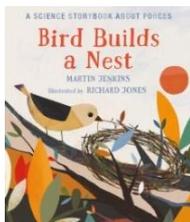




LIBRARY BULLETIN RESOURCES FOR LOAN

August 2018

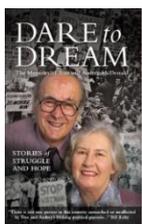
The Library's **annual book sale** is still open in the Library on level 1. Items are \$1.00 each. Fiction and non-fiction titles are available. The non-fiction topics include travel, art and biography. Music CDs and DVDs are also available.



Bird builds a nest by Martin Jenkins; illustrated by Richard Jones. London: Walker Books, 2018. CHC 372.35 JEN

"Bird is up early. She's building her nest. She pushes and pulls twigs into place until it's ready and waiting ... can you guess what for? This beautiful picture

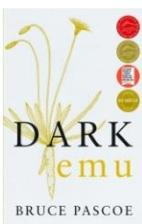
book is the perfect introduction to forces and how we use forces to move things." – Back cover.
Audience: For ages 5+.



Dare to dream: the memoirs of Tom and Audrey McDonald. The authors, 2016. 355 MCD

"*Dare to dream* is a story of struggle and hope – a story about and for the countless numbers of people whose determination, courage and sacrifice helped create a better world. Audrey and Tom's belief in a cause

took them from the factory floor to Moscow's Red Square, from ASIO surveillance to Australia's highest honours. Their story is a unique account of epic social and political change. This book tells of the hand played by the trade union and peoples' movements in building a fairer Australia." – APHEDA website.

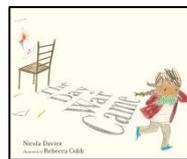


Dark emu: Aboriginal Australia and the birth of agriculture by Bruce Pascoe. New edition. Broome, WA: Magabala Books, 2018. 305.89 PAS

"Pascoe puts forward a compelling argument for a reconsideration of the hunter-gatherer label for pre-colonial Aboriginal Australians.

The evidence insists that Aboriginal people right across the continent were using domesticated plants, sowing, harvesting, irrigating and storing – behaviours inconsistent with the hunter-gatherer tag." – Back cover.

Note: The Library also holds copies of the audiobook.



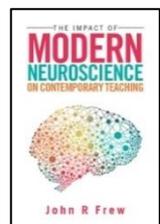
The day war came by Nicola Davies; illustrated by Rebecca Cobb. London: Walker Books, 2018. CHC F DAV

"Imagine if, on an ordinary day, war came. Imagine it turned your town to rubble. Imagine going on a long and difficult journey – all alone. Imagine finding no welcome at the end of it. Then imagine a child who gives you something small but very, very precious... When the [UK] government refused to allow 3000 child refugees to enter this country in 2016, Nicola Davies was so angry she wrote a poem. It started a campaign for which artists contributed drawings of chairs, symbolising a seat in a classroom, education, kindness, the hope of a future. The poem has become this book." – Publisher website.
Audience: For ages 5+.



Guiding thinking for effective spelling by Christine Topfer & Deirdre Arendt. 2nd ed. South Melbourne, Vic: Cengage Learning Australia, 2017. 372.632 TOP

"This comprehensive teacher resource explains practical ways to assess students' spelling needs and implement a consistent, supportive spelling approach across all primary levels. Chapters include ideas for developing a word-conscious classroom, guiding strategic thinking and actively recording learning through the use of Word Study Journals." – Back cover.



The impact of modern neuroscience on contemporary teaching by John R. Frew. Xlibris, 2017. 371.1 FRE

"Since the 1990s, there has been an explosion in the awareness of the impact of the development and function of the brain on schooling. The availability of techniques like magnetic resonance imaging allows scientists to examine how the brain functions with increasing accuracy; it is at the core of neuroscience and increasingly psychiatry. The results have allowed educators to improve their approach to teaching and learning, but these ideas habitually clash with the traditional structure of educational theory, which is underpinned by cognitive practises. This new information can assist teachers in dealing not only with a student's learning but also in understanding the causes of severely dysfunctional behaviour and techniques for managing behaviours that impact on the learning of individuals and their peers." – Back cover.

FEDERATION LIBRARY

1st Floor, Teachers Federation House T (02) 9217 2113
23-33 Mary Street, 1300 654 369 — toll free
Surry Hills NSW 2010 F (02) 9217 2481
Locked Bag 3010, E library@nswtf.org.au
Darlinghurst NSW 1300

HOURS

Monday–Friday 9am–5pm
(including school vacations)
Council Saturdays 10am–1.30pm

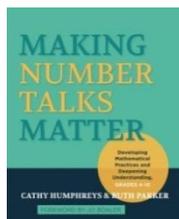
CONNECT WITH US

- NSWTeachersFederation
- @TeachersFed
- mail@nswtf.org.au
- nswtf.org.au



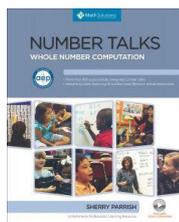
Inside the black box [series]. Moorabbin, Vic: Hawker Brownlow Education, 2013/14. 371.26 INS

This series of 11 booklets focuses on one aspect of teaching within the "black box" (the classroom) – formative assessment. Each booklet is between 24 and 40 pages in length. The titles are: *Working inside the black box*; *Raising standards through classroom assessment*; *Inside the black box of assessment*; *Design and digital technologies*; *English*; *Foreign languages*; *Geography*; *Information communication technology*; *Maths*; *Primary years*; *Science*.
Note: The books can be borrowed individually.



Making number talks matter: developing mathematical practices and deepening understanding, grades 4-10 by Cathy Humphreys & Ruth Parker. Portland, ME: Stenhouse, 2015. 372.7 HUM

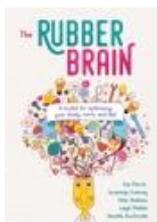
"Using insight gained from many years of doing Number Talks with students of all ages, Cathy and Ruth address questions to ask during Number Talks, teacher moves that turn the thinking over to students, the mathematics behind the various strategies, and ways to overcoming bumps in the road." – Back cover.



Number talks: whole number computation by Sherry Parrish. Sausalito, CA: Math Solutions, 2014. 372.7 PAR

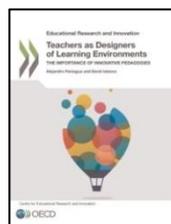
This book "supports teachers in understanding: what a classroom number talk is; how to follow students' thinking and pose the right questions to build understanding; how to prepare for and design purposeful number talks; and how to develop grade-level-specific strategies for the operations of addition, subtraction, multiplication, and division." – Back cover.

Audience: For teachers of Years K-5.



The rubber brain: a toolkit for optimising your study, work, and life! by Sue Morris, Jacquelyn Cranney, Peter Baldwin, Leigh Mellish & Annette Krochmalik. Samford Valley, Q'ld: Australian Academic Press, 2018. 158.1 MOR

"Five leading psychological educators show you simple tools derived from a wide range of solid science covering everything from positive psychology to goal setting, from mindfulness to CBT [cognitive behaviour therapy], and from emotional regulation to moral reasoning, to optimise your thinking. Using a model they have developed over years of study and application you can discover how resilience and psychological flexibility combine to allow you to choose ways of thinking in response to different situations that will produce the best outcome for you for that situation. Read this book and learn how to optimally tackle issues of motivation, stress, time-management, and relationship maintenance." – Back cover.



Teachers as designers of learning environments: the importance of innovative pedagogies by Alejandro Paniagua & David Istace. Paris: OECD, 2018. 371.1 OEC

This book "sets the stage for educators and policy makers to innovate teaching by looking at what is currently taking place in schools as potential seeds for change. At the heart of all of these approaches is a sensitivity to the natural inclinations of learners towards play, creativity, collaboration and inquiry. To illustrate how teachers use these innovative practices, the publication presents examples from 27 national and international networks of schools." – Back cover.



Teaching, affirming, and recognizing trans* and gender creative youth: a queer literacy framework edited by sj Miller. [New York]: Palgrave Macmillan, 2016. 371.826 TEA

"To date, there are no comprehensive Pre-K-12 texts for literacy teacher educators and theorists to use to show successful models of how practicing classroom teachers affirm differential (a)gender bodied realities across curriculum and schooling practices. This book aims to highlight how these enactments can be made readily conscious to teachers as a reminder that gender normativity has established violent and unstable social and educational climates for the millennial generation of lesbian, gay, bisexual, transgender, intersex, (a)gender/(a)sexual, gender creative, and questioning youth." – Back cover.



Teaching with intent: scaffolding academic language with marginalised students by Bronwyn Parker & Helen Harper. Newtown, NSW: Primary English Teaching Association Australia (PETAA), 2018. 372.6 PAR

"This important publication presents a powerful approach to scaffolding academic language. The authors use the discipline of science to demonstrate how language is a central pedagogic tool for intentional teaching and learning ... The book is divided into four parts, moving from the enveloping theoretical foundations to the macro-scaffold that creates the framework for a language-focused classroom. It introduces a central pedagogic tool, the focus text, and explains how this supports the micro-scaffold, which is the language used by teachers that helps students take up powerful academic language." – Back cover.



Women & power: a manifesto by Mary Beard. London: Profile Books, 2017. 305.42 BEA

"With wry wit, Britain's best-known classicist Mary Beard revisits the gender agenda and shows how history has treated powerful women. Her examples range from the classical world to the modern day, exploring the cultural underpinnings of misogyny, considering the public voice of women, our cultural assumptions about women's relationship with power, and how few powerful women resist being packaged into a male template." – Back cover.

FEDERATION LIBRARY

1st Floor, Teachers Federation House T (02) 9217 2113
23-33 Mary Street, 1300 654 369 — toll free
Surry Hills NSW 2010 F (02) 9217 2481
Locked Bag 3010, E library@nswtf.org.au
Darlinghurst NSW 1300

HOURS

Monday–Friday 9am–5pm
(including school vacations)
Council Saturdays 10am–1.30pm

CONNECT WITH US

NSWTeachersFederation
 @TeachersFed
 mail@nswtf.org.au
 nswtf.org.au