelopment. A shop-front service was opened in the Jervois and Institute buildings for State Library services for the duration of the library building redevelopment. In October 2001, the first stage of the redevelopment was completed when a new Conservation studio opened in the Jervois building, with a range of activities for the community and school groups promoting the preservation services of the State Library.

The redevelopment project is really picking up pace and the new library will be a place of space and light, with the extensive use of glass blurring the distinction between inside and outside, and providing an opportunity to appreciate views of other heritage buildings in the cultural precinct.

Storage space in the library has increased dramatically with the new compactus system. By reconfiguring the storage area and using off-site capacity, the library has the 50 km of storage that it requires, plus expansion of 1 km for the next 10 years – a total of 60 km.

There is also intense activity behind the scenes to develop the following features:

Exhibition bays

The Jervois Chamber is set to become a giant treasures area that breathes life into the state's heritage. The exhibitions have been given themes to capture the essence of South

Australia: its people, challenges, successes and culture.

Treasures Wall

This extraordinary 24 metre long wall, constructed from uniquely South Australian products, will feature a changing display of the most outstanding objects held in the State Library's collections, for example the smallest book in the world, the Changi diary and William Light's sketchbook.

Multimedia Wall

A four metre long multimedia installation embraces the true meaning of the word. It combines state-of-the-art cable television, Internet and broadcast reportage, objects, posters and displays.

Newspaper Reading Area

This space provides an opportunity for customers to read newspapers from around the globe. It is being sponsored with a \$400 000 grant by News Limited in recognition of Ron Boland, the Australian newspaper luminary who died in April 2000. The library is grateful to News Limited for its support.

Every city deserves a great library and at last Adelaide and South Australia are getting just that. The new \$41 million library is to be officially opened in 2003.

For more information about the State Library of South Australia, view our website at www.slsa.sa.gov.au. For more information for teachers, please check the link for teachers at www.slsa.sa.gov.au/teachersmmb/teachmenu.html.

Contact Brandwood.Karen@slsa.sa.gov.au for more details.

Karen Brandwood has been a teacher in primary schools as well as a teacher librarian. She has also worked as a children's/youth librarian in public libraries. Karen is currently Education Liaison Officer at the State Library of South Australia.

1. Welcome to 2003

SCIS welcomes customers to the new school year and wishes you all the best for a productive and successful year. Please remember to contact SCIS customer support at any time if you require any assistance or if you have any concerns.

2. Voyager upgrade

Early in January SCIS upgraded to the latest version of Voyager and by now many SCISWeb Customers will have noticed some changes in SCIS OPAC. We also took this opportunity to make some minor changes to other screens in SCISWeb. The online version of the SCISWeb Manual has been updated to reflect these changes.

3. SCIS Survey

Thank you to all the library staff who very kindly completed the SCIS Customer Satisfaction Questionnaire that was distributed to all schools in November. We value your

input and appreciate the time you spent in providing us with valuable comments. Your feedback will assist us in improving our products and services to meet your needs. An analysis of the responses has been completed and a report has been compiled for SCIS staff to consider.

4. Important conferences for school libraries in 2003

We are pleased to announce that SCIS will be involved in two large conferences this year, one organised by the Australian School Library Association (ASLA) in Hobart, and the other by the School Library Association of New Zealand (SLANZA) in Christchurch. We would encourage school library staff to attend one of these conferences as they present excellent opportunities for professional development.

We will keep you up to date in *Connections* and on our website in *What's New* with information about these conferences which are

to be held towards the end of 2003. Direct links to the websites of these two conferences can be located at www.curriculum.edu.au/scis/links/libconf.htm. This list is updated regularly to provide links to other conferences. Please advise SCIS of any upcoming conferences that are not included.

5. Listservs

Staff in school libraries who are familiar with the Australian listserv, OZTL_NET may be interested in subscribing to other listservs. Schoollib, located at www.vuw.ac.nz/dlis/ssublib/currawar/ediscgp.htm#, lists library oriented listservs in New Zealand.

New staff to school libraries wishing to subscribe to OZTL_NET should contact Lyn Hay.

Tel: +61 2 6933 2808

Email: lhay@csu.edu.au

SCIS Welcome to 2003

Reflections

SCIS welcomes all schools and library staff to a new year and a new era of uncertainty in Australasia. In the past 18 months or so we have all been touched by extreme events, far away and on our own doorstep. The consequences and realities of these tragedies have not been felt on this scale by Australians and New Zealanders since the Vietnam War.

Throughout these sad and uncertain times, we must continue to support our family, friends, and neighbours. As education industry workers, we have great opportunities to enlighten and educate children with the wonders of the world. Let's not forget that it is the fulfilment of our dreams and especially the dreams of our children that affect the future. Let us all aim to find and fulfil dreams that provide positive values and happiness even in these uncertain times.

Given the many changes in the world it is comforting to recognise and acknowledge that

alongside the instability lies significant stability. An example of such stability is the ongoing important role of library and information services. SCIS is proud to be a part of this stability through our ongoing support of school library services.

Over the past year, SCIS has steadily improved its services and extended its offerings internationally.

Future challenges for school libraries will involve more and more collaboration: collaboration with teachers, collaboration with ICT staff in schools, collaboration with other libraries (and probably more collaboration with students). I have no doubt too, that school libraries will be filled with books for years to come. But I can also envision a 'worst case' scenario where school libraries may be seen only as *the library of books for reading* even though they are so much more. Proving that school libraries are relevant far and beyond providing reading books will continue to be an

ongoing challenge. Nevertheless, as more and more resources become more easily available on the Internet or through learning management systems, the opportunities for library staff to prove their worth will only increase. What is certain is that keeping in touch with new technologies and trends will continue to be a major role for library staff. SCIS is also committed to that role, particularly in relation to the long-term viability and role of library systems in providing access points linking information resources within the Internet and learning management systems.

As information professionals, we (library staff and SCIS) will continue striving to deliver excellent services to support teachers and students. Let's all make the most of 2003.

*Anne Camfield
Manager, SCIS*

State Library of New South Wales: A Commitment to Learning

World War I soldiers' diaries, an interview with Melina Marchetta, an 1866 journal article describing attitudes to female convicts, an up-to-the-minute plain English exploration of the controversies surrounding the use of human genetic information, an analysis of bodyline cricket written in 1933, comparisons of Clueless and Emma, case studies of youth suicide, extracts from a government audit of the Australian furniture industry . . . These are just a handful of the more than 1,500 resources available to Higher School Certificate (HSC) students, teachers, library staff and parents through Infocus: linking people and information, a service of the State Library of New South Wales.

The State Library's mission is to *promote, provide and maintain library and information services for the people of New South Wales*, but we know that a very large proportion of the state's senior secondary students will never be able to use the Library in Macquarie Street in Sydney's central business district, and that those who do use it often find it complex and daunting. *Infocus* Education Officers search the Library's extensive contemporary and heritage collections for relevant, interesting, and often unusual syllabus-related resources. Clients then select the specific resources they require and order for delivery by post or fax. Online development of full-text resources is currently in progress.

Infocus resources are drawn from Australian and overseas sources. These resources:

- feature items often not readily available elsewhere
- are chosen for their readability as well as their syllabus relevance
- include reproductions of rare and heritage materials such as diaries, photographs and maps
- are regularly updated to ensure accuracy and currency
- are copyright cleared so they can be retained by libraries.

Although *Infocus* resources are selected with the specific needs of students from New South Wales in mind, senior secondary students throughout Australia (and the library staff who work with them) will find many items of interest.

To find out more about *Infocus* visit our website www.infocus.sl.nsw.gov.au or telephone +61 2 9273 1769.

Online information for schools

Library staff in schools throughout Australia may also be interested in the Library's newest service for schools, *iSELECT*, which offers affordable pay-as-you-go access to online information. Databases available through *iSELECT* include *Infomit Online*, *Newstext*, *Proquest*, and *News Store*. The service also includes access to an interlibrary loans management module, a worldwide document delivery system and an ever-growing selection of free online resources. *iSELECT* also provides comprehensive help both online and over the phone. Learn more about *iSELECT* by visiting www.ilanet.net.au/iselect.

Research in a large library

Recently, new HSC syllabuses were introduced in New South Wales and with them came significant resource requirements. Although school libraries are rising to the challenge, it is inevitable that many senior secondary students will need to use the collections and services of a larger library. This is particularly true for students embarking on a major research undertaking courses like Society and Culture, and for those doing Extension English and Extension History, who frequently need resources only available at a library as large as the State Library of New South Wales.

We offer senior secondary class groups a two-hour introductory workshop, called *Introduction to Library Research Skills*, designed to help students make more efficient use of large libraries, as well as to demystify the State Library of New South Wales. Information literacy concepts and skills are firmly embedded in the program, which includes an opportunity to use the Library's catalogue and key databases with expert guidance, as well as a tour of the Library's two buildings. There is a charge for this very popular program and teachers wishing to bring a class should contact us at least a term in advance to make a booking. To find out more, please telephone +61 2 9273 1519.

Exhibitions

The Library's Education Officers also work with our Exhibitions team to produce educational material to support some of the Library's

exhibitions. We produce materials only when the exhibition has a strong curriculum connection, such as the Library's current major touring exhibition on intrepid explorer Matthew Flinders, *The Ultimate Voyage*. The kit can be downloaded from www.sl.nsw.gov.au/pathfinder/kits/.

NESTLÉ Write Around Australia

'This competition gives students a reason to write and the opportunity to write for an audience outside their school and family' – these words from a teacher explain why NESTLÉ Write Around Australia is so popular. Consisting of a writing competition and creative writing workshops conducted by published Australian children's authors, NESTLÉ Write Around Australia is coordinated by the State Library of New South Wales and supported by state and public libraries throughout Australia.

Students in Years 5 and 6 (Years 6 and 7 in Western Australia and Queensland) are invited to enter a story of no more than 500 words on any topic. From these entries, 960 finalists (20 from each of the 48 zones) are selected. A unique aspect of the program is that the finalists' prize includes the opportunity to attend a special creative writing workshop with a published author. Other prizes include \$500 collections of Australian children's books for schools and individual zone winners and computer, as well as a printer and software packages for the two national winners.

The program is coordinated at the local level by selected public libraries. Schools in the vicinity of these libraries have the opportunity to bring classes to the library for a creative writing workshop conducted by a visiting children's author. Information about the competition is mailed to all primary schools in February.

The program website at www.writearound.com.au is a useful resource for teachers and library staff.

Commitment to learning

Commitment to learning is one of the values of the State Library of New South Wales. This article has outlined several of the services the Library offers to schools, however our commitment to learning does not stop there. For example, we provide introductory Internet training specifically designed for people

Quality Assured – EdNA Online

SCIS provides catalogue records of quality educational websites. Many of the websites included in the SCIS database were obtained from EdNA online. If you have a SCISWeb subscription, thousands of websites can be downloaded into the school's library system for easy access by staff and students. A sample of SCIS website catalogue records can be accessed at www.curriculum.edu.au/scis/handouts/websample.htm.

The web: the good, the bad, the ugly

The web is an information soup awash with millions of pieces of information – some of it good, some of it bad, and some of it ugly.

EdNA Online, the national repository for education and training resources online, takes a portion of the web, does away with the *bad* and *ugly*, and provides access to the *good* bit of the web. EdNA Online makes this bit of the web intelligible, searchable and good for education and training purposes through the application of international and national standards, best practice approaches to quality assurance, and collaboration with and utilisation of the expertise of education and training practitioners and specialists.

Order out of chaos

The EdNA Online metadata repository and the related search and browse functions demonstrate the advantages of human intervention over dumb search engines in the world of the web. At EdNA Online, real people view, evaluate, describe and categorise Internet resources according to their educational usefulness.

EdNA Online provides instant access to information about education and training in Australia for school education, vocational education and training, higher education, international education, and adult and community education. Its worth as a repository of evaluated online resources related to education and training is immeasurable.

The people on the front line who create EdNA Online organisation out of the web chaos are information and education professionals who have expertise in their education sector and collaborators in the state education and

training systems who provide resources to the repository.

The School Education Information Officer who coordinates and quality controls the School Education metadata records is Kerrie Smith, a teacher of 30 years experience. She knows and understands the curriculum information needs of practitioners as well as the need of administrators, principals and policy makers for up-to-date research reports, data and publications. Kerrie selects and evaluates up to 100 new resources each week to be included in the database and communicates her best finds through the *EdNA-for-Schools* newsletter. Kerrie also collaborates with the State and Territory education systems to identify their resources for inclusion in the repository.

The EdNA Online repository

The EdNA Online repository comprises metadata descriptions of more than 16 000 evaluated online resources about education and training, and an additional 350 000 items that are accessed from those resources.

The Information Officers and the contributing stakeholders in the State and Territory education and training systems, apply a set of criteria to the selection of resources for inclusion in the repository. A resource must be quality content relevant to Australian education, be non-commercial and not contain advertisements, have verifiable authenticity, be current and regularly maintained, and not require a paid subscription for access.

The State and Territory education and training systems contribute resources through metadata harvesting where an EdNA Online robot harvests metadata records in bulk into the repository.

EdNA Online also actively seeks contributions to the repository from individuals. You can contribute resources through the *Suggest a Site* link available at the top of each page of EdNA Online that are then evaluated by an Information Officer. Resources suggested by contributors might address issues of concern to teachers or education administrators, be new education-related research, address ICT issues, provide leading practice examples or case studies in ICT, or discuss trends in education in Australia or overseas.

Metadata standards

EdNA Online Information Officers and information professionals in the State and Territory education and training systems create the metadata descriptions about the resources. The structure of these descriptions is based on Dublin Core metadata, extended for the education and training sector through the EdNA Metadata Standard V1.1. Dublin Core is an international metadata standard for describing Internet resources. The EdNA Metadata Standard was developed through consultation with each of the education sectors and enables resources to be described by key learning area, sector and age group.

Mandatory elements

All sectors agreed that four items of metadata would be mandatory for any resource described in the EdNA Online repository.

They are:

- DC.Identifier
This is the unique URL or web address of the resource.
- DC.Title
This is the title that describes the online resource.
- DC.Description
This provides a succinct description of the resource to assist in resource discovery.
- DC.Subject
Thesauri terms as well as natural language keywords relevant to the resource are used to assist in resource discovery.

The School Education sector agreed that additional metadata elements should be used to describe school education resources. These are DC.Publisher, DC.Creator, DC.Rights, EdNA.Audience, and DC.Date. This set of nine metadata elements for the school education resources provides a comprehensive description of the resource.

SCIS Subject Headings are used by the Information Officers and metadata contributors from the States and Territories to assist in the consistent description and categorisation of school-related educational resources.

Management of the repository

The Internet is a moving target and management of EdNA Online repository is a major information management task that is essential if we are to retain the *good* of

Serving International Markets

Curriculum Corporation is Australia's major project management organisation for the school sector and the country's key national organisation providing curriculum support to schools and school systems.

The Corporation's extensive experience in working with education agencies, business, industry, government and non-government organisations has equipped the organisation well to work in an increasingly globalised context. In the last two years the Corporation has branched into international education project management, with an emphasis on consultancy, project management, education policy development and the delivery of professional development.

Curriculum Corporation has undertaken work in support of the education needs of a range of countries including Indonesia, Thailand, Sierra Leone, Sri Lanka, Hong Kong and Japan. As much of this work is aid-related, a familiarity with such organisations as AusAID, the World Bank and the Asian Development Bank is essential.

Through these connections, opportunities are now being explored to take the Corporation's library service expertise overseas, and initial discussions are being held with a number of countries.

Some of the Corporation's recent international project activity includes:

Thai Learning Technologies 2010 – Thailand
The Corporation undertook a research project and report for the Office of National Education of Thailand.

This project, completed in collaboration with the Australian Council for Educational Research (ACER) and the Victorian Department of Education and Training (DEET), involved preparing a detailed action plan for the implementation of emerging educational technologies in Thailand over the coming decade, including provision for geographically remote and socially disadvantaged communities.

Peace Education Curriculum Development (Years 1–9) – Sierra Leone

The World Bank funded a project to develop peace education curriculum materials for the Ministry of Education Sport and Technology (MOEST) in Sierra Leone.

The Years 1 to 9 materials include teacher training modules and classroom activities. The project included two consultation missions to Sierra Leone that involved extensive workshop activity and the collecting of a broad range of data to ensure appropriate curriculum content development. The final product developed for the MOEST was a kit of peace education materials for use in both schools and non-formal settings. The Corporation has been successful in further developing the project in the form of broader teacher training materials and implementation advice to be used in teacher training colleges throughout Sierra Leone.

Curriculum and Assessment Reform project – Indonesia

Curriculum Corporation in partnership with ACER is providing technical and strategic advice to the Indonesian Office of Research and Development within the Ministry of National Education (MoNE). This advice is to support the development and implementation of the new national competency-based

curriculum, and the reform of the examinations system within a newly decentralised education system. Support has taken the form of workshops and seminars, the development of documents such as an implementation plan and teacher support manuals and advice.

Distance Training in English Language – Indonesia

The Corporation conducted training for English teachers from Open Junior Secondary schools from various Indonesian provinces. The project developed and administered an evaluation of the training materials to assess their usefulness and to identify possible areas for improvement and extension. The final report analyses the results of the evaluation process and identifies areas for future resource development.

Sri Lankan delegation

Curriculum Corporation organised an extensive training program for a delegation of Sri Lankan educators to Victoria, sponsored under the Sri Lanka Secondary Modernisation Project Fellowship Program. The delegation worked with key Australian educators and policy specialists over the course of the visit, focusing on curriculum design, development, implementation, quality and innovation issues.

Asia Education Foundation

In addition to the above projects, Curriculum Corporation and The University of Melbourne (through its Asialink Centre) jointly manage the Asia Education Foundation (AEF). The purpose of the AEF is to promote teaching and learning about Asia in Australian schools.

*Martin Murley
Manager, Business Development
Curriculum Corporation*

State Library of New South Wales: A Commitment to Learning (cont.)

over 55, introductory research courses for the general public, and an increasingly wide range of learning opportunities for the library and information industry profession. We even deliver a postgraduate information studies

subject, Virtual Information Collections, Resources and Services, for the University of Technology Sydney. We believe libraries have a significant role in any educational undertaking and we want to be part of it!

*Niki Kallenberger
Manager, Education and Training
State Library of New South Wales
Val Noake
Manager, Community Programs
State Library of New South Wales*



Internetting Corner

The following websites can be easily accessed on the Internet via the links found on the Curriculum Corporation's Connections website for Issue No. 44 at www.curriculum.edu.au/scis/connect/connect.htm.

Anzac Day

www.nzhistory.net.nz/Gallery/Anzac/Anzac.htm
Emanating from New Zealand, this extensive website analyses Anzac Day, traces the history of the Anzacs, and outlines the Gallipoli campaign. Diaries, biographies, maps, paintings and photos are a feature.
SCIS 1106021

Australian and World Heritage

www.ea.gov.au/heritage/awh/index.html
Significant Australian natural and cultural heritage sites are presented on this Environment Australia website. The explanatory notes and links are valuable additions.
SCIS 1074459

BBC Arts – An Animated History of Books

www.bbc.co.uk/arts/books/historyofbooks/index.shtml
Students can undertake a narrated and animated journey along a timeline of the history of books. Beginning with the cave paintings of 50 000 years ago, each significant achievement is investigated.
SCIS 1110950

Biology in Motion

www.biologyinmotion.com
A variety of topics are covered for senior secondary biology students to explore on this innovative interactive site. The author has successfully combined quizzes, animations, tutorials and simulation to engage the learner.
SCIS 1110959

CAP OnLine Research Modules

www.cap.nsw.edu.au/bb_site_intro/bbcap_intro.html
Using these modules, students from Kindergarten to Year 12 can undertake a range of creative Internet-based research tasks covering several subject areas. The emphasis is on an information skills approach.
SCIS 1005410

CWA NZ Education Website

www.cwa.co.nz/eduweb/index.html
Although primarily aimed at teachers and students in New Zealand, this award-winning gateway hosts an extensive and varied collection of educational sites pertinent to a wider audience.
SCIS 1110970

Dictionary of New Zealand Biography

www.dnzb.govt.nz/dnzb/
Information on the contributions and achievements of over 3 000 distinguished New Zealanders from many walks of life are the focus for this comprehensive and authoritative website.
SCIS 1104336

Documenting a Democracy – Australia's Story

www.foundingdocs.gov.au/
Students undertaking civics and citizenship studies will unearth a wealth of vital constitutional documents tracing the development of democracy in Australia. Additional features include a timeline, pictures and a directory.
SCIS 1026874

Exploring the Environment

www.cotf.edu/ete/
Incorporating thinking skills and information technology, the environmental education modules presented here will challenge and reward secondary students. Topics as diverse as volcanoes, deforestation, biodiversity, mountain gorillas, ozone depletion, and El Nino are investigated.
SCIS 1040270

GNS: Volcanoes

www.gns.cri.nz/earthact/volcanoes/index.html
Materials relating to New Zealand's active, or potentially active, volcanoes and associated volcanic processes are presented in a thorough and easily navigated website.
SCIS 1110975

A Lexicon of Learning: What Educators Mean When They Say...

www.ascd.org/educationnews/lexicon/lexiconoflearning.html
For teachers and parents who have been baffled by the ever-changing vocabulary used by educators, this glossary of educational terms provides clear and concise definitions.
SCIS 1110988

Lunar Eclipse Observer

www.netspeed.com.au/minnah/LEOx.html
Focusing on solar and lunar eclipses this website offers analyses, images and animations that cover past, present and even future events. In addition, imaging experiments and the topography of the moon are featured.
SCIS 1111003

SPARC – Hyperzine

www.hyperzine.co.nz/
This online magazine is a subsection of the Sport and Recreation New Zealand website. The magazine encourages its readership to undertake a healthy and active lifestyle. Back issues are available on the site.
SCIS 1111035

Wow! It's Science

www.science.net.nz/
A captivating and fun website based around changing science themes. Students are offered a snapshot of a particular subject and can delve further by using the links that are provided.
SCIS 1110264

Reviewed by Nigel Paull, South Grafton Primary School, paull@turboweb.net.au. 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 resources with a Studies of Asia perspective

Go Philippines!

Middle years teacher and student resource, CD-ROM

Publisher: Curriculum Corporation

RRP: \$39.95

SCIS No: 1103629

ISBN: 1 86366 562 5

This CD-ROM explores the Philippines, its people, history, geography and cultures through a series of exciting on-screen activities. It contains over 50 printable activity sheets to discover the Philippines through materials for Art, English and Studies of Society and the Environment.

Students can:

- explore the interactive landscapes
- delve deeper with the fact files
- challenge themselves with the many quizzes
- browse through the photograph albums
- explore the Internet with the links libraries.

This exciting new CD-ROM is a rich multimedia resource incorporating sound and the latest animation techniques.

Site licences are available on request.

Film Asia

New perspectives in film for English Upper secondary teacher and student resource, 144 pp.

Authors: Juanita Kwok, Lucinda McKnight,

Publisher: Curriculum Corporation

RRP: \$34.95

SCIS No: 1109765

ISBN: 1 86366 543 9

Australian students of English are increasingly required to demonstrate skills beyond those of print literacy.

Film Asia contains lesson ideas and stimulating background information on each of 15 exciting films selected for use in the Secondary English classroom. Full-colour images complement the range of activities that will help students to develop the skills and knowledge needed to understand, analyse and respond to visual texts in a critical manner.

Combining critical perspectives with teaching and learning ideas, this appealing new resource also supports teachers who wish to embed links to Asia in creative and curriculum-relevant practice.

Through studying these films, students can discover:

- the breathtaking fight scenes of international hit *Crouching Tiger, Hidden Dragon*
- the ways *Romeo and Juliet* inspired a delicious Singaporean mockumentary, *Chicken Rice War*
- the environmental message of anime masterpiece, *Princess Mononoke*
- the glorious cinematography of Zhang Yimou, in *Yellow Earth*.

Films featured include:

- *Chicken Rice War*
- *Crouching Tiger Hidden Dragon*
- *East is East*
- *Eat Drink Man Woman*
- *Floating Life*
- *Indochine*
- *Monsoon Wedding*
- *Mulan*
- *My Sky My Home*
- *Not one Less*
- *Princess Mononoke*
- *Rashomon*
- *Sumo Do Sumo Don't*
- *The Cup*
- *Yellow Earth*.

Curriculum Leadership, the New Online Journal from Curriculum Corporation

Curriculum Corporation has initiated a weekly web-based journal for educational leaders, with a focus on curriculum. Titled Curriculum Leadership, it serves a broad audience including principals, school curriculum coordinators, system officers, curriculum developers, professional association staff, consultants, journalists, researchers and academics.

The journal features articles highlighting current developments, trends, issues and debates in Australian education. Letters and

Forum sections allow for brief or in-depth responses and ongoing discussion.

Curriculum Leadership also provides abstracts of key articles from selected professional and scholarly journals, as well as conference paper abstracts. The focus is on Australia and New Zealand, but key journals from other countries are included.

There is also a calendar of coming events, as well as curriculum news, announcements and regular updates on new publications in print and online.

The journal appears at www.curriculum.edu.au/leader. Readers register online and receive an email alert as each edition is published. Access is free of charge.

For further information contact Tony Sullivan

Tel: +61 3 9207 9600

Free call: 1800 337 405 (within Australia outside Melbourne metropolitan area)

Email: cl@curriculum.edu.au

Curriculum Communities: Using the Medium for the Message

Curriculum Communities supports the development of ICT literacy for teachers in four key learning areas – English, The Arts, Science and Health and Physical Education. It provides professional development through an online tutorial and a national train-the-trainer program. A moderated discussion group and other resources give ongoing support.

The Curriculum Communities website with the English EdNet component went live on 12 September 2002 and is located at www.curriculum.edu.au/communities.

The Internet is not only a rich source of information it can also be a powerful teaching and learning tool. However, teachers may be reluctant to use the Internet due to a number of factors, from concerns with the nature of the medium and its application to their own lack of experience. Finding ways to break through some of those barriers is achievable and can be addressed through teacher professional development that builds on existing knowledge and experience.

For teachers, the first questions to be asked in using the Internet are nearly always in relation to the curriculum and the goals that are appropriate to students and their learning styles and needs. With those goals in place, the unique ways in which the Internet can play a role can be considered. It can be used creatively, analytically and critically to extend and enhance traditional skills by engaging students in new and exciting learning activities.

The Internet is a relatively new creature and due to its chaotic nature it can be a prodigious time-eater as the infrastructure of the technology is not yet completely under control. There are a number of challenges for teachers in this, such as learning how to find relevant resources quickly amidst the huge amount of

information available. This is a skill that teacher librarians have acquired as part of their training but teachers from other learning areas may lack. For both teachers and students, another challenge is learning how to decode websites to evaluate content and to sift the useful from the useless.

Other concerns for teachers may be how to incorporate ICT into the curriculum in meaningful and manageable ways. Without being an Information Technology expert, there are ways to devise one's own web-based activities which can focus student use of online content. Collaborative projects and online discussion groups can make the most of the communication potential of the Internet and provide a supportive environment.

The Curriculum Communities project

The Curriculum Communities project is an initiative of Curriculum Corporation that endeavours to assist teachers to feel confident in using the Internet and to overcome perceived obstacles to using the Internet in the classroom. The project, organised in cooperation with national subject associations, uses a combination of professional development resources and online services to provide ongoing support. Modelled on the successful Asia EdNet project (a Commonwealth-funded initiative developed by Curriculum Corporation and the Asia Education Foundation), Curriculum Communities uses the Internet as the medium for its message. The resources and services are based around specific learning areas (the curriculum communities) so teachers can develop skills using content that is familiar and relevant. Learning areas that are currently being addressed are English and Literacy (English EdNet), Visual Arts (Arts EdNet) and Science (Science EdNet).

An innovative professional development strategy

A website with links to these Curriculum Communities provides open access to the resources. A customised online tutorial for each learning area is the core of the professional development program. The tutorial is presented in a task-driven modular format that includes searching and exploring the Internet, evaluating resources, linking to

and developing new curriculum, effective communication and making collaborative projects succeed.

The modular structure of the tutorial can be easily adapted to meet a wide variety of needs and situations.

- Different combinations of specific topics and activities or core or additional sections can be used, depending on the background of participants and the time constraints.
- The flexible nature of the tutorial enables it to be used in face-to-face professional development workshops or as a self-paced online activity.
- Logical and clear navigation makes it suitable for the Internet novice as well as the more experienced user.
- The extensive use of links to external websites not only provides practice in accessing sites but also provides a valuable list of sites related to the learning area.
- Workshops from one hour to two days duration can be easily constructed.

Initially, a national train-the-trainer program developed with the subject associations will be used to provide training of workshop leaders in all States and Territories.

For each learning area there are three key online resources that complement the tutorial: a directory of evaluated educational websites, a noticeboard and a professionally moderated discussion group complement the tutorial.

Curriculum Communities will assist participants to network with peers and share ideas and resources related to their professional interests and concerns. The innovative professional development strategy develops the capacity of participants to use the Internet critically and creatively in their classrooms.

The Curriculum Communities website with the English EdNet component went live on 12 September 2002 and is located at www.curriculum.edu.au/communities.

Find out more by contacting Maureen Gustus, Project Officer at Curriculum Corporation. Email: communities@curriculum.edu.au

SLANZA Conference 2003

School Library Association of New Zealand Aotearoa (SLANZA) was formed in 2000. Its purpose is to strengthen and promote the role of school libraries in New Zealand, and to enable all school communities to become information literate. It represents all school library staff, providing a national voice for advocating their critical role in learning, teaching and reading.

The organisation obviously relies heavily upon membership from those in the workplace and response to date has been very encouraging. A membership form can be found at www.slanza.org.nz/membership.htm. Professional development both nationally and regionally, lobbying for improved funding, and developing links with associated national and international organisations are key components of the association.

A weekend mini-conference in Wellington in last year attracted almost 250 attendees, with

very positive results. Many thanks go to the National Library Service for hosting this event and to the organising committee for its superb efforts in providing such a stimulating program. Regionally, there has been a noticeable increase in professional development opportunities since the advent of SLANZA.

National conference: Powerful Partnerships

The first full national conference will be hosted at Rangi Ruru Girls' School in Christchurch on 22–24 September 2003. The theme, *Powerful Partnerships*, was inspired by all the Kiwis throughout New Zealand who show how empowering it is to work as a team. Workshops will focus on best practice in school libraries with a special focus on advocacy. While keynote speakers and experts in a variety of fields will feature significantly within this conference, contributions from members themselves are equally important. If you feel that you have something to offer this conference in the way of a workshop or paper,

please seriously consider putting a title to the presentation, writing a brief introduction (abstract) and submitting it. The documents can be submitted on the SLANZA website at www.slanza.org.nz/events.htm.

2003 – looking forward

SLANZA finished 2002 in good heart with much to look forward to such as the launching of the National Library Guidelines, increased contact with New Zealand Educational Institute (NZEI) with the aim of improving salary negotiations, and, of course, the Conference in 2003. Christchurch is beautiful in spring and we are planning an exciting program. Register now and join us in the pursuit of *Powerful Partnerships*. All up-to-date conference information can be located on the SLANZA website at www.slanza.org.nz/index.html.

Eddy Van Til
SLANZA Conference Organiser

Quality Assured – EdNA Online (cont.)

the repository. Management includes both manual and automated processes. Like most large websites, EdNA Online has an automated process for discovering broken links or moved resources. Information Officers find the new locations of moved resources and update the associated metadata records, and delete records when resources have been permanently removed. They also regularly review older records to assess their continued appropriateness for the repository.

To extend the usefulness and coverage of the repository, EdNA Online is involved in both harvesting and exchanging metadata with other education and training organisations, including state education departments and agencies like Australian Museums Online (AMOL). This harvesting and exchange program has been made possible by the implementation of shared standards for metadata description based on international standards, and national agreements on protocols and procedures for harvesting and exchange. This collaborative

process involves the individual agencies maintaining their own metadata through internal quality assurance processes and then sharing it with other organisations through the EdNA Online metadata harvesting and exchange process. This provides additional opportunities for the Australian education and training communities to find quality online education and training resources.

This combination of human intervention between the *good*, *bad* and *ugly* sides of the web, evaluation criteria, quality assurance processes, collaboration with the State and Territory education and training systems, and adherence to national and international standards ensures that EdNA Online continues to provide access to quality resources for the education and training community.

Kerrie Smith
EdNA Online
Schools Information Officer
www.edna.edu.au/schools.html

Resources for Schools

EdNA Online
www.edna.edu.au/

EdNA for School Education
<http://schooled.edna.edu.au/>

EdNA for Schools Newsletter
www.edna.edu.au/whatsnew/schools/index.html

ICT Leading Practice
<http://leadingpractice.edna.edu.au/>

ICT Research
<http://ictresearch.edna.edu.au/>

OzProjects
<http://ozprojects.edna.edu.au/>

National Software Evaluation Project
<http://nsep.edna.edu.au/>

MindMatters National Professional Development Program

MindMatters is a national resource for secondary schools promoting wellbeing for all Australian schools with secondary enrolments – Government, Catholic and Independent. It is being managed by the Australian Principals Associations Professional Development Council (APAPDC) and Curriculum Corporation and is funded by the Commonwealth Department of Health and Ageing. All schools have received a copy of MindMatters materials, and are entitled to participate in the professional development program that is being conducted in all States and Territories.

MindMatters professional development continues to reach into schools across Australian States and Territories, with more than half of the schools with secondary enrolments participating in training. The aim was to involve 10 000 people in professional development by the end of December 2002, and the latest figures in October 2002 indicate that 14 000 have already participated.

The MindMatters team has always been very clear and determined that the professional development must reflect the content of the MindMatters materials. For this reason, the nature of MindMatters professional development is always interactive yet supportive, with audience participation the focus of the learning. A variety of active, engaging approaches to teaching and learning used in the MindMatters kit are modelled in the professional development sessions.

The program

While MindMatters professional development is coordinated from the national office in Adelaide, each of the States and Territories has a state based officer. Since the beginning of the MindMatters rollout, the professional development program has been tailored to meet the needs of individual States and Territories with a combination of train-the-trainer, two-day trainings and a variety of other school and regional workshop sessions. In addition, in New South Wales and Queensland a number of focus schools have been established. These schools are provided with extra support to explore the implementation of MindMatters in greater depth than might otherwise be possible. The focus schools are required to report back to

MindMatters so that other schools can learn from their experiences. This information can currently be viewed on the professional development website at www.curriculum.edu.au/mindmatters.

While the two-day trainings have formed the major part of the professional development program, increasingly sessions and approaches are being tailored to the specific needs of schools and school clusters. The national MindMatters team has developed a database so that there is a record of the diverse school and regional work happening across the country.

A measure of the impact that MindMatters professional development has is the regularity with which staff members are called upon by state, national and international conference organisers to present at their gatherings. As a result, interest in the resource from overseas is growing.

A national resource

Collaboration across agencies, and across the health and education sectors, has been a highlight of the MindMatters rollout. In Victoria for example, each of the nine regions has a cross-sectoral support group from education, health and welfare that:

- provides strategic planning
- disseminates information
- encourages participation in MindMatters training
- organises specialist modules in their region
- targets leadership
- is trained as MindMatters support people.

In addition, in Victoria and New South Wales, School Link Coordinators work very closely with local schools and MindMatters officers. In South Australia, the state education department takes responsibility for presenting an introductory session at each two-day training session about state educational policy and its relevance to MindMatters. As well as cross-sectoral collaboration, this year has also seen some cross-border work for the first time, with geographically close schools working together across state borders. This work has provided a valuable avenue for the cross-fertilisation of ideas across systems, and is possible because MindMatters is a truly national resource.

In addition to face-to-face professional development, the MindMatters website provides

a further avenue of support and ideas for schools in implementing MindMatters. Curriculum links between the MindMatters materials and key learning areas have been mapped in every State and Territory, and are now available online. Also included is *Teacher Talk*, a collection of teaching ideas about wellbeing approaches in any classroom. The MindMatters Discussion list offers additional support for teachers which goes beyond the two-day training. Subscribers can be directly involved in contributing to discussion, or be *listeners* to any suggestions and ongoing dialogue.

As statebased officers travel around the country, one of the unexpected, but very welcome developments, has been the interest of local media outlets – particularly in rural areas – in reporting training events as well as contributing generally to a public focus on positive mental health.

Variety of approaches

Professional development approaches and materials being provided by the MindMatters staff, nationally and locally, vary according to demand. Whole-school one-day introductory sessions are regularly held on pupil-free days for school staffs, including many non-teaching staff members. Two-day programs have been held for relief and substitute teacher groups who face particular issues in working with students in schools, and TAFE has requested one-day workshops for their staff. We have run workshops for students on stress and coping and mental health. We have also presented workshops for staff on their own wellbeing, for school principals on the resilient school, and for parents on resilience and young people. Two areas that are getting particular attention at the moment because they impact significantly on the success or otherwise of a whole school approach to wellbeing promotion, are teaching for wellbeing and whole school planning.

Two years ago, the idea of providing professional development for a project with the scope and scale of MindMatters felt rather like trying to push an ocean liner from the dock. The exciting thing now is that it appears to be coasting under its own steam with more and more people on board.

*Jeremy Hurley
Formerly Materials Development Officer
MindMatters*



Cataloguing and Database News

New and revised subject headings to the SCIS Subject Headings Fifth Edition

In addition to the amended headings published in each issue of *Connections* we also publish a cumulative list of heading changes which is located on our website at www.curriculum.edu.au/scis/database/changes.htm.

New, amended and replaced subject headings

The following list of new and revised headings to the fifth edition arise from ISSC meetings in August 2002.

Arid regions – Australia

Delete UF Outback
Add RT Outback

Australia

Add NT Outback

Australia – Social life and customs

Add NT Country life – Australia
Add NT Friendship
Add NT Outback life

Australian outback

USE Outback

Back country

USE Outback

Bequests

USE Wills

Biomass energy

Add USE Renewable energy

Delete USE Energy resources

Books and reading

Delete SN and replace with the following:

'Use for general works on reading for information and recreation, advice to readers, surveys of reading and reading interests. For critical works on literature see Literature and Children's literature. Works on developing reading skills are entered under Reading.'

Add UF Books for boys

Add UF Books for children

Add UF Books for girls

Add UF Children's books

Add RT Literature

Add RT Reading

Delete UF Evaluation of literature

Delete UF Literature – Evaluation

Delete BT Reading

Delete NT Children's literature

Delete NT Literature

Books for boys

Add USE Books and reading

Books for children

Add USE Books and reading

Books for girls

Add USE Books and reading

Cattle stations

Add RT Outback life

Cells

Add NT Stem cells

Children's books

Add USE Books and reading

Children's libraries

Delete RT Children's literature

Children's literature

Delete BT Books and reading

Delete RT Children's libraries

Delete RT Libraries and schools

Delete RT School libraries

Conduct of life

Add NT Friendship

Country life – Australia

Delete UF Outback life

Add BT Australia – Social life and customs

Add RT Outback life

Death – Law and legislation

NT Wills

Energy resources

Delete UF Biomass energy

Delete NT Solar energy

Delete NT Water power

Delete NT Wind power

Estate planning

Add RT Wills

Evaluation of literature

Delete USE Books and reading

Fiber optics

USE Photonics

Fibre optics

USE Photonics

Friendship

Delete UF Mateship

Add RT Mateship

Human relations

Add NT Mateship

Inheritance (Law)

USE Wills

Legacies

USE Wills

Libraries and schools

Delete RT Children's literature

Life in the outback

USE Outback life

Literature

Delete BT Books and reading

Add RT Books and reading

Literature – Evaluation

Delete USE Books and reading

Mateship

Delete existing heading and reference and replace with the following:

Mateship

SN Use for works on an Australian code of conduct, traditionally among men, that emphasises loyalty, equality and fellowship among individuals.

BT Australia – Social life and customs

Conduct of life

Human relations

RT Friendship

New optics

USE Photonics

Optical instruments

Add RT Photonics

Optics

Add NT Photonics

Outback

Delete existing heading and reference and replace with the following

Outback

SN Use for works on description and travel in sparsely populated, remote regions in Australia. For works on description and travel in specific places or regions also use the heading for the place or region.

IN May subdiv. geog. by name of Australian state/territory.

UF Outback Australia
Australian outback
Back country

BT Australia

RT Arid regions – Australia
Outback life

Outback Australia

USE Outback

Outback life

Delete existing heading and replace with the following:

Outback life

SN Use for works on the lifestyle of the people who live in sparsely populated, remote regions in Australia.

IN May subdiv. geog. by name of Australian state/territory.

UF Life in the outback
Station life

BT Australia – Social life and customs

Photonics

SN Use for works on making and using photons of light, including technologies such as lasers, fibre optics, optical instruments and related technologies, the use of light to make electricity, to process information, etc.

UF Fiber optics

Fibre optics

New optics

BT Optics

RT Optical instruments

Reading

Delete the last sentence in the SN and replace with the following: For works on reading for information, recreation, etc. see Books and reading.

Delete NT Books and reading

Add RT Books and reading

Renewable energy

UF Biomass energy

BT Energy resources

NT Solar energy

Water power

Wind power

School libraries

Delete RT Children's literature

Sheep stations

Add Outback life

Solar energy

Add BT Renewable energy

Stem cells

BT Cells

Station life

Add USE Outback life

Water power

Add BT Renewable energy

Wills

UF Bequests

Inheritance (Law)

Legacies

BT Death – Law and legislation

RT Estate planning

Wind power

Add BT Renewable energy

Cataloguing Update

During 2002, SCIS implemented several changes to cataloguing policy resulting from amendments to the Anglo-American Cataloguing Rules (AACR2R) and a general revision of *SCIS Standards for Cataloguing and Data Entry*.

Descriptive cataloguing

The change of the GMD *computer software to electronic resource* was implemented in June 2002, as foreshadowed in an earlier issue of *Connections*.

The use of British terms of honour, for example *Sir* and *Dame*, will no longer be added to personal name headings. Existing headings using these terms will be updated as resources permit.

SCIS will use conventional terminology in describing CDs and DVDs. Some examples of

the new style of physical description are:

1 CD (45 min.)

2 CDs (ca. 103 min.)

1 DVD (85 min.) : sd., col.

In the revised AACR2R, the provision of detailed illustration statements is an optional rule. SCIS cataloguers will continue to specify detailed types of illustrations (for example ports, geneal., tables, maps, etc.) if appropriate, as it is considered that this information is useful to customers.

During November 2001, the Australian International Standard Music Numbering Agency became operational at the National Library of Australia, and began issuing ISMNs to Australian music publishers in December. SCIS cataloguers will start adding the ISMN in MARC tag 024.

Call numbers

Customers will be aware that there is a limited number of exceptions to the normal pattern of book numbers derived from the main entry heading. Biographies or critical works of musical groups will now be given a book number derived from the heading of the musical group being written about, for example:

BEA (The complete guide to the music of The Beatles by John Robertson)

REM (R.E.M. : inside out : the stories behind every song by Craig Rosen).

This decision was made because it was felt to be more sensible to collate materials about and by the subject (i.e. the group) together as is already done for individual musicians.

ISLAND JOURNEYS

HOBART TASMANIA 2 TO 5 OCTOBER 2003

Island Journeys: a Quest for Inspiration

is a joint conference of the Australian School Library Association (ASLA) and the Children's Book Council of Australia (CBCA).

2 to 5 October 2003
West Point Convention Centre,
Hobart, Tasmania

Your island journey will feature the following highlights:

- Stimulating speakers : including Christina Doyle, Lisa Forrest, Bob Graham, Anthony Horowitz, Joy McGregor, Belle Alderman and William Taylor, many more still to be confirmed!
- A 'taste of Tasmania' dinner featuring our gourmet food and wine
- Saturday@Salamanca : author presentations amidst the colour and vitality of Salamanca Market

Check the Island Journeys website for constant updates on the program, speakers and conference developments, and to test your knowledge in our quizzes related to the conference theme

www.islandjourneys.com.au

Join us on our quest and mark your diaries for this exciting event today!



ISLAND JOURNEYS
A Quest for inspiration
www.islandjourneys.com.au

HOBART TASMANIA 2 TO 5 OCTOBER 2003