

**SCIS**

SCHOOLS CATALOGUE INFORMATION SERVICE

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# connections

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## Building a Knowledge-sharing Culture

***In this article by Dr Ross Todd, the discussion of knowledge management introduced in Connections 35 and 36 is expanded to address some of the dimensions and strategies of creating a knowledge-sharing culture in schools, within a knowledge management framework. Dr Todd is Head of the Department of Information Studies in the Faculty of Humanities and Social Sciences at the University of Technology, Sydney, and for 2001 is a visiting professor at Rutgers University in New Jersey.***

My purpose in this paper is not to explore the question of what knowledge management is (beyond a brief overview), nor its rationale for implementation in the school environment. I have discussed this in previous papers (see Todd, 1999a, 1999b, 1999c, 1999d; Southon & Todd, 1999.) Rather, here I discuss the complex issue of creating a knowledge-sharing culture, that is, a culture in which knowledge, in all its diversity and representations, is willingly made available and effectively utilised for realising the mission and goals of the school. I specifically elaborate a range of strategies and initiatives for building a knowledge-sharing culture in the school.

### **Context**

The concept of knowledge management has been posited as a significant concept for schools as engaged, interactive and networked learning communities. It is a complex and diffuse arena, one of multiple perspectives, processes, strategies and issues, and one that has engendered considerable criticism as a passing fad. However, knowledge management represents significant opportunities for a school community to re-engineer its information infrastructure in a more holistic way to create a more diverse and richer information base to support the school's learning objectives. In essence, knowledge management is 'thinking about information in its broadest sense – that which has potential to inform the organisation, and this goes beyond the tangible information resources and services to working with the intangible knowledge of people' (Broadbent, 1997). According to Southon (1999), knowledge management is a holistic environmental approach of:

*... conceptualising the organisation as an integrated knowledge system, and the management of the organisation for the effective use of that knowledge ... where knowledge refers to human cognitive and innovative processes and the artefacts that*

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SCIS  
CURRICULUM CORPORATION  
CASSELDEN PLACE  
LEVEL 5, 2 LONSDALE STREET  
MELBOURNE VIC 3000 AUSTRALIA  
PO Box 177  
CARLTON SOUTH VIC 3053

Tel: +61 3 9207 9600  
Customer Support: 1800 337 405 (within Australia)  
Fax: +61 3 9639 1616  
Email: [scisinfo@curriculum.edu.au](mailto:scisinfo@curriculum.edu.au)  
Internet <http://www.curriculum.edu.au>

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## Building a Knowledge-sharing Culture (cont.)

*support them, and where effective use relates to the purpose of the organisation, and can normally be expressed as generating value for the customer.*

Richer (1999) argues that:

*... we must be prepared to look beyond our traditional roles and seek new and innovative ways to best gather the contextual knowledge relevant to each and every enquiry, mining not only textual or digital formats but the inherent knowledge of our co-workers, opening up valuable information through knowledge management.*

The increasing attention given in the last two years to knowledge management in schools, in particular to the valuing of the role of knowledge-management practices in creating a rich information-knowledge environment, infrastructure and resource for learning, has also generated considerable discussion centring on how effective knowledge management might be enabled, and how a knowledge-sharing culture might be established.

### **Strategies for building a knowledge-sharing culture**

A key question I have encountered in Teacher Librarian circles is 'how do I get started, especially when members of the school community do not seem willing to share their knowledge and expertise?' There is a number of general principles that underpin the answer to this question. They include: maintain a people focus, but value where people are at; work strategically and tactically, keeping knowledge-management outcomes focused on effective learning; don't take on knowledge-management initiatives in isolation, rather, have a planned strategy that is collaborative, diagnostic, and systematic in process and output. To achieve this strategy, there are three essential ingredients:

- imagination – reading the future, creating possibilities, generating scenarios
- engagement – defining a common starting point; finding the knowledge-management hot spot and building from the ground up
- alignment – fit with the structures and goals of the organisation: convincing, inspiring, trusting, uniting and devising.

Davenport & Prusak (1999) provide a sound starting framework that embraces nine key dimensions in building a knowledge-sharing culture. I will briefly discuss each dimension, and highlight a range of strategies and initiatives. My discussion draws on findings from a research project recently undertaken at the University of Technology, Sydney that sought to identify Librarians' perspectives of knowledge management, including strategies for the effective implementation of knowledge-management initiatives, and the central importance of building a knowledge-sharing culture in the organisation for the transfer and utilisation of knowledge. It also draws on the synthesis of input and discussion from the recent knowledge management conference in Sydney, Knowledge Management in the Trenches (which was jointly hosted and sponsored by the Department of Information Studies, University of Technology, Sydney, One Umbrella Group, Ernst & Young, and Insight Technologies).

### **Key dimensions**

#### *A knowledge-oriented culture*

At the outset, encourage the school to recognise that it is a knowledge-oriented culture, one that gives emphasis to learners interacting with information to construct their own new knowledge and understanding. This means: being willing to listen to a range of viewpoints, openly encouraging people to share their ideas without threat or judgement; acknowledging and profiling the rich expertises, knowledges, experiences and insights held by people in the school – when there is visible, open valuing of knowledge, people are more willing to share; interactions with people are the key – focus on building relationships; start small, grow steadily – test, trial, demonstrate with a small contained project but plan the initiative so that it benefits many rather than few.

Knowledge-management initiatives must be clearly linked to improving the quality of teaching and learning in the school. Learning and learning outcomes are the common ground of the school and knowledge-management initiatives that can demonstrate improvements in the quality of teaching and learning are the key. Success is built on common ground.

#### *Senior management support*

Strong support from school executives in encouraging staff to improve individual functions and processes is essential. The Librarian must sell the benefit of knowledge management in terms of learning outcomes – what the initiative will do for improving learning outcomes, the learning profile of the school and the school's position in the community. At the same time, also involve other people in the school who have power to take action: put together a team that deliberately has people with different talents so that the coming together of the skills is essential; encourage people to develop new skills (enabling and empowering) through their team involvement. An active team that is cross-organisation will quickly develop organisation-wide visibility. Do not marginalise people who are uninterested or opposed: the creation of insiders and outsiders is a sure way to inhibit the sharing of knowledge, and to strengthen the 'silos' or 'fiefdoms' of knowledge that you wish to break down.

#### *Process orientation*

Nothing happens without commitment, planning, diagnosis and action. Take the time to work out the deliverables, deadlines and processes. Don't be a knowledge management 'know-all' – ensure there is an open process, invite feedback, critique, lead rather than control, be patient and do not blow fuses! Do not give speeches – focus on action rather than rhetoric, demonstrate rather than articulate or campaign. Deliver a tangible output on promises, and celebrate the initiative as a whole organisation. A successful ongoing project is one that attracts others to get involved.

#### *Clarity of vision and language*

Commit to something worthwhile that has clear links to the vision and goals of the organisation; speak a common language – an organisational language centring on learning, and not the language of the library, technology or retrieval systems, and not even the knowledge-management terminology.

#### *Non-trivial motivational aids*

Motivate people by individual initiative, passion and creativity, but clearly demonstrate your commitment to whole-school goals, not



# SCISWeb Handy Hints

## **1. Downloading catalogue records prior to SCIS database archiving**

The SCIS database archiving project is due to be completed in mid 2001. Currently *SCISWeb* customers still have the opportunity to download catalogue records created prior to 1988. If you believe your work will not be completed by the deadline you may consider these alternatives:

- (a) Process those items which have an ISBN and put that floppy disk of catalogue records aside for importing to the library system at a later time.
- (b) Group the remaining items according to type. In *SCIS OPAC* choose a *Builder* or *Command* search. Click on the *Limits* icon and select the appropriate format in the

*Medium* box. Set *Limits*. Search for the catalogue record for the item and note the SCIS order number for ordering in *SCISWeb*. Process the order and put that floppy disk of catalogue records aside for importing into the library system at a later time.

Please note that you do not need to set *Limits* if you have only one resource of a particular format. In that case use a *Command* search. In the search field use a Boolean search (eg "A day in the life?" AND videorecording).

## **2. ABC television notes**

The Education Department of Western Australia's Curriculum Materials Information Services unit has been granted permission to

incorporate the notes from the ABC Education TV program guide into the catalogue records created for television programs. Under the Screenrights Agreement schools are able to tape educational television programs to replay off air, and to include these tapes in their school library resource centres. Catalogue records for these programs already include title, series and subject information. The additional information provided by the notes will enable enhanced retrieval through keyword searching on school library automation systems. The SCIS numbers of the programs catalogued each week can be found at <http://www.eddept.wa.edu.au/centoff/cm/cmis/cat/toa.htm>.

## **Building a Knowledge-sharing Culture (cont.)**

library goals. Ensure that the benefits for everyone are clearly established, and that these are concrete and specific. Do not make the knowledge-management initiative a demand; rather than mandates use incentives, such as an opportunity to build personal profile in the organisation; competitions and prizes (morning tea with the Librarian) generate enthusiasm and fun. Capitalise on opportunities for building professional esteem and pride, as these tend to encourage people to share their experiences and expertises.

### *Some level of knowledge structure*

The approaches to accessing and retrieving knowledge should be simple, intuitive and easy to use. Usefulness should guide how knowledge being made available is to be structured, stored and accessed. One of the key aspects of knowledge management is the codification of knowledge for ongoing sharing, and this requires some thought to the way it might be organised and structured. Do not get hung up with the rigidity of library processes when endeavouring to make this knowledge available – understand how school staff will best access and use this knowledge, and respond to their needs.

### *Technical and organisational infrastructure*

Knowledge management is not about introducing new technology up front: use existing technology, and show how simple softwares (such as word processing and databases) can be made even more workable, and can actually extend the expertise of school staff with technology. Many knowledge-management initiatives may not lend themselves to technology interfaces, and those that do should be uncomplicated, intuitive and easily accessible. At the same time, using the school's Intranet for knowledge-management initiatives may work positively to develop technical skills.

### *Multiple channels for knowledge transfer*

Explore a variety of ways that knowledge might be made accessible. These do not all have to take the same form and format. Choice of form and format should be responsive to how information is used in the school. I have seen initiatives that have been: in print, Listserves, chatrooms, digital brainstorming, Internet-based. The key is accessibility and responsiveness to information behaviours.

## **Questions for discussion**

1. Identify the key barriers to knowledge sharing in your school. What strategies might you take to address these?
2. What are the most effective ways you have used to develop a more positive attitude to information services in your school? How might these strategies be used with knowledge management initiatives?
3. What are some areas in the school where more effective knowledge sharing is needed? Who might be best to contribute to a team effort in addressing these needs?
4. How might your own people-to-people skills be improved as a way of modelling knowledge-sharing practices?

*Curriculum Corporation is sponsoring Dr Ross Todd for the SCIS Oration at the ASLA conference to be held in October 2001 at Twin Waters, Queensland.*

The complete article with bibliography appears in the online version of *Connections* 37 at <http://www.curriculum.edu.au/scis/connect/cnetw01/cnet37in.htm>.





# CC News

## 1. Future of SCISCD

Customers will continue to have the option to subscribe to *SCISCD* in 2002. At this stage, it appears that SCIS may continue to produce *SCISCD* in 2003. However, the future production of *SCISCD* will be subject to a review at a later date.

## 2. SCISWeb access

Every year SCIS is involved in the process of upgrading the Voyager Library system, which contains the catalogue records that are downloaded when schools log onto *SCISWeb*. SCIS staff consider all options when deciding the dates for this upgrade to take place. The number of days allocated for the upgrade are kept to a minimum to ensure that the service is available for most of the calendar year. A number of factors have to be considered as we endeavour to select a time we believe will provide the least amount of inconvenience to the majority of our customers. Unfortunately, while it is very difficult to ensure no schools are disadvantaged, we do endeavour to provide adequate notice to allow Teacher Librarians to plan ahead. Customers will be advised of the

dates for the upgrade in 2001 in the *What's New* section of the SCIS website at <http://www.curriculum.edu.au/scis/catalog/webupdat.htm>.

## 3. SCIS and the ASLA conference

SCIS would like to remind Teacher Librarians that ASLA is currently accepting registrations to its conference 'Forging Future Directions' at Twin Waters Resort in Queensland on 1–4 October. The ASLA conference is attended by Teacher Librarians from all around Australasia. It offers school library professionals the chance to meet their peers and explore new directions in school libraries. Curriculum Corporation will sponsor the SCIS oration by Dr Ross Todd, who is the Head of Department in Information Studies at the University of Technology, Sydney, and has a special interest in information and knowledge management in schools. See Dr Todd's article in this issue of *Connections*.

## 4. New release

The revised edition of the *SCIS Standards for Cataloguing and Data Entry* is available for ordering now. The SCIS standards are applied

by SCIS cataloguing agencies to ensure the consistency and quality of SCIS catalogue records. These standards are based on international cataloguing and classification standards and are customised to meet the needs of Australian and international schools and students.

This new edition of the *SCIS Standards for Cataloguing and Data Entry* features:

- a comprehensive revision of the section on MARC coding, including a new chapter on MARC authorities; the MARC coding section includes helpful examples that illustrate the practical application of SCIS standards
- a new chapter addressing the cataloguing of websites
- a full update with all decisions made by the national cataloguing agencies to December 2000
- detailed contents pages and an index.

Further details and order form are available at: <http://www.curriculum.edu.au/scis/handouts/handouts.htm>.

## A passion for subject headings and trains ...

I joined the SCIS Unit in early January 2001 for 12 months, having arrived from the Australian Council for Educational Research (ACER), where I was Senior Librarian, Information Collection and Organisation (read: cataloguing and acquisitions!). Here is some background information on myself and some thoughts on the year ahead.

I have always had an interest in subject analysis, and the fact that I am a keen photographer of trains, trams and buses, and collect public transport timetables from around Australia, creates a satisfying correlation between my professional and personal interests. That is, the cataloguing of my photographic and slide collection, not to mention archive boxes full of timetables ...

I joined ACER in mid June 1998, having been at the Department of Defence's Defence

Information Services for several years in reference and technical services. At ACER I was responsible for the collection and organisation of resources for the Cunningham Library and for the *Australian Education Index* as well as various other products. It was here that I developed an excellent grounding in the educational systems throughout Australia, from preschool education through to adult and community education. I also gained extensive experience in the application and development of thesaurus tools in the indexing of all types of materials – the Cunningham Library publishes the *Australian Thesaurus of Educational Descriptors*.

In late 2000, an opportunity arose for me to work with the SCIS team at Curriculum Corporation. My primary role is working on the application of *SCIS Subject Headings* as

the 'discovery tool' or thesaurus for the Schools Online Curriculum Content Initiative (SOCCI). I am also responsible for improving data quality and consistency of *SCIS Subject Headings* and for ensuring that the headings are maintained as a key national resource throughout Australasia.

The selection of *SCIS Subject Headings* as the thesaurus tool for the SOCCI project is an exciting development for the SCIS team and Curriculum Corporation, and one that I think demonstrates the high regard in which educational authorities hold *SCIS Subject Headings*. Considerable work will be needed to further develop the headings for indexing curriculum documents for SOCCI, which will provide an excellent opportunity for the SCIS agencies around Australia to play a central role in this national project.

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# Subject and Name Headings, Reference Structure and the SCIS Authority Files

***In 2001, NSW government schools will be supplied with the new SCIS Authority Files as part of an update to OASIS Library. Anne Dowling, Cataloguing Coordinator for the New South Wales agency of SCIS (Schools Catalogue Information Service), explains its purpose.***

*SCIS Subject Headings Fourth Edition* was published in 1999, and lists the subject headings used in the SCIS database. It also includes directions to the cataloguers on how to devise further headings. These headings may be proper names (eg people, places and organisations), or common names (eg types of animals, ships or plants). However, *SCIS Subject Headings Fourth Edition* does not include all of the headings that have been devised according to these directions.

All of the subject headings and names, those in the SCIS Subject Headings list and those devised from instructions in the list, can be downloaded to the school library catalogue, through the process of ordering records from *SCISWeb* and *SCISCD*. However, the references for each heading or name are not downloaded in the record-ordering process. Curriculum Corporation has developed *SCIS Authority Files*, known as *SCISAF*, so that the references can be added to the school library catalogue.

## **Why use SCIS Authority Files?**

Using *SCISAF* in the OASIS or Alice for Windows (AfW) library systems will list all of the SCIS headings, plus the reference structure for each heading or name. The library system will then add all appropriate references for SCIS subjects and names to your school library catalogue automatically.

Using *SCISAF*, the OASIS or AfW library system only adds references for headings or names that are in your catalogue at the time of running the file. If a SCIS heading or name has not been used in your school library catalogue, the references for that heading or name will not be added. When more bibliographic records are added, with new headings or names, *SCISAF* should be run again. There is no need to determine whether new headings or names have been loaded with each new download of records, you can simply run *SCISAF* and the references will be added where necessary.

This article explains how *SCIS Authority Files* is used in the NSW DET OASIS and Alice for Windows library systems. Teacher Librarians using other library system products are advised to consult their system vendor for details on how the *SCIS Authority Files* data may be used.

## **Why do I need the reference structure?**

The references in the library catalogue will:

- link allowed and non allowed headings
- indicate terms that can be used to locate more specific aspects of a topic
- link headings for associated or related topics.

The different types of reference, with some examples, are discussed in the following paragraphs. More information on the SCIS Subject Headings list and reference structure can be found in 'Guidelines for using SCIS Subject Headings', the introductory chapter of *SCIS Subject Headings Fourth Edition*.

## **Allowed and non-allowed headings Subjects**

References between allowed and non-allowed terms are made to assist users to locate resources, regardless of the word used as the search term. When there are a number of terms that describe a concept, one term is chosen as the heading to be used (ie allowed) and a link is made from the other terms to the allowed heading. For example, a student may want to locate resources on cars. The allowed heading is **Motor cars**, but could have been **Automobiles** or **Cars**. Using *SCISAF* in the library system will link the terms **Automobiles** and **Cars** to **Motors cars** in your library catalogue by adding the references **Automobiles Use Motor cars** and **Cars Use Motor cars**.

For some headings in SCIS, there will never be many records. Therefore, some subject headings may be 'clustered'. An example of this strategy is the heading **Egg industry**. The allowed term is **Eggs** and the reference is **Egg industry Use Eggs**.

Another reason for adding a *Use* reference is to give access to the words in an allowed heading

that a user may choose as a search term. For example, a heading may have words inverted, such as **Art, Renaissance**. In this case, a reference from **Renaissance art** directs the user to the allowed heading **Art, Renaissance**. For headings that comprise two concepts, either of which could be used as the search term, such as **Industry and state**, a reference is made from a heading constructed with the second concept as the first word. For example, for the heading **Industry and state**, the reference **State and industry Use Industry and state** is added.

## **Names**

Various forms of a person's name can be used in their publications. To make sure that all of the publications by an author are located, regardless of the form of name, one form is chosen and the various forms linked by references. An example of this strategy is the reference structure for the name of the author Margaret Clark. Margaret Clark has written under the names: 'Margaret Clark', 'Margaret D. Clark' and 'M.D. Clark'. The form **Clark, Margaret** was chosen and references were made, such as **Clark, Margaret D. Use Clark, Margaret**.

If the resources that were written under each form of the name were not linked, a library user would need to know all of the forms of name, and search under each form, to locate all of an author's publications. By linking all forms of name used in all of the publications of an author, all titles can easily be located.

Names are also linked by *See also* references. Margaret Clark writes also as 'Lee Striker'. In the Names file you will find the references **Clark, Margaret See also Striker, Lee** and **Striker, Lee See also Clark, Margaret**.

## **Reciprocal references**

Whenever a reference is made to indicate that a particular heading should be preferred to another, a reference is made from the allowed heading to the non allowed. Some examples are: **Industry and state Used for State and industry**; and **Clark, M.D. Used for Clark, Margaret**. *SCISAF* will add these references.

## **Narrower terms**

To indicate terms that can be used to locate more specific aspects of a topic, headings for the specific aspects are linked to a heading for

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# Providing Opportunities for Students

***Are you at the stage of ensuring information and communication technology is integrated across the curriculum in your school?***

***Have you implemented a schoolwide network and are working to understand the learning and resource issues of this?***

***Have you been investigating the relationship between learning, information literacy and information and communication technology?***

***If you have answered 'yes' to any of these questions, you may find the ideas and strategies outlined below helpful.***

Lifelong learning is a concept that has been promoted by both research and government agencies as an aim for school students and adults in the 21st century. The need for information resources, the means by which to access them and a range of delivery mechanisms such as flexible delivery via electronic means has meant that all educational institutions have installed information and communication technology (ICT) infrastructures to support the learning needs of their students, and are continually developing them.

We need to ask 'How do we ensure that our students are learners for the future?' To be a learner in the future, students need to have access to:

- a range of resources suitable for the curriculum, including ICT – computers, the Internet, networked environments and, in particular, access to these resources when they are required for learning;
- teachers and specialist staff who are able to provide and build learning experiences for students that embed the full range of literacies required of an expert learner; and
- resources and support staff to ensure that all resources, electronic and traditional, are available for use when required.

In a learning environment, students need to know how to utilise the information obtained to build their knowledge and understanding. The specific skills of information literacy and ICT literacy are critical components of the environment. The effective use of ICTs depends on the students' skills in accessing them and also in using the information literacy process.

The concept of building a learning community upon the principles of knowledge management, information literacy, ICT literacy and learning underpins a new edition of *Learning for the Future*. In this second edition, the authors have concentrated on the relationship between learning, information literacy and in particular ICT, and have provided policy and procedural direction for new implementations as well as evaluation mechanisms for schools.

*Learning for the Future: Developing information services in schools (Second Edition)* offers principals and information services staff strategies to develop the learning outcomes identified by the school. The book features:

- an information literacy continuum – based on six stages of curriculum development from early childhood to the final year of school. These stages are provided as generic learning outcomes;

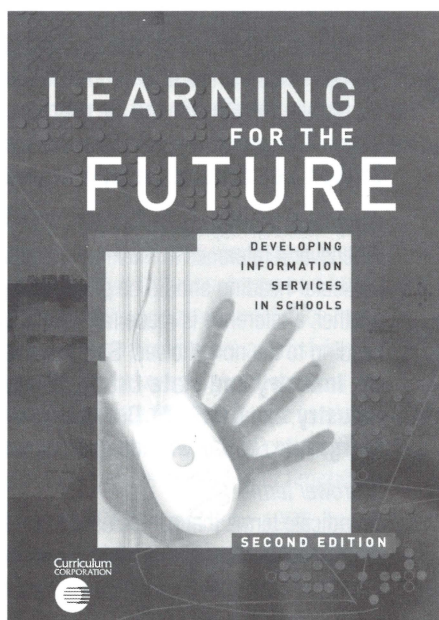
*Learning for the Future: Developing information services in schools (Second Edition)* is jointly authored by the Australian School Library Association (ASLA) and the Australian Library and Information Association (ALIA). It is published by Curriculum Corporation.

*Learning for the Future* is available from Curriculum Corporation, Fax: +61 3 9639 1616 or Email: <sales@curriculum.edu.au>.

- an ICT literacy continuum – developed in collaboration with the information literacy outcomes across the six stages; it provides outcomes linked to the information literacy process;
- the role of ICTs in the learning process;
- resource needs for ICT implementation in schools – information resources, electronic resources and human resources needed for effective implementation;
- data, based on school size, to assess types and amounts of ICT and resources required for an effective resource collection for learning.

A second edition of the book resulted from the rapid changes in information and communication technology and the subsequent need for a process to plan for and address these changes. *Learning for the Future (Second Edition)* provides benchmarks and processes for future ICT implementation in line with the primary purpose of schools – lifelong learning and positive student outcomes.

*June Wall is President of the Australian School Library Association (ASLA).*





# Library Technicians and Teacher Librarians: Complementary Roles

The author's views do not necessarily reflect Education Department policies. Teacher Librarians with questions about school library policy issues should contact the relevant support group in their state or territory Education Department.

Like most organisations in Australia, school libraries have undergone huge transformations over the last 20 years, with the most obvious being the demise of the card catalogue and the

birth of the library automation system. As changes in work practices have focused on a move towards using and maintaining electronic systems, so the outsourcing of cataloguing, serials management, acquisitions and processing functions has mushroomed. Rising staff costs, declining budgets for ancillary staff and the inevitable reduction in hours available for the information management function in schools has seen a new trend emerge as principals ensure the school library continues to function effectively.

This recent trend is an increase in the outsourcing of technical services to support

Teacher Librarians in their role as educators. This strategy has increasingly meant that those technical functions usually undertaken by the Teacher Librarian, such as cataloguing and management of the library system, have taken a position secondary to core educational activities: duties such as conducting literature classes and teaching students to develop better information search strategies and research skills. Consequently, principals have been forced to adjust the balance between professional, technical and support staff in the school library.

*Staffing is the crucial factor in the provision of effective library resource services in schools ... Teacher Librarians, network managers, information technology coordinators, library technicians, computer technicians and clerical staff play an integral role in achieving the learning outcomes which are the goal of schools' learning programs ...*

*Both professional and support staff are needed for the effective functioning of the school library resource centres and the achievement of the desired learning outcomes.*

Learning for the Future: Developing information services in schools (Second Edition) (Curriculum Corporation, 2001).

Recommendations for minimum staffing provisions in a school library or resource centre are analysed in Table 6 from *Learning for the Future*, reproduced at left.

Teacher Librarians and library technicians perform complementary roles within a school library. Their specific tasks can be separated into major components by occupational categories; however, no matter how clearly defined those tasks, there will always be a convergence of roles in operating situations.

The primary focus of the qualified library technician is on the operational and technical aspects of library and information services. They 'provide technical support by operating and maintaining library systems and assisting in the provision of reference and information services' (*Learning for the Future*, page 63).

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**Recommended minimum information services centre staffing**

Total teaching staff (including admin.)	Teacher Librarians (full-time equivalent)	Support staff (hours per week)
3	0.2	7
5	0.3	10
7	0.4	13
9	0.5	16
10	0.6	19
12	0.7	21
14	0.8	25
15	0.9	29
17	1.0	33
23	1.2	38
29	1.4	46
36	1.6	52
43	1.8	59
50	2.0	67
57	2.2	76
64	2.4	84
72	2.6	92
79	2.8	101
86	3.0	109
94	3.2	117
102	3.3	126
110	3.6	134
118	3.8	143
125	4.0	151
133	4.2	159
140	4.4	168

## Notes

- These figures are based on the following ratios of teaching staff to students (teaching staff = all qualified teaching staff including the educational administration and support teachers such as guidance officers and reading resource teachers):
  - primary schools – one teacher per 18.7 students
  - secondary schools – one teacher per 13 students
- The allocations should cater for special needs as, in practice, the ratio varies for schools with special circumstances, mixed primary and secondary schools, and in schools where there are large numbers of senior-school students.
- The figures do not include time spent by Teacher Librarians or network managers as timetabled classroom teachers in a subject area.
- Where there are more than two Teacher Librarians in a secondary school or more than 1.2 FTE in a primary school, one should have head of department or coordinator status.
- Where staffing levels are not met, reduced levels in services will result and curriculum options will be diminished.

Source: A Select Survey of School Library Resource Centres in Australia (ACLIS, ALIA, ASLA, Canberra, September 1992)



## Library Technicians and Teacher Librarians Complementary Roles (cont.)

Their extensive range of tasks may include:

- collection processing and preservation
- overdue notice generation and follow-up
- record keeping eg stocktaking
- database integrity
- library system maintenance
- network and server maintenance
- ensuring the library is staffed and open during school hours
- library website creation and upkeep.

A qualified library technician has had extensive training in cataloguing. This expertise can be useful in ensuring that the school fully utilises the potential of its library system. A trained library technician will understand the process for importing catalogue records and may be responsible for importing SCIS data into the library system.

Teacher Librarians are educators who have usually done a postgraduate year of library training, and consequently their primary objective is to enhance the learning outcomes of their students. To achieve this overriding objective their major concern is the provision of the requisite information for their students. Their secondary objective is a focus on the design, management, direction, policy formulation and application of services that meet the information needs of their students. They are responsible for the integration of

these functions into a responsive and dynamic resource and information service for the school community' (*Learning for the Future*, page 60).

In their professional role, Teacher Librarians are required to:

- be involved in curriculum planning and school committees
- plan, teach and evaluate cooperatively with other teachers to ensure the effective integration of information resources and technologies into student learning
- promote the use of the information process as a framework for the development of information skills linked to curriculum learning outcomes
- develop and implement strategies for evaluating the resource collection and for determining curriculum and student needs within the context of school priorities
- provide access to information resources through efficient and well-guided systems for organising, retrieving and circulating resources
- develop budget estimates to ensure that teaching and learning requirements are met
- be an active member of the school teaching team.

This list illustrates only a few of the responsibilities of the Teacher Librarian. An

expanded version of this list appears on pages 61–62 of *Learning for the Future*.

As we move further into the new millennium, career paths will become more complex and traditional lines of demarcation will become blurred as newer types of technologies are utilised eg Cyberlibraries, Online conferences and Listserv subscriptions. Barriers between job categories will break down and individuals who qualified as library technicians may find their skills more transferable in an expanding electronic information services sector.

Rather than focusing on differences between job categories we need to acknowledge and promote the collaborative potential of these roles. We should support an attitude of cooperation in our school libraries to achieve the end results we desire. Synergy created by complementary skills of staff will ensure the advancement of the school library resource centre, guarantee that the learning outcomes of students are fulfilled and enhance the career outcomes of staff members.

*Jenny Baran is a member of the SCIS Customer Support team. She has a Bachelor of Business in Information Management and also has extensive industry experience working as a library technician in both primary and secondary schools in Victoria.*

## A passion for subject headings and trains ... (cont.)

The chaos and anarchy of the WWW environment has seen the development of metadata and the recognition of the need for controlled vocabularies. As library professionals, we can lead the way by demonstrating the usefulness, or even the necessity, of having such a tool with which to retrieve documents in an electronic environment. *SCIS Subject Headings* will be a valuable showcase to demonstrate this fact.

I believe that the application of *SCIS Subject Headings* for the SOCCI project will act as a catalyst for the ongoing enhancement of the headings. The SOCCI project not only incorporates new headings but also the use of technology to make the headings more accessible and user friendly, such as access via the Internet.

The SCIS team at Curriculum Corporation have made me feel very welcome and I am getting to

know staff at the various SCIS agencies. I am pleased to be part of the SCIS team over this extremely exciting but challenging time.

I can be contacted at SCIS on Tel: +61 3 9207 9600 or 1800 337 405 (outside Melbourne metropolitan area), or Email: <Steven.Haby@curriculum.edu.au>.

*Steven Haby is Manager, Metadata Initiatives, in the SCIS Unit at Curriculum Corporation.*





# Internetting Corner

*The following websites can be easily accessed on the Internet via the links found on Curriculum Corporation's Connections website for Issue 37 at <<http://www.curriculum.edu.au/scis/connect/connect.htm>>.*

## **BoM Weather Watch Radar**

<<http://mirror.bom.gov.au/weather/radar/>>  
Secondary students studying weather can access the latest radar weather patterns from the Commonwealth Bureau of Meteorology using this website. Normally updated every 10 minutes, the radar images show the location and intensity of rain in different areas across Australia.  
SCIS 1036110

## **Dinosaur Dreaming**

<<http://www.earth.monash.edu.au/dinodream/>>  
Students investigating dinosaurs in Australia could explore the content found on Monash University's Palaeolab site. Centred on a significant fossil locale in Victoria, the content includes background information, links and news.  
SCIS 1035995

## **Federation**

<<http://abc.net.au/federation/default.htm>>  
The Australian Broadcasting Corporation has created this website with a multitude of significant links to the events, programs and activities marking the centenary of Federation in Australia. Users can also access the search engine, news updates, and play games.  
SCIS 1036111

## **Franklin the Turtle**

<<http://www.nelvana.com/franklintheturtle/>>  
Franklin and his pals' interactive website will engross students in years K-3. It features information about the author and illustrator of the series, games, puzzles and a section for teachers and parents.  
SCIS 1036117

## **Greatest Engineering Achievements of the Twentieth Century**

<<http://www.greatachievements.org/greatachievements/index.html>>  
The US National Academy of Engineering has rated the top 20 technological achievements from the 20th century. The criteria for selection

and detailed information on the consequences of each technological advancement is covered.  
SCIS 1036123

## **Mexico: Splendors of Thirty Centuries**

<<http://www.humanities-interactive.org/splendors/>>  
The depth of Mexico's historical and cultural heritage is explored via the text and photos from this major exhibition. The artefacts portrayed range from pre-Columbian sculptures to post-Spanish art and the muralist movement.  
SCIS 1036124

## **Money Stuff**

<<http://www.moneystuff.fairtrading.nsw.gov.au/>>  
Presented by the NSW Department of Fair Trading, this site endeavours to assist young people to escape the pitfalls associated with entering into credit agreements, mobile phone contracts and renting. Other sections deal with being an informed consumer and consumers' rights.  
SCIS 1036037

## **NZGO: Gateway to the New Zealand Government**

<<http://www.govt.nz/>>  
New Zealand's official government website provides an overview of New Zealand's central and local government services and appropriate contact details. It also contains general information about New Zealand from the New Zealand Tourist Board and Statistics New Zealand.  
SCIS 1036055

## **New Zealand Penguins**

<<http://www.penguin.net.nz/>>  
An extensive, award-winning site filled with facts, photographs, links, games and news about penguins. The site is not limited to New Zealand's penguins, and includes information and links to penguins in other countries, including Australia.  
SCIS 1036025

## **Oatmeal Box Pinhole Photography by Stew Woodruff**

<<http://www.nh.ultranet.com/~stewwoody/>>  
Teachers wanting to explain the basics of photography could allow students to investigate this site. The hands-on approach

encourages students to construct a simple camera and develop prints using procedures and language that are age-appropriate.  
SCIS 1036131

## **Sport! Science @ the Exploratorium**

<<http://www.exploratorium.edu/sport/MASTERindex.html>>  
The scientific principles that underpin sports, including cycling, baseball, mountaineering and ice-hockey, are explored. Science and physical education teachers will find the eclectic mix of sport and science will captivate the interest of their students.  
SCIS 1031605

## **The Cave of Lascaux**

<<http://www.culture.fr/culture/arcnat/lascaux/en/>>  
By taking a virtual tour of this important French archaeological site, students will have a greater appreciation and understanding of our prehistoric heritage. Comprehensive notes relating to all facets of the cave and its significance are included.  
SCIS 1036032

## **XE.com: The Full Universal Currency Converter [tm]**

<<http://www.xe.net/ucc/full.shtml>>  
This site allows users to convert any of the 180+ currencies in the world to any other single currency at the daily market rate.  
SCIS 1036044

## **Your Weight on Other Worlds**

<<http://www.exploratorium.edu/ronh/weight/index.html>>  
The easy way to 'lose' weight is simply to go to another planet! This comparative calculator is a great science site for teaching elements of mass, weight, gravity and distance.  
SCIS 1022461

*Reviewed by Nigel Paull, South Grafton Primary School, <[paull@turboweb.net.au](mailto: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 Teacher Librarians to determine suitability for students. The links, content and address of sites reviewed may not be permanent.*



## Subject and Name Headings, Reference Structure and the SCIS Authority Files (cont.)

a more general concept. An example from SCIS is the heading **Literature** that has several narrower terms: **Allegories**, **Ballads**, **Drama**, **Fiction** and **Legends**. The library system will link each of the headings for the specific aspects to the broader concept.

The list of specific topics will be displayed in the school library catalogue so that a user can look at the list and choose any of the more specific terms that may indicate appropriate resources.

### *Associated or related topics*

Topics that are related to each other can also be linked by references. An example of a related topic is the new heading **Global warming**, which has **Air pollution** and **Greenhouse effect** as related terms. This relationship can be displayed as: **Global warming** See also **Air pollution**; and **Air pollution** See also **Global warming**.

### *What happens if I don't use SCISAF?*

If SCISAF is not run, there will be no links between allowed and non-allowed terms unless they are entered manually, and therefore no indication that there are other appropriate headings that can be used to locate information. Your students may not locate relevant resources that are in the library catalogue.

The subject heading **Motor cars** can be used to illustrate the problem of not adding references. A student may choose 'Automobiles' as a search term. If there are no references in the catalogue, there will be no match of the word 'Automobiles' with a term in the catalogue. The student might then assume that the library has no resources about

automobiles when, in fact, there may be several listed under **Motor cars**.

### *Adding to the subject authority file*

If you find that there are terms that you want to add to your school library catalogue as subject headings, you must first establish that the heading has not already been used as an allowed heading in another form. If it has, you can make a reference from the term you want to add, to the allowed heading.

If the subject heading does not exist in any form, the best solution is to use the New Subject Heading proposal form on Curriculum Corporation's website at <<http://www.curriculum.edu.au/scis/catalog/propform.htm>> and send the proposal to the SCIS cataloguing agency in your State, or the SCIS team at Curriculum Corporation.

A Teacher Librarian from a NSW government school recently suggested the heading **Global warming** to the NSW agency because no appropriate heading existed. The proposal was discussed by all of the cataloguing agencies, an appropriate reference structure established, and the heading added to the SCIS Subject Headings list for all Teacher Librarians to use. 'Centenary of Federation', 'Federation' and 'Salinity' have been recently proposed as headings, and are under discussion. These proposals are invaluable to the continuing development of the Subject Headings list.

If a term is used locally, and will not be applicable or appropriate for use by all schools in Australia, it can be added to your catalogue as a Keyword rather than a subject heading. The Keyword will allow access to the concept but will not destroy the integrity of the Subject

Headings file. Using the Keyword facility in this way also ensures that the consistency of the reference structure is preserved across Australian schools using SCIS.

If headings are added locally but are later adopted by SCIS, there is also no guarantee that SCIS will establish the heading in the same form that it has been added locally. The local heading may even be a *Use or See* reference in SCIS. To avoid possible conflict, SCIS records and SCISAF should be used to create the local authority files.

### *Where do I get SCISAF?*

For NSW government schools, SCISAF will be supplied twice in 2001, in April and October, as part of the OASIS CD update. Other schools will need to contact their State or Territory Department of Education, or Curriculum Corporation directly, for information on subscription and delivery.

*This article originally appeared in Scan, the Teacher Librarians' journal. Reprinted with permission, copyright © 2001 NSW Department of Education and Training. Scan is available on subscription by faxing (02) 9886 7413 for a tax invoice/subscription form. Visit the School libraries: empowering learning website at <<http://www.det.nsw.edu.au/schoollibraries>>.*

The bibliography for this article appears in the online version of *Connections 37* at <<http://www.curriculum.edu.au/scis/connect/cnetw01/cnet37in.htm>>.





# Resources

## ***Integrate Studies of Asia and electronic sources into your teaching***

Curriculum Corporation, in conjunction with the Asia Education Foundation, has produced three new curriculum resources essential for integrating the Studies of Asia into your classroom. Collectively titled *Asia at a Glance*, the three new resources are: *Asia at a Glance CD-ROM*, *Asia at a Glance: Studies of Society and the Environment Curriculum Units – Secondary* and *Asia at a Glance: English Curriculum Units – Secondary*.

### ***Asia at a Glance CD-ROM***

Middle school student and teacher resource  
Authors: Michael Hyde and Richard Laurie  
Illustrator: Le Van Tai  
Publisher: Curriculum Corporation, 2000  
RRP: \$38.10  
SCIS order no: 993891  
ISBN: 1 86366 502 1

*Asia at a Glance CD-ROM* is a student reference and project resource that focuses on nine Asian countries, with additional basic information on thirteen other Asian countries. It is suitable for upper primary and lower to middle secondary students. The main countries profiled are: China, India, Indonesia, Japan, Korea, Malaysia, Philippines, Thailand and Vietnam. *Asia at a Glance CD-ROM* incorporates stories, illustrations, photos, maps, fact files and timelines. Students can search the content by country or keyword, and can copy material for use in their own print or digital assignments. This CD-ROM was created to provide reference material for a range of country-specific and thematic studies.

This is a user-friendly fact-filled CD-ROM suitable for any primary or secondary school. It is clearly laid out and does not require teacher instruction. There is a wealth of information on *Asia at a Glance CD-ROM* and the photographs or 'snapshots' give students a real insight into the countries and their people. It is very easy to copy pictures and/or text to application software such as MS-Publisher or MS-Word for students to use in their research, projects or presentations. Information is up to date and provided by the Australian Department of Foreign Affairs and Trade. Stories (with illustrations) from each country add to students' cultural understanding.

I highly recommend that all schools purchase a copy of this CD-ROM for their reference collection. The only problem with it is that it has so much information that students may source no further materials!

*Reviewed by: Stephen James-Smoult in: REACT magazine, ACT Department of Education & Community Services, Vol 5, Issue 1 2001, Teacher Feature No 1, pp 2–3, reproduced with permission.*

### ***Asia at a Glance: Studies of Society and Environment Curriculum Units – Secondary***

Lower–middle school student and teacher resource  
Author: Geoff Ainsworth  
Illustrator: Xiangyi Mo  
Publisher: Curriculum Corporation, 2000  
RRP: \$32.65, 87 pp pb  
SCIS order no: 1023561  
ISBN: 1 86366 483 1

This book provides a wealth of support material for the *Asia at a Glance CD-ROM*. Ten units are offered, which include teacher notes and worksheets. The units are linked to a level (lower or middle secondary) and the curriculum profiles focus area is also identified (eg natural and social systems, culture, place and space). The units are IT integrated and many include webquests.

I found the student worksheets were very well presented and clearly defined the tasks. The units covered are: Asia's Endangered Species, Living in the City, Patterns of Population, Investigating Japanese History, The Impact of Tourism, The Bangladesh Floods of 1998, From Ferdinand Marcos to Corazon Aquino, What Kind Of Government?, Patterns of Trade, and China: 50 Years On.

This is an essential book for any school interested in Studies of Asia and using the *Asia at a Glance CD-ROM*. Highly recommended for years 7–9.

*Reviewed by: Stephen James-Smoult in: REACT magazine, ACT Department of Education & Community Services, Vol 5, Issue 1 2001, Teacher Feature No 1, pp 2–3, reproduced with permission.*

## ***Asia at a Glance English Curriculum Units – Secondary***

Lower–middle school student and teacher resource

Author: Michael Hyde  
Illustrator: Le Van Tai  
Publisher: Curriculum Corporation, 2000  
RRP: \$32.65, 99 pp pb  
SCIS order no: 1024411  
ISBN: 1 86366 482 3

This support book for the *Asia at a Glance CD-ROM* is an excellent source of material for the study of Asian countries in the English classroom. Divided into nine sections, one per focus country (China, India, Indonesia, Japan, Korea, Malaysia, The Philippines, Thailand, and Vietnam), many forms of writing are covered. The source materials are on the CD-ROM and are vignettes from the selected country. The student worksheets are attractively presented and contain work suitable for lower to middle secondary students. Each section is divided into: first impressions, discussion points, a focus on aspects of writing as well as extension activities. This is an essential source book for teachers wishing to fully integrate Studies of Asia into their English program. A great resource!

*Reviewed by: Stephen James-Smoult in: REACT magazine, ACT Department of Education & Community Services, Vol 5, Issue 1 2001, Teacher Feature No 1, pp 2–3, reproduced with permission.*

For further information please contact Curriculum Corporation sales staff on Tel: +61 3 9207 9600 or 1800 337 405 (outside the Melbourne metropolitan area), or Email: <sales@curriculum.edu.au>.



# Management of Electronic Resources

Teacher Librarians are encouraged to respond to an online survey of how schools are managing electronic resources at <http://www.curriculum.edu.au/scis/webmsg.php3>.

***In 2000, Curriculum Corporation commissioned Kerry Tanner to produce a report examining trends in the management of electronic resources in schools. Our intention is to identify emerging areas of need for which SCIS may be able to assist libraries. In the following extract from the report, Kerry explores some of the key issues libraries encounter with the management of digital resources.***

A review of literature on digital resources and digital and hybrid libraries highlighted various issues, concerns and challenges that librarians encounter with the organisation and management of digital resources. This section identifies and categorises some of these major issues.

## **Collection management issues**

- Shifting established attitudes:
  - from the traditional library paradigm of local availability and ownership of information resources to a paradigm based on access and delivery of information resources regardless of format or location;
  - from the idea of a collection as a set of physical items housed on library shelves to a collection as any set of linked information objects; and
  - from physical collection management to content management – where the emphasis is on ideas rather than on the container or conduit (ie physical item, medium or technical carrier).
- Achieving an acceptable balance and greater coherence between physical ('legacy') resources and digital resources – continuing to effectively manage and enhance access to traditional resources while building up and facilitating access to new digital resources. The hybrid libraries that are evolving must effectively manage

the intersection between physical and electronic resources, and develop their role as logical gateways between local and external resources.

- Developing resource-sharing arrangements and cooperative collection development schemes with other libraries. Such schemes work much more effectively in networked environments with enhanced options for expedited document delivery.
- Differentiating between items on the basis of whether or not they should be made available in digital or physical format, or in both digital and physical formats.
- Identifying from existing collections resources that should be digitised, and planning the most appropriate means of data conversion (eg using OCR to create searchable text files, or static-page pdf files). Teacher Librarians undertaking such retrospective conversion need to be thoroughly aware of any associated copyright issues and constraints.
- Articulating a clear collection development policy in relation to digital resources, and ensuring that selection of these resources is subject to the same principles applied to physical resources, ie:
  - ensuring the selection of relevant and high quality digital resources that are tailored to the library's specific mission, goals priorities and user needs;
  - applying equivalent evaluation standards in digital resource selection; and
  - identifying collection areas and collection depth indicators for each area.
- Dealing with the additional workload required of new professional roles associated with:
  - locating and evaluating Internet sites and web-based resources, and preparing evaluative resource descriptions or annotations for each;
  - developing links and structured listings of sites; and
  - maintaining links to Internet sites – ensuring ongoing currency of data at each site, and operational links (given the volatility of the Internet, this can be a time-consuming process, although technological solutions such as automatic-link checking software are assisting the process).

## **Technological issues and challenges**

- Needing to integrate a diverse range of often-incompatible technologies and proprietary systems.
- Developing standard user interfaces and seamless connections for a heterogeneous range of electronic systems and formats produced by different government, academic and commercial information providers globally. Web interfaces are helping to address this issue.
- Using library buildings designed for physical resource collections for growing numbers of computers and electronic equipment, while at the same time maintaining collections of physical resources.
- Attempting to provide digital resources and services with outmoded equipment, technological infrastructures and limited connectivity – a widespread problem in poorly funded schools.
- Confronting the pronounced gap between well-resourced and poorly resourced schools in terms of their technological infrastructure, equipment, access to digital resources and the educational implications of these inequalities.
- Developing and enhancing ICT skills in library and teaching staff, in order to maximise digital resource usage and the integration of learning technologies into the school curriculum.

## **User-related service issues**

- Meeting raised user expectations for fully integrated online library services that have followed on from the ubiquity of the Internet. Those who use the Internet regularly, increasingly expect to be able to 'point-and-click' to link directly from a citation to the actual electronic resource or full-text electronic document.
- Dealing with the macro-level changes that are occurring globally with information provision, eg the development of huge specialised digital information and data warehouses, and the consequent changes in the nature of local library services. For instance, inhouse information warehousing is now reduced, with a corresponding increase in information services involving external linking functions and guides to assist users to navigate effectively through the complex electronic landscape.



- Providing specific value-added services to users that fully utilise digital inter-connectivity, eg linking from an OPAC catalogue record to the digital document, or to scanned contents or index pages of a book; providing links to book reviews for the work; linking to related websites or digital reference sources and data-sets.
- Confronting the gap between service possibilities for virtual digital libraries, and raised user expectations for such services, and the day-to-day realities of the library environment – such as grossly inadequate bandwidth for the level of demand; lines that drop out; equipment outages; technology glitches.
- Developing or enhancing users' skills in:
  - digital literacy, ie 'the ability to access networked computer resources and use them' (Gilster 1997, p.1) – this involves not only technical skills, but a range of core competencies and critical thinking ability, since the Internet is an unfiltered medium and it is important for users to make informed judgements about what they find online;
  - information analysis and searching – ie the users' ability to analyse a query and to discriminate between sources and resources most likely to fulfil their information need, be those resources physical or digital. Many users are obsessed with the Internet and will go directly to it for all queries when there may be better information sources closer at hand.

### **Cataloguing, indexing and metadata issues**

- Continuing to develop and enhance metadata for digital resources in open networked environments. Different media and formats can have very different characteristics and requirements. Metadata assists in describing the digital item not only for the purposes of resource discovery but also for preservation, version control, rights management, client access, etc (Dempsey 1998).
- Developing seamless ways of integrating physical and digital resources in hybrid library collections, eg through:
  - incorporating catalogue entries for evaluated Internet sites into library automated systems and OPACs,

- enabling records for physical and digital items to be retrieved in a single search;
- utilising MARC field 856 to embed URLs in the MARC catalogue record, ie allowing direct hot links from the catalogue record to electronic version of the work, or to related sites and digital resources;
- developing logically organised subject guides and pathfinders to assist in resource discovery of digital resources on the Internet (compare classification and subject headings systems for traditional physical resources in libraries). Many libraries have long undifferentiated lists of URLs or bookmarked Internet sites.

- Exploring the effectiveness of *visual maps* as a web navigation guidance tool. Palmquist & Sokoll (1998) observe how easy it is to get lost in a maze of links in the multidimensional environment of the Internet. Maps of the physical environment serve a vital navigation function – Palmquist & Sokoll claim that a similar notion can be applied in the Internet context with visual modelling techniques, to provide the user with a clear mental model of their progress.
- Supporting ongoing research into more sophisticated ways to integrate searches for digital resources across heterogeneous databases and catalogues (eg through the Z39.50 standard or alternative web-based approaches).
- Participating in the development of new subject gateways or other portal sites that provide a structured path to Internet resources.

### **Privacy issues**

- Ensuring the integrity and privacy of exchanged data, including encryption and related technologies.

### **Copyright, intellectual property and rights management issues**

- Participating in ongoing debates into digital copyright and intellectual property issues and the ongoing amendment of copyright legislation to help ensure that:
  - fair use and public interest provisions continue to exist for libraries in the digital era;

- rights management systems are not overly complex to apply in practice, eg resulting in long delays before use of a digital resource is approved;
- authors and publishers are adequately remunerated for their intellectual property without placing overly restrictive conditions on library usage of a resource.

### **Staffing and collaboration issues**

- Exploring new professional roles to emerge in the networked electronic information environment, eg in relation to digital resource discovery, metadata, developing subject guides and gateways for access to electronic resources.
- Finding ways to resolve chronic work overload associated with trying to fulfil former roles as well as taking on new roles and responsibilities associated with digital resource management.
- Developing new allies with related professional groups, eg computing/IS personnel, learning technologists, in the pursuit of common goals.
- Seeking new forms of partnership and collaboration between libraries, and between libraries and other bodies (eg governments, telecommunications companies, the commercial sector, information providers, consortia, sponsors) to undertake entrepreneurial ventures designed to enhance access to digital resources.
- Placing a high priority on training users in digital literacy and information skills.

*Kerry Tanner was formerly a Senior Lecturer in the Department of Information Management, RMIT University. In the 1970s Kerry was involved in establishing Secondary Central Cataloguing, a forerunner of ASCIS and SCIS, and she taught Teacher Librarians in the (then) LAA Registration subjects. Kerry is currently working on a PhD in the area of Knowledge Management in the School of Information Management and Systems, Monash University.*

An extended version of this report with bibliography is available online at <http://www.curriculum.edu.au/scis/connect/cnetw01/cnet37in.htm>.





# Cataloguing News

## New and changed subject headings and references

### Aged – Care and health

Add RT Duty of care

### Air pollution

Add RT Global warming

### Animal health

USE Animals – Care and health

### Animal reintroduction

USE Wildlife conservation

### Animal rights

USE Animals – Treatment

### Animals

Remove NT Animals – Diseases

### Animals – Care and health

Use for works on the general care and health of animals. Works on the protection and treatment of animals are entered under Animals – Treatment. Works on animal diseases as well as works on the use of home remedies in the treatment of diseases are entered under Animals – Diseases.

See also names of specific animals\* with the subdivision Care and health, e.g. Cats – Care and health.

UF Animal health  
Animals – Health  
Livestock – Health  
NT Animals – Diseases

### Animals – Diseases

Add scope note:

Works on the general care and health of animals are entered under Animals – Care and health.

Change BT Animals  
to BT Animals – Care and health  
Remove BT Farm animals  
BT Livestock

### Animals – Health

USE Animals – Care and health

### Animals – Treatment

Add scope note: Use for works on the protection and treatment of animals. Works on the general care and health of animals are entered under Animals – Care and health. Works on animal diseases as well as works on the use of home remedies in the treatment of

diseases are entered under Animals – Diseases.

Add UF Animal rights

### Asia

In the second scope note:

Change Asia, Southeast  
to Southeast Asia  
Add NT Southeast Asia

### Asia, Southeast

Remove scope note and references

Add USE Southeast Asia

### Atmosphere

Add NT Global warming

### Australia – Federation

Use for works on the Australian Federation of 1901, including works on events leading up to Federation and on the results of Federation.

UF Australian Federation  
Federation (Australia)  
BT Australia – History  
Australia – Politics and  
government

Federal government

RT Centenary of Federation, 2001

### Australia – History

Add NT Australia – Federation

### Australia – History – 20th century

Add RT Centenary of  
Federation, 2001

### Australia – Politics and government

Add NT Australia – Federation

### Australia – Politics and government – 20th century

RT Centenary of Federation, 2001

### Australia – Social life and customs – 20th century

RT Centenary of Federation, 2001

### Australian Federation

USE Australia – Federation

### Benevolence

USE Kindness

### Blowing the whistle

USE Whistleblowing

### Care and health

Amend the first USE note to read: Use the subdivision Care and health with groups of people, e.g. Children – Care and health; with names of classes of animals or names of specific animals, e.g. Cats – Care and health;

and with parts of the body, e.g. Teeth – Care and health.

### Cats – Care and health

Example under: Animals – Care and health; Care and health.

### Centenary of Federation, 2001

UF Australia – Centenary of  
Federation  
Federation centenary  
BT Festivals – Australia  
RT Australia – Federation

### Australia – History – 20th century

Add RT Centenary of  
Federation 2001

### Australia – Politics and government – 20th century

RT Centenary of Federation 2001

### Australia – Social life and customs – 20th century

RT Centenary of Federation 2001

### Charity

Add RT Kindness

### Child protection

Add RT Duty of care

### Children – Care and health

Add RT Duty of care

### Climate

Add UF Global climate change  
NT Global warming

### Conduct of life

Add NT Kindness

### Conscientious objectors

Change BT War – Moral and  
religious aspects  
to BT War – Moral and  
ethical aspects

### Conscription

Change BT War – Moral and  
religious aspects  
to BT War – Moral and  
ethical aspects

### Conservation education

Remove

### Corruption

Add RT Whistleblowing

### Disabled

Add NT Paralympics  
Remove NT Special Olympics



**Duty of care**

Use for works about the common law responsibilities of persons and organisations in the conduct of their work and everyday activities as they affect the well-being of others.

BT	Law
	Responsibility
RT	Aged – Care and health
	Child protection
	Children – Care and health
	Industrial health and safety

**East Indies**

<i>Change</i>	USE	Asia, Southeast
<i>to</i>	USE	Southeast Asia

**Education**

<i>Add</i>	NT	Environmental education
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**Endangered species**

<i>Change</i>	BT	Wildlife conservation
<i>to</i>	RT	Wildlife conservation

**Environment – Study and teaching**

<i>Remove</i>	UF	Conservation education
		Environmental studies
<i>Change</i>	UF	Environmental education
<i>to</i>	USE	Environmental education

**Environment education**

USE	Environmental education
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**Environmental education**

<i>Remove</i>	USE	Environment – Study and teaching
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*Add scope note:*

Use for works which deal with methods of teaching and study of the interaction of humans with their physical surroundings. For textbooks and student resources, use Environment.

<i>Add</i>	UF	Environment education
		Environment – Study and teaching

		Environmental education – Study and teaching
		Environmental studies
BT		Education

**Environmental education – Study and teaching**

USE	Environmental education
-----	-------------------------

**Environmental studies**

<i>Change</i>	USE	Environment – Study and teaching
<i>to</i>	USE	Environmental education

**Ethics**

*Change* second scope note to:

See also subjects with the subdivision Moral and ethical aspects, e.g. Genetic engineering – Moral and ethical aspects.

*Add* scope note:

For works dealing with the religious aspects of a topic see subjects with the subdivision Religious aspects, e.g. War – Religious aspects.

<i>Add</i>	NT	Whistleblowing
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**Farm animals**

<i>Remove</i>	NT	Animals – Diseases
---------------	----	--------------------

**Federal government**

<i>Add</i>	NT	Australia – Federation
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**Federation (Australia)**

USE	Australia – Federation
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**Festivals – Australia**

NT	Centenary of Federation, 2001
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**Fraud**

<i>Add</i>	RT	Whistleblowing
------------	----	----------------

**Games**

<i>Add</i>	NT	Paralympics
	NT	Special Olympics

**Genetic engineering – Moral and ethical aspects**

Example under Ethics; Moral and ethical aspects

**Global climate change**

USE	Climate
-----	---------

**Global temperature change**

USE	Global warming
-----	----------------

**Global warming**

UF	Global temperature change
	Warming, Global
BT	Atmosphere
	Climate
RT	Air pollution
	Greenhouse effect

**Goodwill**

USE	Kindness
-----	----------

**Greenhouse effect**

<i>Add</i>	RT	Global warming
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**Helpfulness**

<i>Add</i>	USE	Kindness
<i>Remove</i>	USE	Self-reliance in children

**Human behaviour**

<i>Add</i>	NT	Kindness
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**Indochina**

<i>Change</i>	USE	Asia, Southeast
<i>to</i>	USE	Southeast Asia

**Industrial health and safety**

<i>Add</i>	RT	Duty of care
------------	----	--------------

**Intellectually disabled**

<i>Add</i>	NT	Special Olympics
------------	----	------------------

**Kindness**

UF	Benevolence
	Goodwill
	Helpfulness
BT	Conduct of life
	Human behaviour
	Social ethics
RT	Charity
	Sympathy

**Law**

<i>Add</i>	NT	Duty of care
------------	----	--------------

**Livestock**

<i>Remove</i>	NT	Animals – Diseases
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**Livestock – Health**

USE	Animals – Care and health
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**Moral and religious aspects**

*Change to:*

**Moral and ethical aspects**

Use subjects with the subdivision Moral and ethical aspects, e.g. Genetic engineering – Moral and ethical aspects.

**Nature conservation**

<i>Add</i>	RT	Revegetation
------------	----	--------------

**Plant reintroduction**

USE	Revegetation
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**Olympic Games**

In scope note:

<i>Change</i>	(1956 : Melbourne, Vic.)
<i>to</i>	(1956 : Melbourne)
<i>Add</i>	RT      Paralympics

continued on page 16



# Cataloguing News (cont.)

## Olympic Games for the Disabled

Add USE Paralympics

## Olympic Games for the handicapped

Remove

## Paralympics

Remove USE Special Olympics

Add scope note:

May subdivide by year and place, e.g.

Paralympics (2000 : Sydney)

UF Olympic Games for the Disabled

BT Disabled

Games

Sports

RT Olympic Games

Special Olympics

## Plant protection

Add RT Revegetation

## Rare animals

Change BT Wildlife conservation

to RT Wildlife conservation

## Reafforestation

Change RT Revegetation

to BT Revegetation

## Reintroduction of animals

USE Wildlife conservation

## Reintroduction of plants

USE Revegetation

## Reintroduction of wildlife

USE Wildlife conservation

## Religion

Change last scope note to:

See also subjects with the subdivision

Religious aspects, e.g. War – Religious

aspects.

## Religious aspects

Change scope note to:

Use subjects with the subdivision Religious

aspects, e.g. War – Religious aspects.

## Responsibility

Add NT Duty of care

## Revegetation

Add UF Plant reintroduction

UF Reintroduction of

plants

BT Nature conservation

Change

NT

Soil ecology

to

RT

Soil ecology

Change

RT

Reafforestation

to

NT

Reafforestation

Add

RT

Plant protection

## Self-reliance in children

Remove UF Helpfulness

## Social ethics

Add NT

Kindness

## Soil ecology

Change

BT

Revegetation

to

RT

Revegetation

## South East Asia

Change

USE

Asia, Southeast

to

USE

Southeast Asia

## Southeast Asia

Remove USE Asia, Southeast

Add scope note:

May be subdivided like Australia except for the period subdivisions of history

Add

BT

Asia

UF

Asia, Southeast

East Indies

Indochina

South East Asia

## Special Olympics

Remove entry

Add scope note:

May subdivide by year and place, e.g. Special Olympics (2000 : Groningen).

Add

UF

Olympic Games for the Disabled

International Special

Olympic Games

BT

Games

Intellectually disabled

Sports

RT

Olympic Games

Paralympics

## Sports

Add

NT

Paralympics

NT

Special Olympics

## Sympathy

Add

RT

Kindness

## War – Moral and religious aspects

Change to:

## War – Moral and ethical aspects

Remove BT Religion

## War – Religious aspects

Example under Ethics; Religion; Religious aspects

## Warming, Global

USE Global warming

## Whales – Treatment

Remove

BT

Wildlife conservation

## Whistle blowers

USE Whistleblowing

## Whistleblowers

USE Whistleblowing

## Whistleblowing

Use for works on the practice of exposing corruption, mismanagement or waste in government, industry or other organisations. This term can be used together with topical headings subdivided by Moral and ethical aspects, e.g. Cricket – Moral and ethical aspects.

UF

Blowing the whistle

Whistle blowers

Whistleblowers

BT

Ethics

RT

Corruption

Fraud

## Wildlife conservation

Add

UF

Animal reintroduction

UF

Reintroduction of

animals

Reintroduction of

wildlife

Change

NT

Endangered species

to

RT

Endangered species

Change

NT

Rare animals

to

RT

Rare animals

Remove

NT

Whales – Treatment