



SCHOOLS CATALOGUE
INFORMATION SERVICE

Crowd-Sourced Curriculum-Alignment Data: A survey of school libraries and proof-of-concept

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Education Service Australia



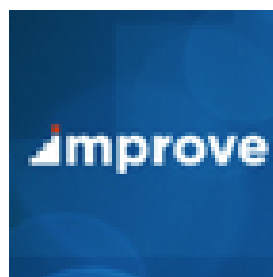
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ScOT
Schools Online Thesaurus

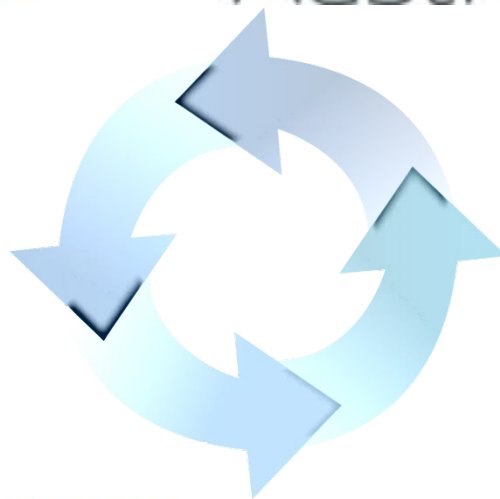


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acara AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY

aitsl Australian Institute
for Teaching and
School Leadership
Limited

<http://www.esa.edu.au/>

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The screenshot shows the Australian Curriculum website. The header includes the Australian Curriculum logo, version information (v8.1 F-10 Curriculum, Senior secondary Curriculum), and a search bar. The main content area is divided into three columns: F-10 Curriculum, Senior secondary Curriculum, and Student diversity. The F-10 Curriculum section highlights Version 8.1 and Version 7.5. The Senior secondary Curriculum section mentions fifteen subjects and provides a link for more information. The Student diversity section states that the Australian Curriculum does not specify how content must be taught and provides a link for more information. On the right side, there is a sidebar with links for 'Using the version 8.1 website', 'What's new', and 'Feedback'. The footer contains contact information, a statement about collaboration with ACARA, and the ACARA logo.

Australian Curriculum

The Australian Curriculum sets the expectations for what all Australian students should be taught, regardless of where they live or their background. For F-10, it means that students now have access to the same content, and their achievements can be judged against consistent national standards. Schools and teachers are responsible for the organisation of learning and they will choose contexts for learning and plan learning in ways that best meet their student's needs and interests. [read more]

F-10 Curriculum

Version 8.1
Australian education ministers have endorsed Foundation – Year 10 Australian Curriculum, including the improvements ACARA has made to the curriculum during 2015.
More information ›

Version 7.5
Version 7.5 of the F-10 Australian Curriculum is still available to allow teachers and schools time to make the transition to the improved curriculum.
Version 7.5 ›

Senior secondary Curriculum

Fifteen senior secondary Australian Curriculum subjects across English, Mathematics, Science, History and Geography have been developed in consultation with teachers, education authorities, academics, peak bodies and industry.
More information ›

Student diversity

The Australian Curriculum does not specify how the content must be taught.
Teachers and schools organise rigorous, relevant and engaging learning to address the individual learning needs of their students.
More information ›

Parents

The new 'Parent information' pages of the Australian Curriculum website offer:

- information about the Australian Curriculum and your child
- answers to frequently asked questions about the curriculum
- handy links.

Parent information ›

Using the version 8.1 website

- Version implementation advice ›
- What's changed ›
- Contact us ›
- Access version 7.5 ›

What's new

Redesigned F-6/7 Humanities and Social Sciences

The Foundation – Year 6/7 subjects of History, Geography, Civics and Citizenship, and Economics and Business have been redesigned to become a single Humanities and Social Sciences subject (F-6/7 HASS).

How to navigate the content

There are three view options on the 'F-6/7 HASS curriculum' page.
[Read more ›](#)

Feedback

Feedback can be provided on the new Australian Curriculum website by clicking on this link: acfeedback@acara.edu.au

Specific feedback can be provided when you are viewing the content descriptions for the learning area or subject. Click on the code next to the content description and select the feedback icon in the pop-up box.

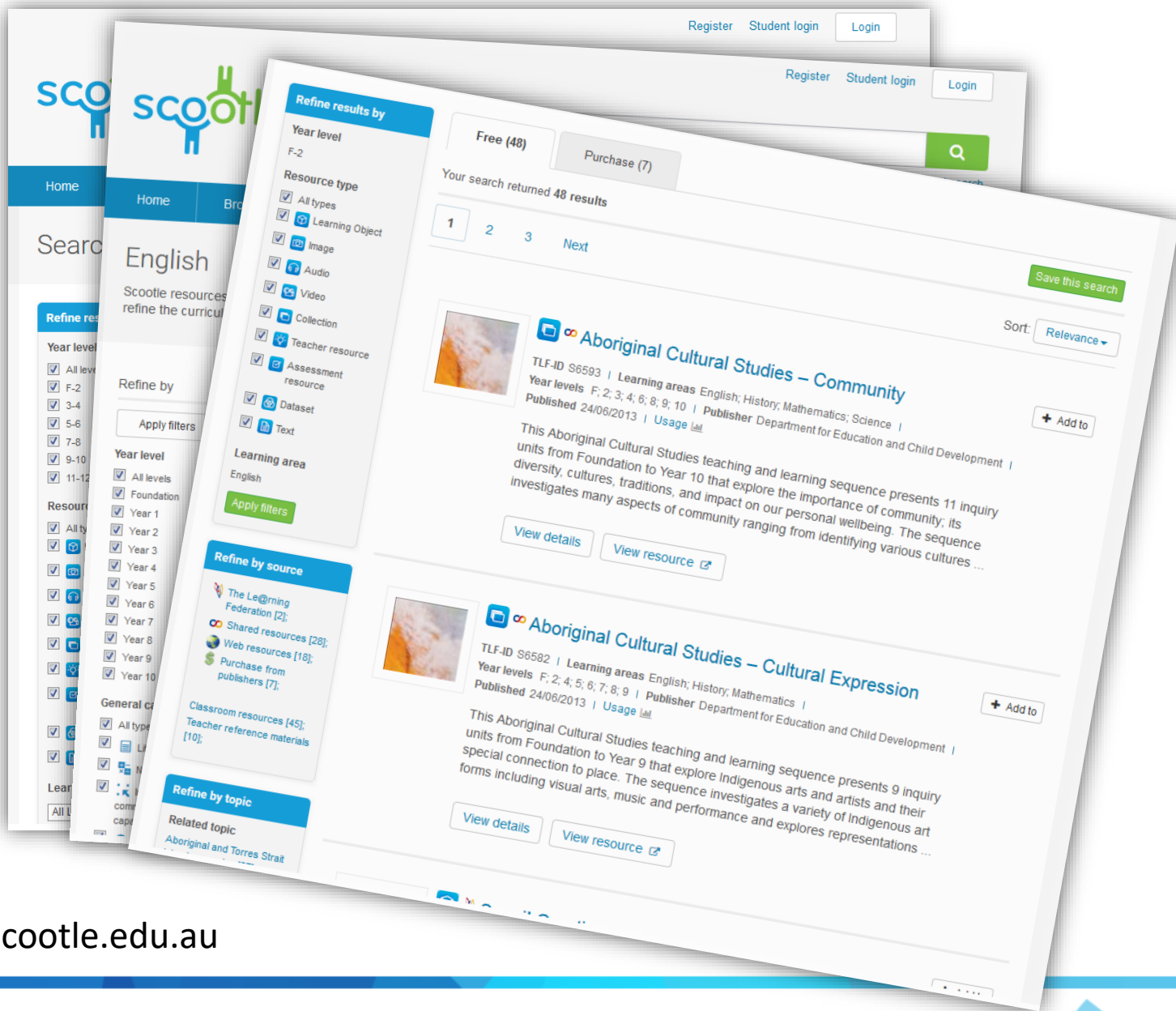
Contact us
Feedback
Site map
Version history

This site was developed in collaboration with
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<http://www.scootle.edu.au>



“It is highly desirable that the system that enables teachers to plan lessons or units of work online also enables them to seamlessly discover resources from a local educational repository or from school library collections”

(Ministerial Council on Education, Employment, Training and Youth Affairs)

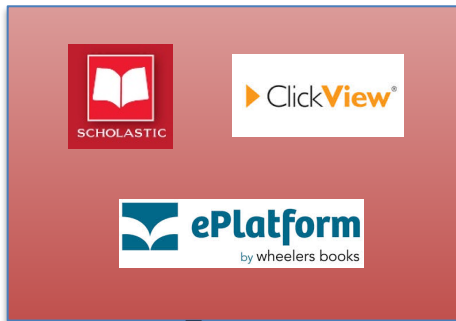


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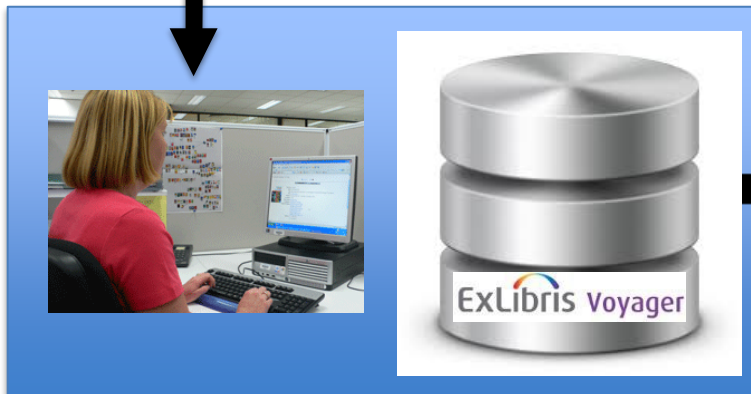
Catalogue records
Book cover images
Cataloguing Service
SCIS Subject Headings

SCIS Authority Files
Connections Magazine
Professional Learning
Barcode Scanners

Publishers



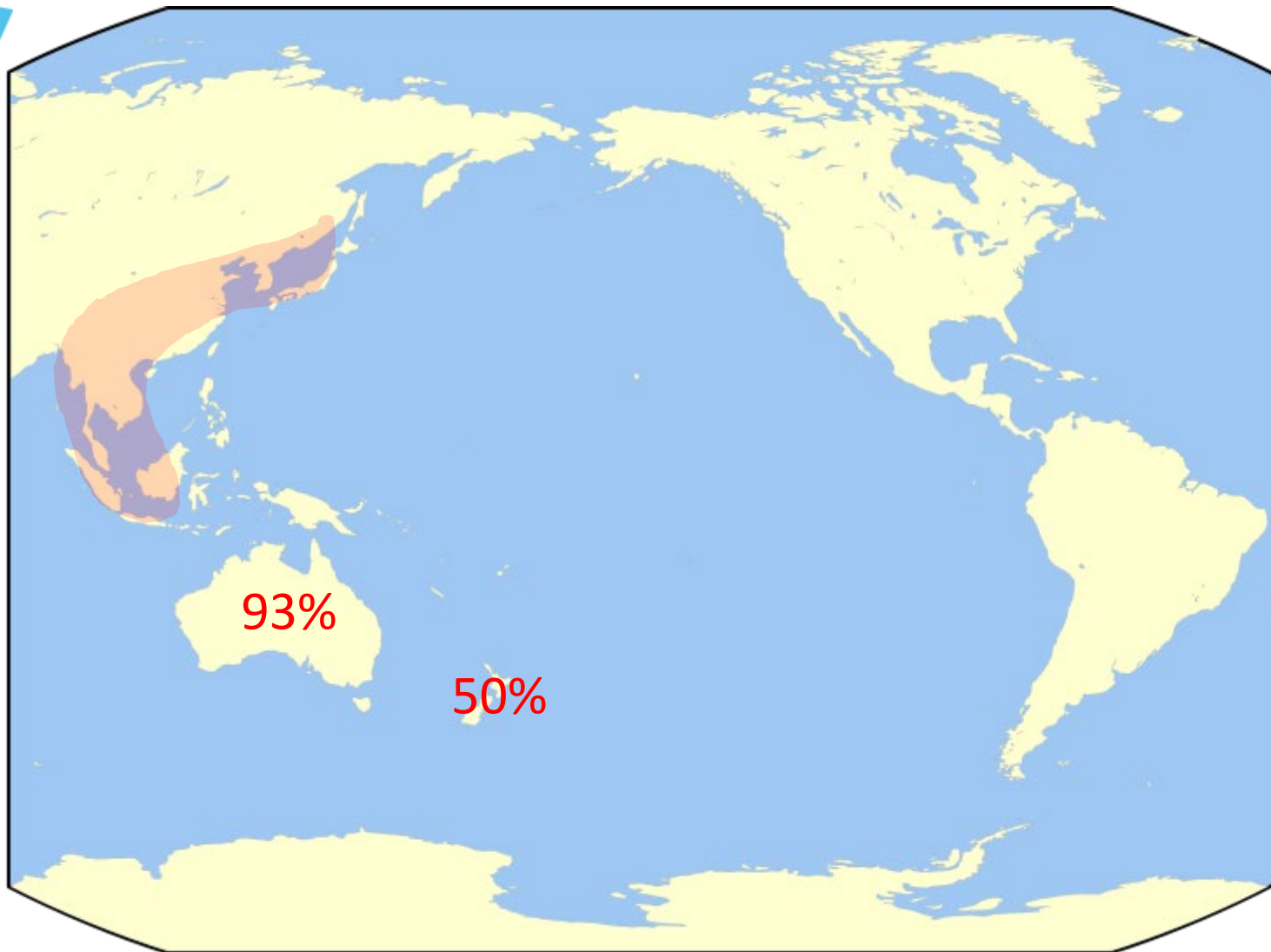
Schools



Z39.50

HTTP

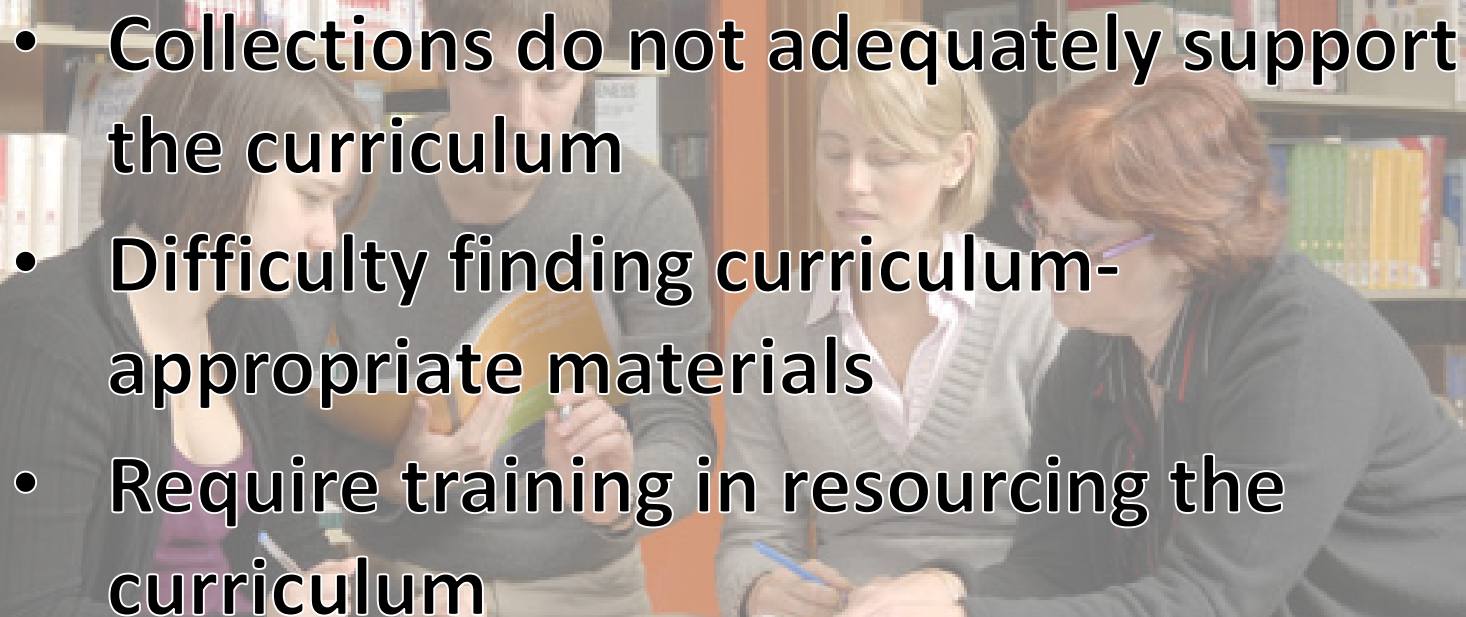
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Australian school libraries want metadata about how resources support the curriculum

- “Resources linked to the Australian Curriculum” – most desirable of a range of possible SCIS services (Kennedy, 2013)
- “Aligning Australian Curriculum with existing resources” – highest rated objective (Softlink Australia, 2015)

Australian school libraries need help supporting the Australian Curriculum

- 
- Collections do not adequately support the curriculum
 - Difficulty finding curriculum-appropriate materials
 - Require training in resourcing the curriculum

Kennedy, C. (2013). School library collections survey 2013. *Connections*, 88, pp. 10-11, viewed 18 May 2016, http://www2.curriculum.edu.au/scis/connections/issue_88_2014/articles/school_library_collections_survey_2013.html

Resource Alignment

- Asserting a connection between an information source and an idea
- Use of information in a way designed to improve measurement





Methods of Resource Alignment

- Resource-driven
- Metadata-driven
- Evaluator-driven
 - Cataloguers
 - SME teams
 - Crowd-sourced

Chadwick, B 2016b, 'When MARC consumed ScOT: A tale of linked educational metadata', Paper presented at *VALA 2016 Conference, Melbourne, Australia, 2016*

A proof of concept...

scis
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New Search: Anywhere

Search History

SCIS Number: [Persistent link](#)

ISBN: 9781486007738

Title: Long road to the ballot box / Cameron Macintosh.

Main author: [Macintosh, Cameron](#).

Publisher: Melbourne, Victoria : Pearson Australia, 2014.

Description: 24 pages : illustrations, maps, portraits.

Series: [Pearson English 6. Non-fiction](#).
[Always learning](#).

Subjects: [Voting - History \(scissh\)](#)
[Aboriginal peoples - Civil rights \(scissh\)](#)
[Women in Australia - Civil rights \(scissh\)](#)
[Social justice \(scissh\)](#)
[Voting rights \(scot\)](#)
[Civil rights \(scot\)](#)
[Aboriginal peoples \(scot\)](#)
[Women's rights \(scot\)](#)
[Politics \(scot\)](#)
[Australian history \(scot\)](#)
[Social justice \(scot\)](#)
[Australia - Politics and government \(scissh\)](#)
[Australia - History \(scissh\)](#)
[Australia \(scot\)](#)

Call nos: 324 6 MAC
324 620994 MAC

Notes: Topic: Freedom and rights.
On cover: Australian Curriculum.
Summary: Read this book to find out the answers to these questions: What does it mean to have the right to vote? When did particular groups of Australians first win the right to vote? Who were some of the strongest campaigners for the right of all Australians to vote? Why did some groups of Australian take longer to win the vote than others? What special struggles did women and Aboriginal and Torres Strait Islander people face in getting the vote? (Book cover)



Titles « Prev 7 of 121 Next »

This item
[Record view](#)
[MARC view](#)

Actions
[Print](#)
[Email](#)

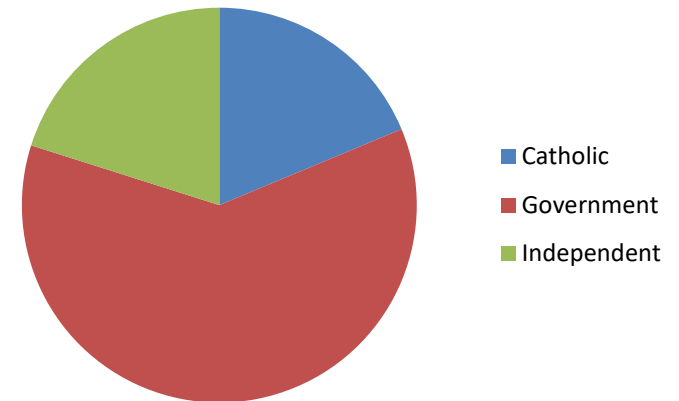
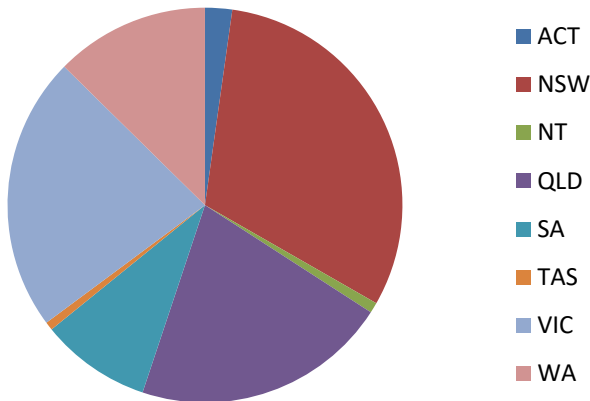
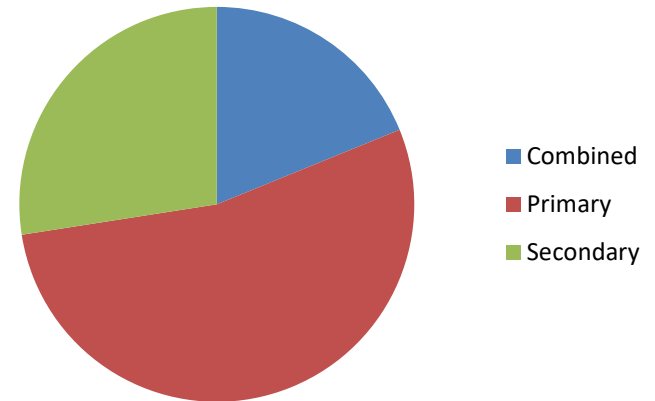
Social bookmarks
[Diigo](#)
[Google](#)
[StumbleUpon](#)

Google Books:
 [About This Book](#)



The Survey

- Online survey
- Feb-Mar 2016
- N=586
- Representative of Australian schools



Resource Alignment is most desired by :

- ✓ Libraries staffed by teacher librarians
- ✓ Curriculum-engaged libraries
- ✗ School sector
- ✗ School level

Chadwick, B 2016a, 'Curriculum-Engaged School Libraries and Teacher Librarians Value Curriculum-Alignment of Resources', Paper presented at *International Association of School Librarianship Conference, Tokyo, Japan, 2016*.



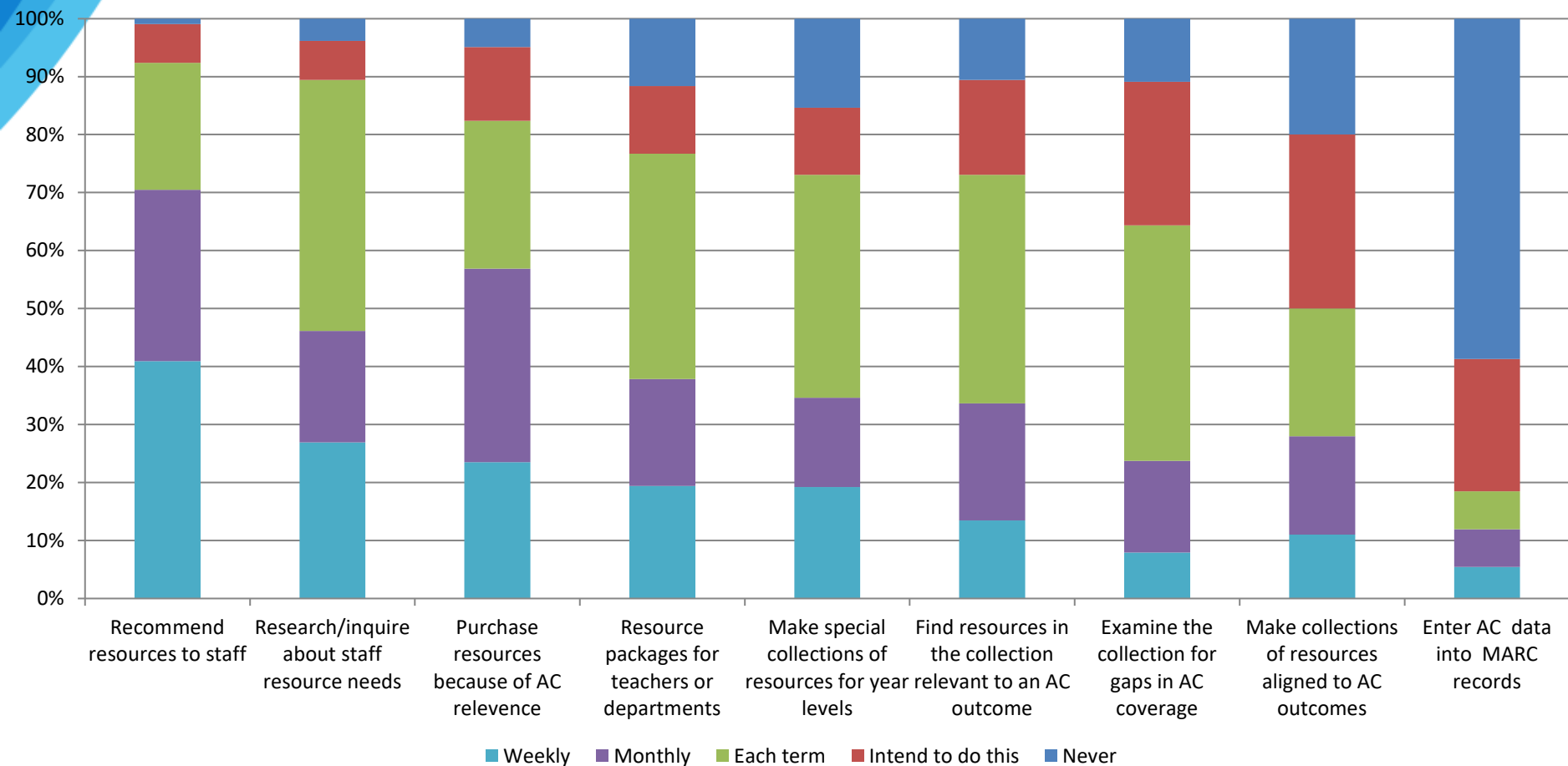
Curriculum-engaged Libraries:

Libraries supporting the curriculum

- “Supporting and enhancing educational goals as outlined in the school’s mission and curriculum”
(United Nations Educational, Scientific and Cultural Organization, 2016)
- “...provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils served”
(Australian School Library Association [ASLA], 2014)

Library Engagement:

What are libraries already trying?



A role for SCIS?

- Perceived benefits of resource alignment
- Barriers
- Considerations around implementation
- Curriculum priorities
- Who and how to do it?
- Do TLs or curriculum-engaged schools differ in their opinions?

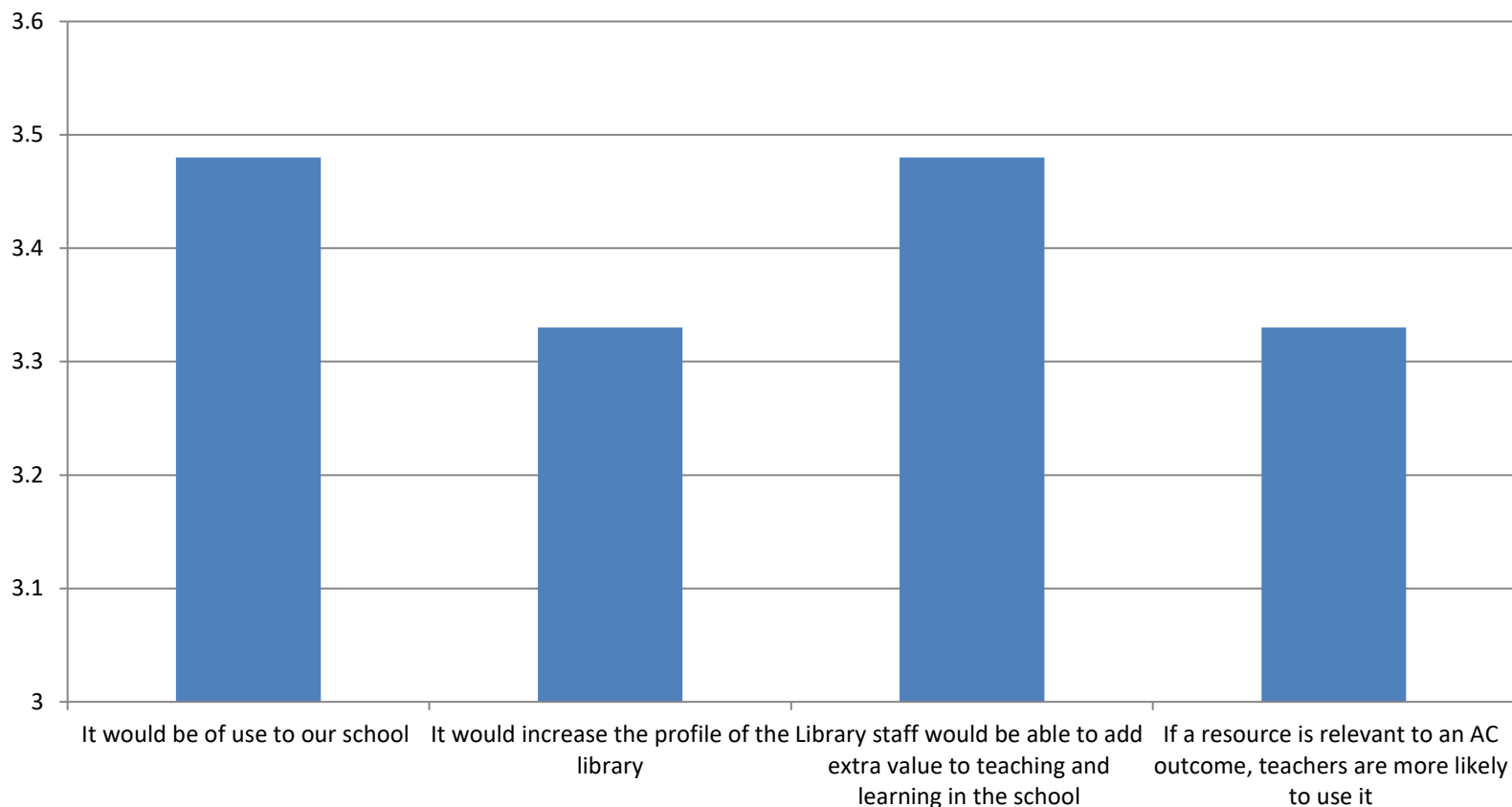
Outcomes

Scale	Details
Perceived value of alignment	4 items
Intention and barriers	4 items
Implementation issues	8 items
Curriculum priorities	9 learning areas; 7 GCs; 3 CCPs
Alignment practices	4 items

Factors

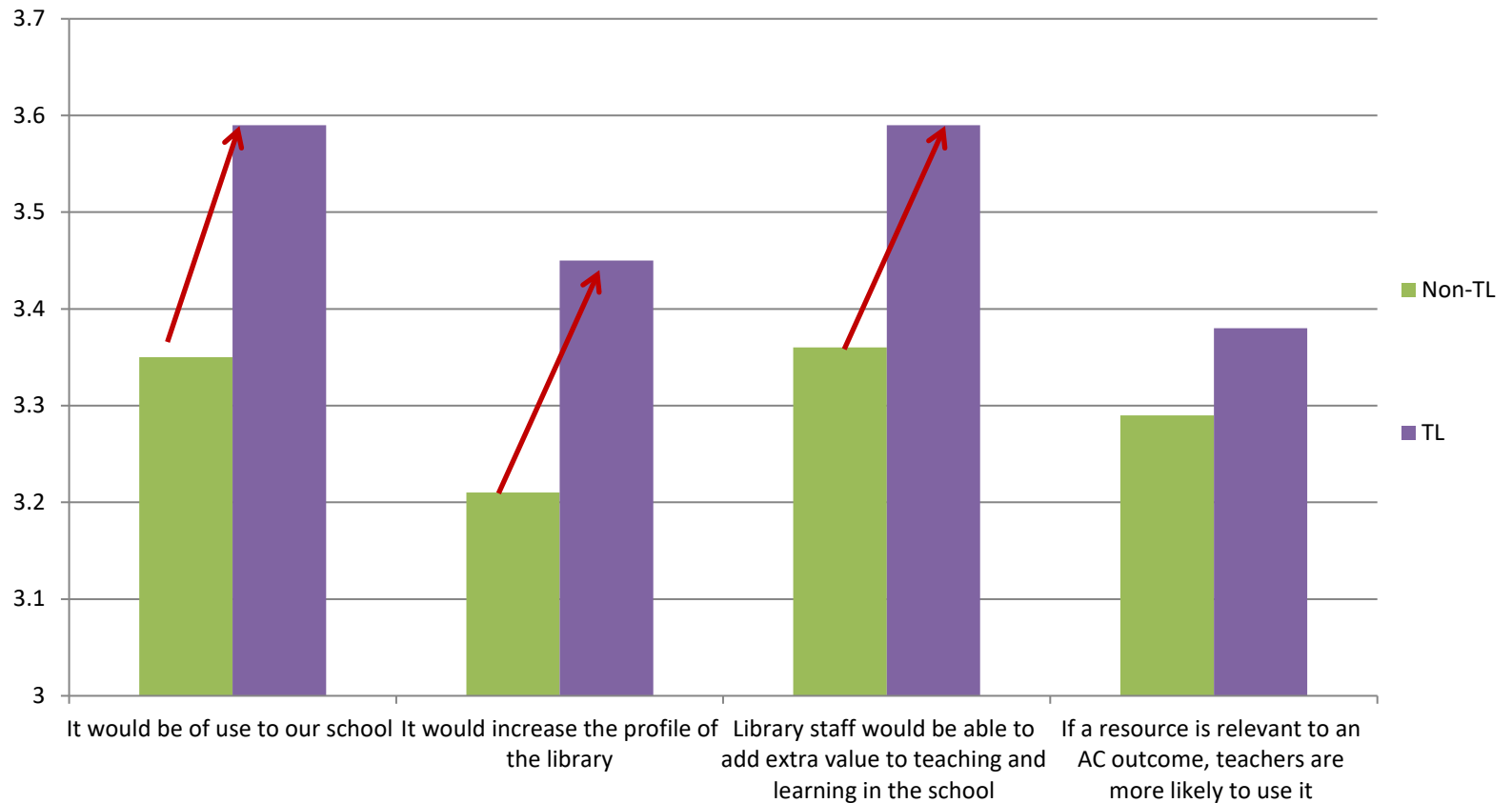
Item/Scale	Details
Library Engagement	8 item scale
Teacher librarian	Y/N

Perceived value of alignment

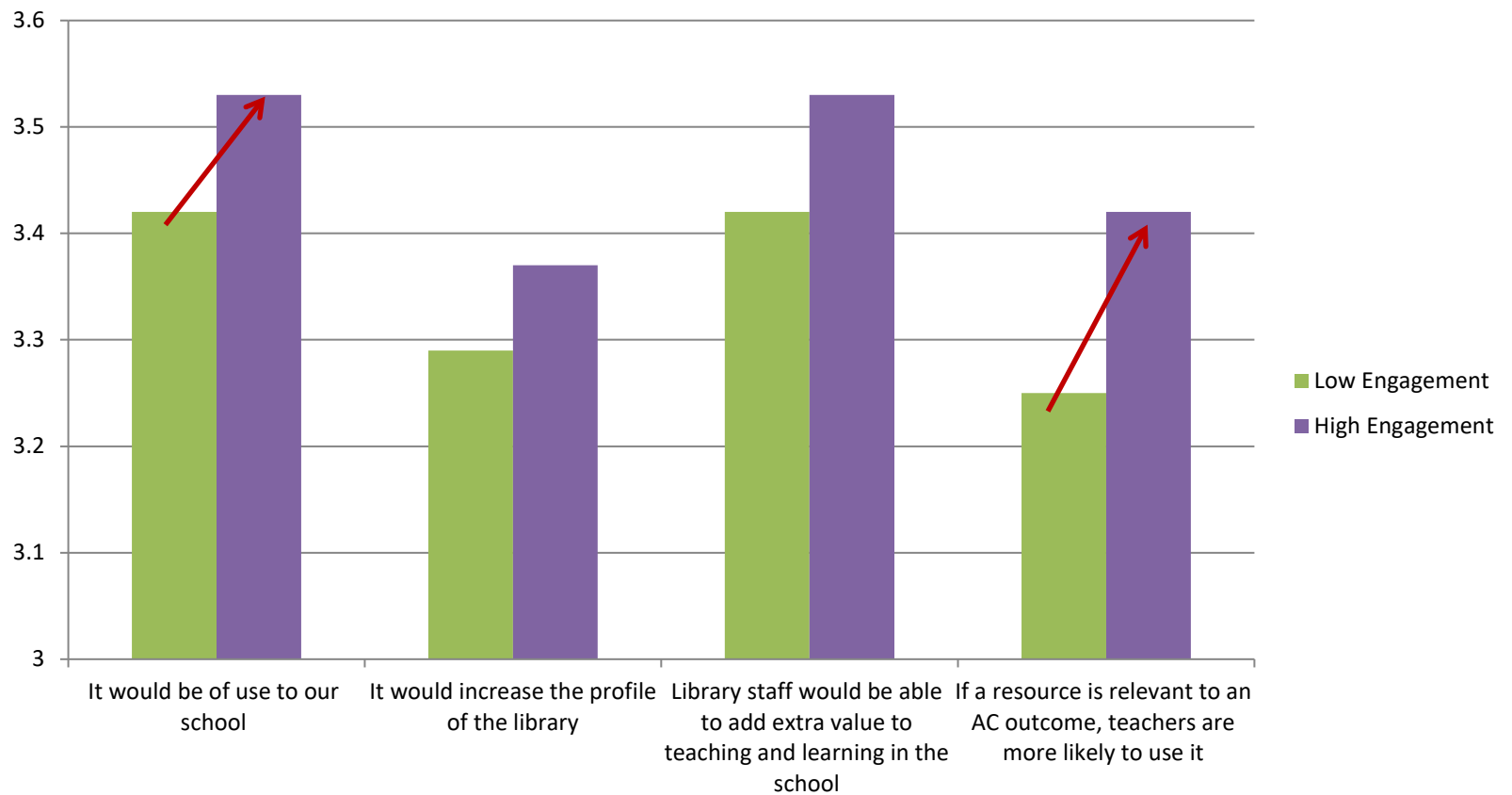


Perceived value of alignment

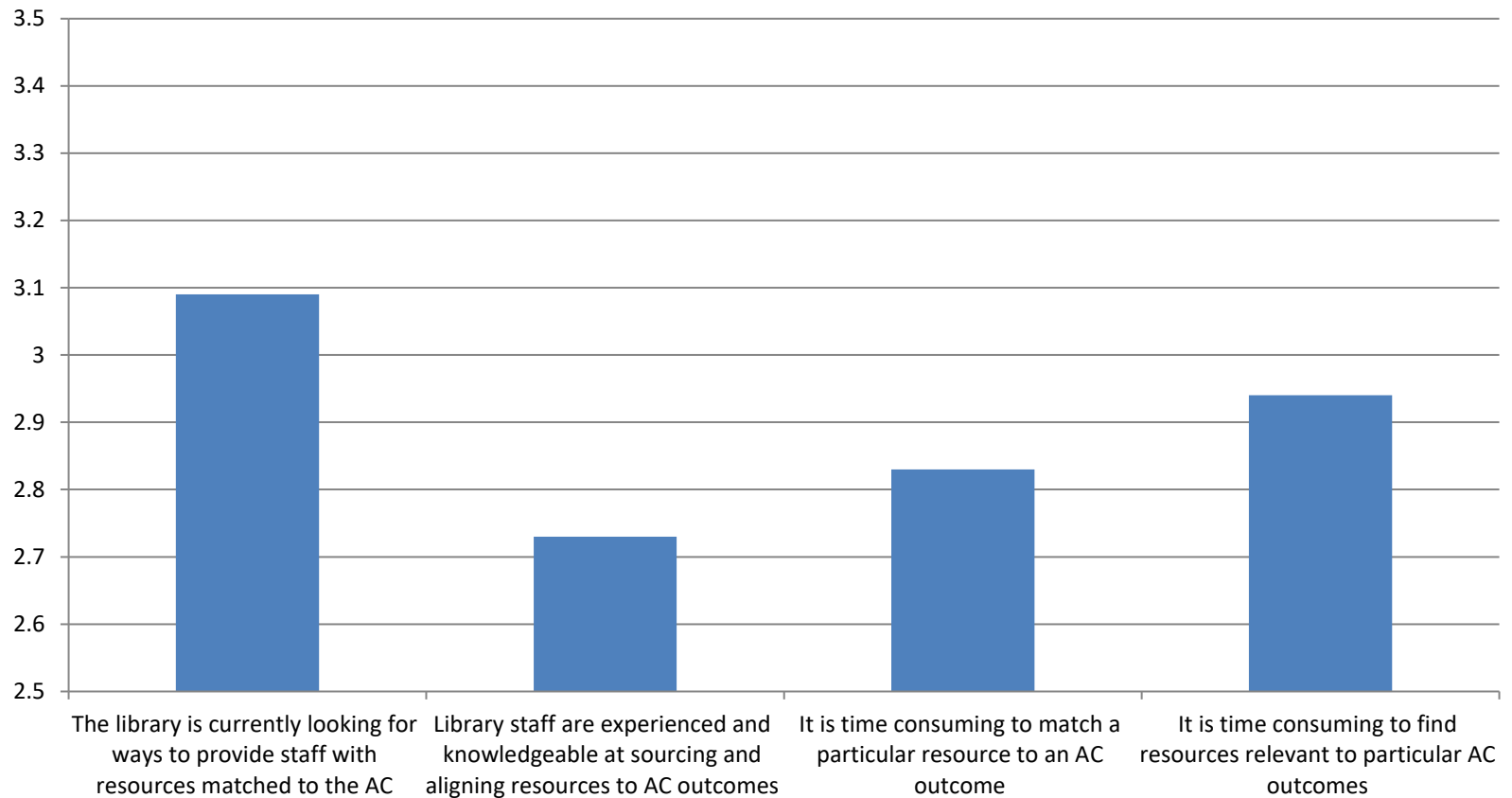
Teacher Librarians



Perceived value of alignment Engagement

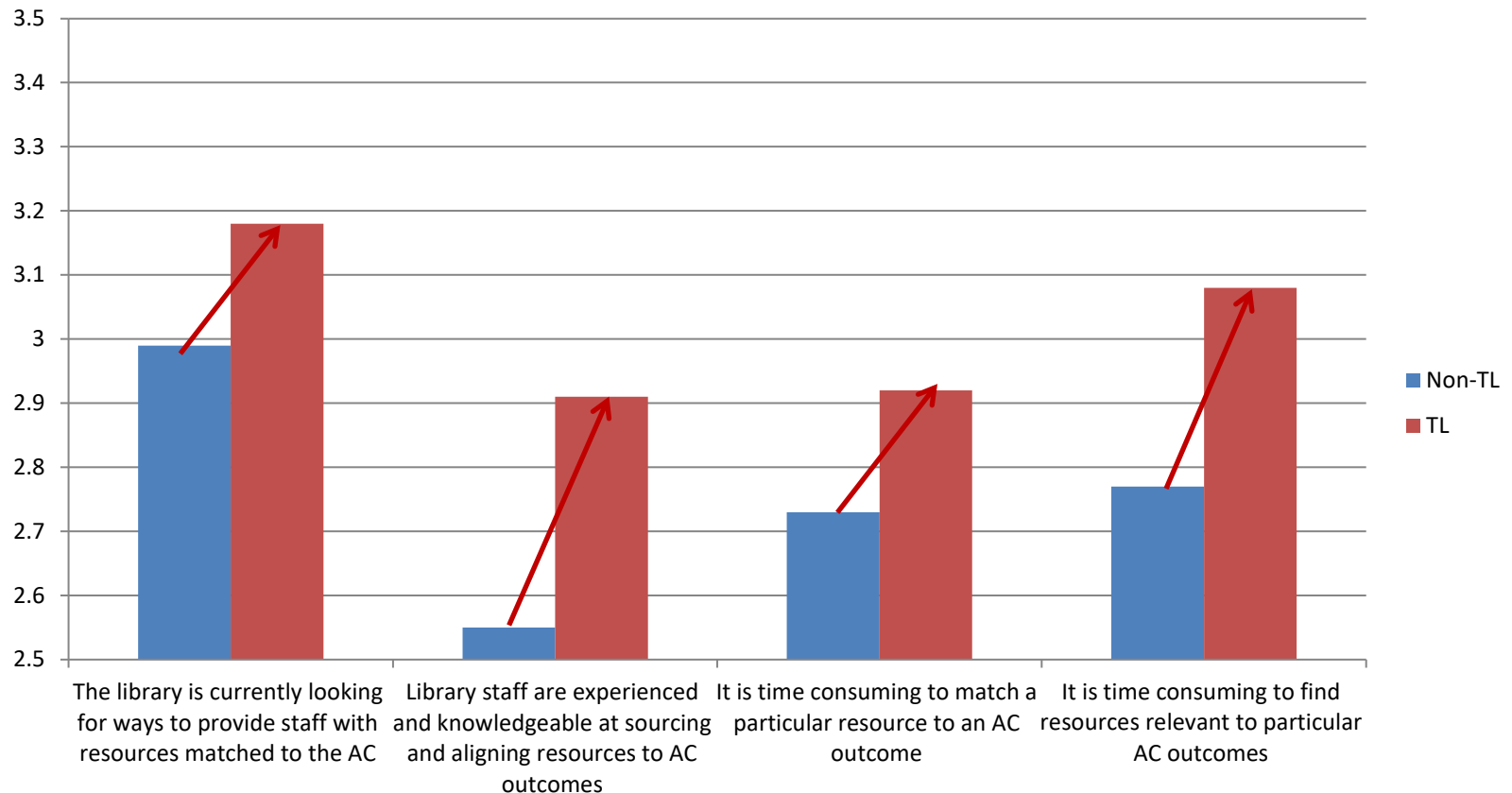


Intention and barriers



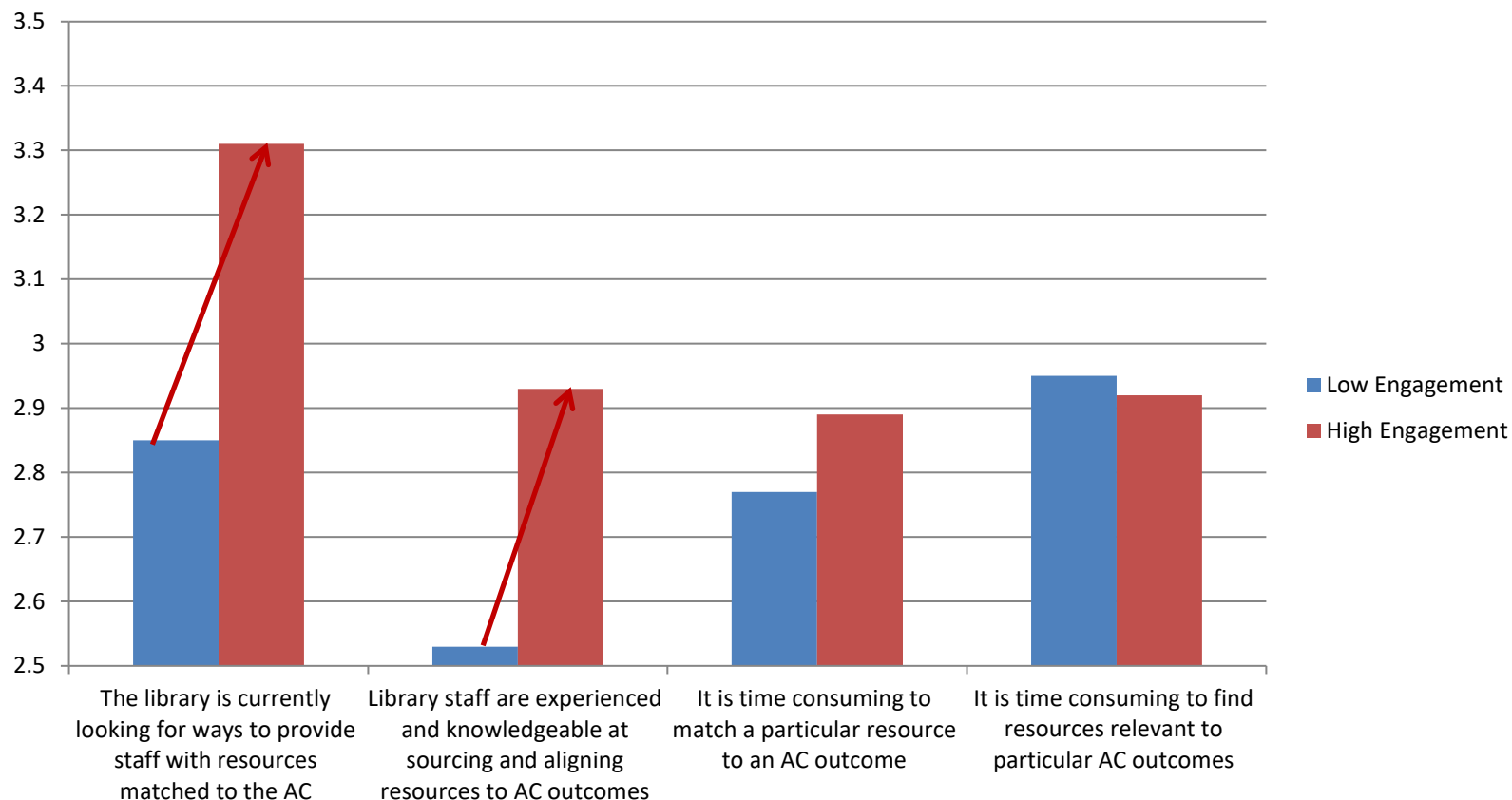
Intention and barriers

Teacher Librarians

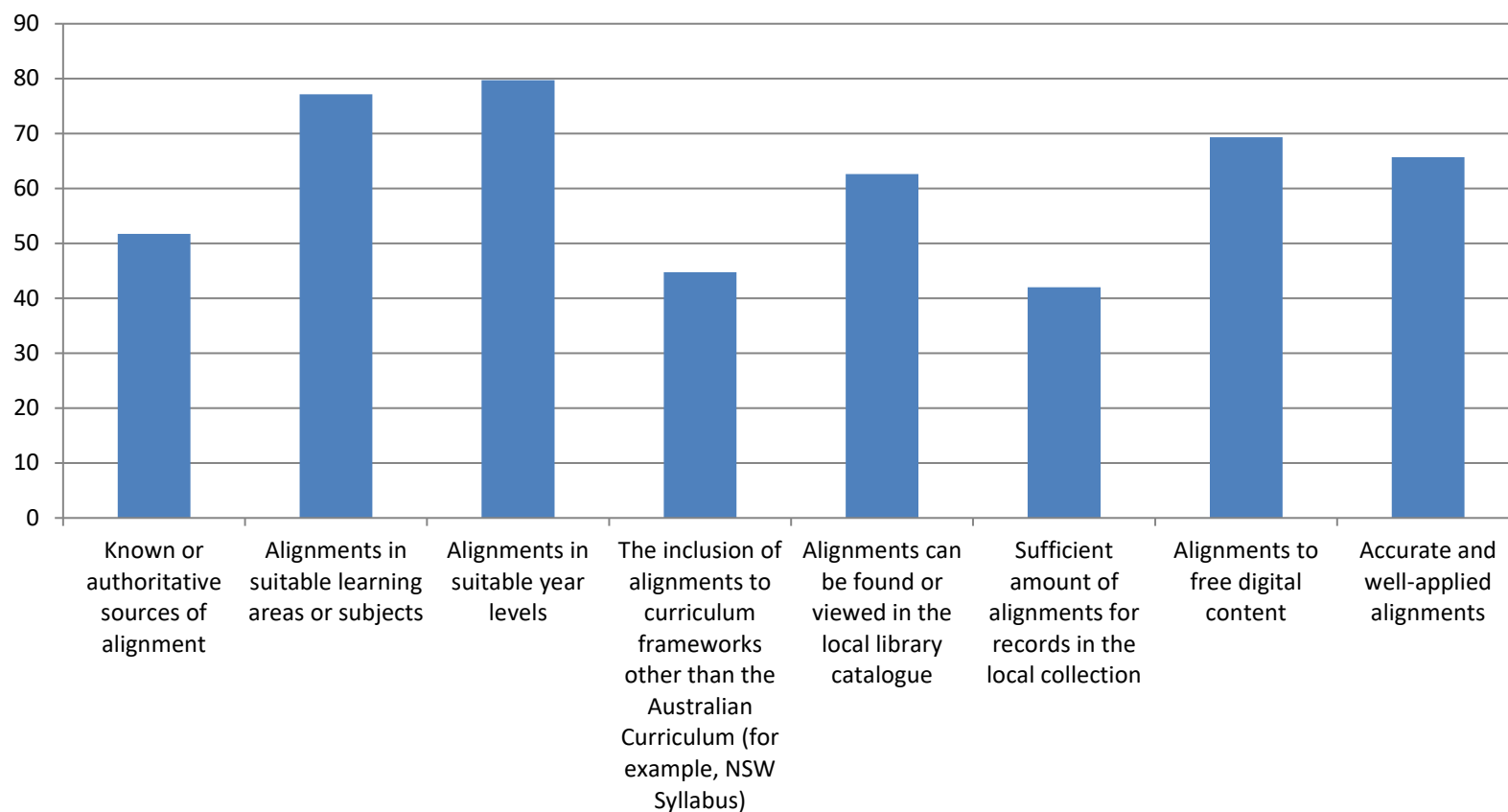


Intention and barriers

Engagement

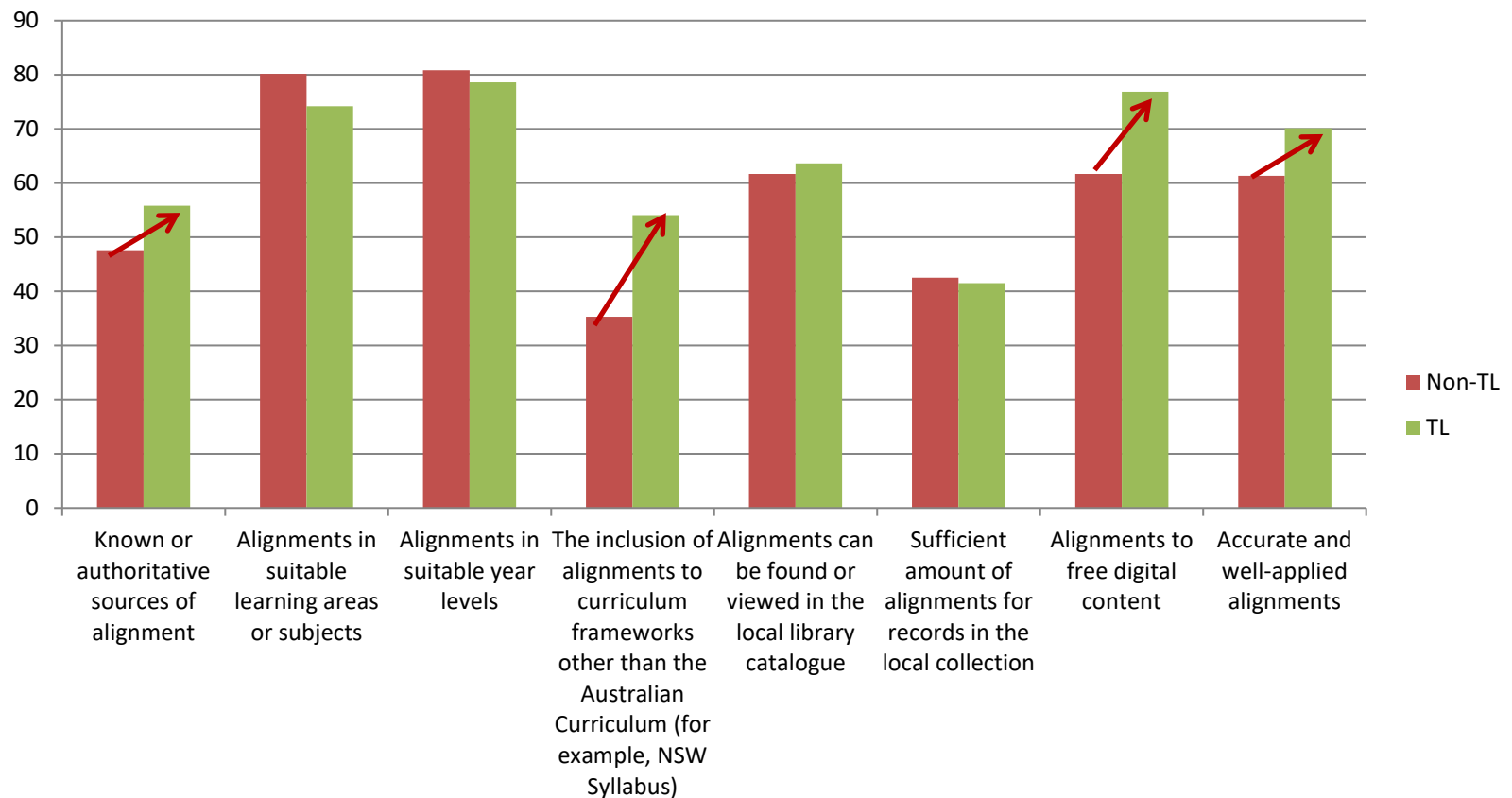


Implementation issues (%)



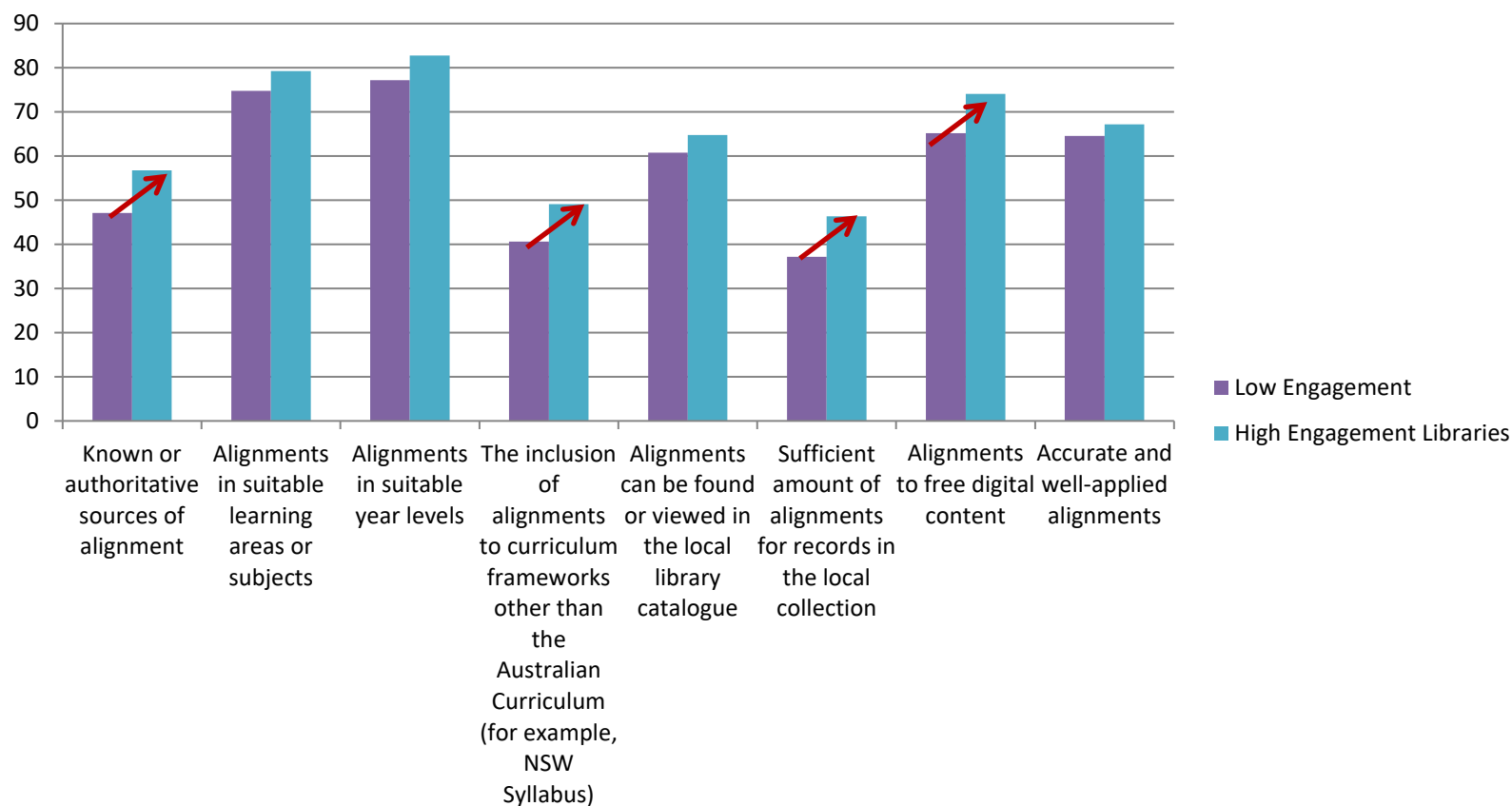
Implementation issues (%)

Teacher Librarians

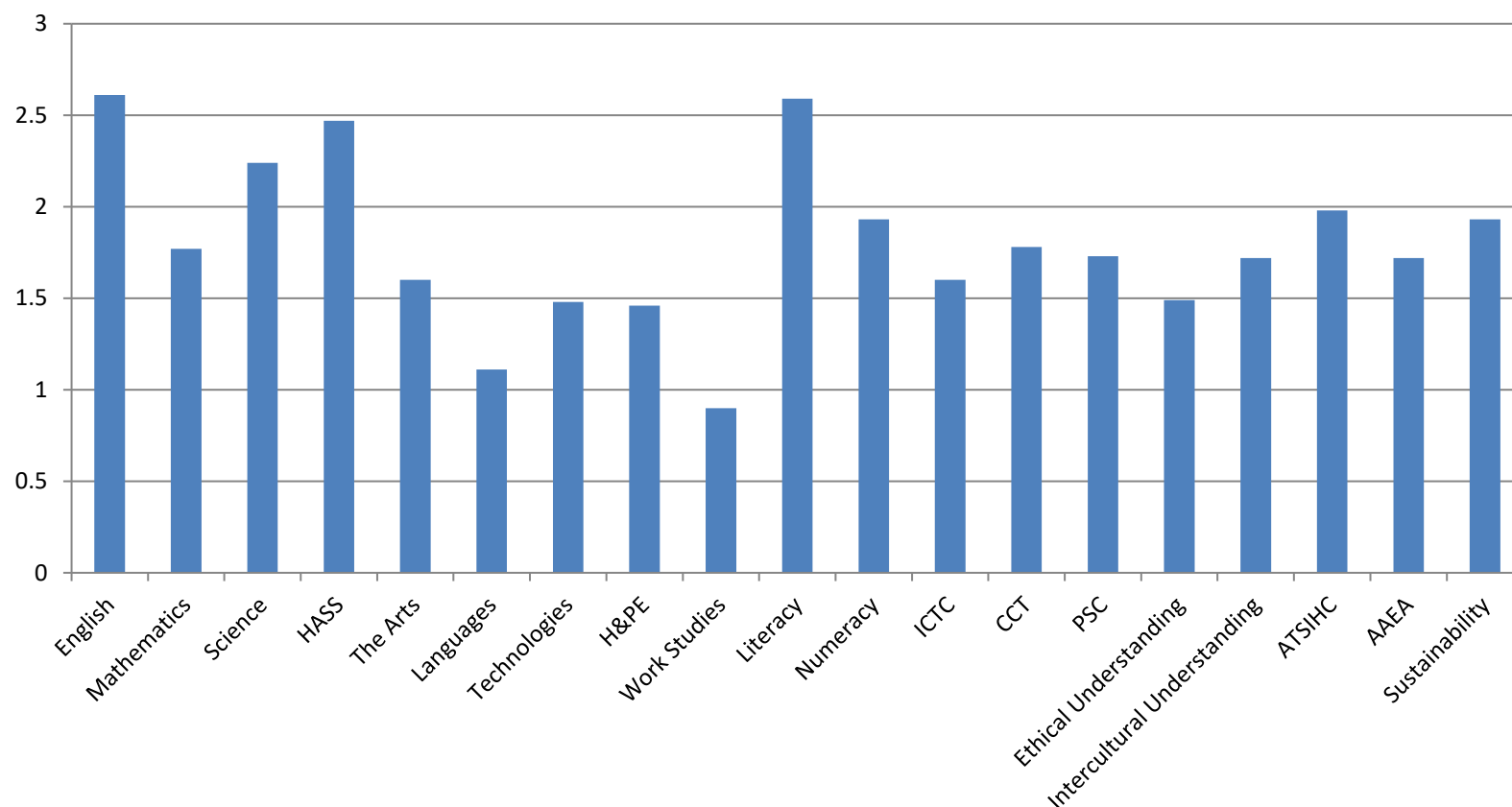


Implementation issues (%)

Engagement

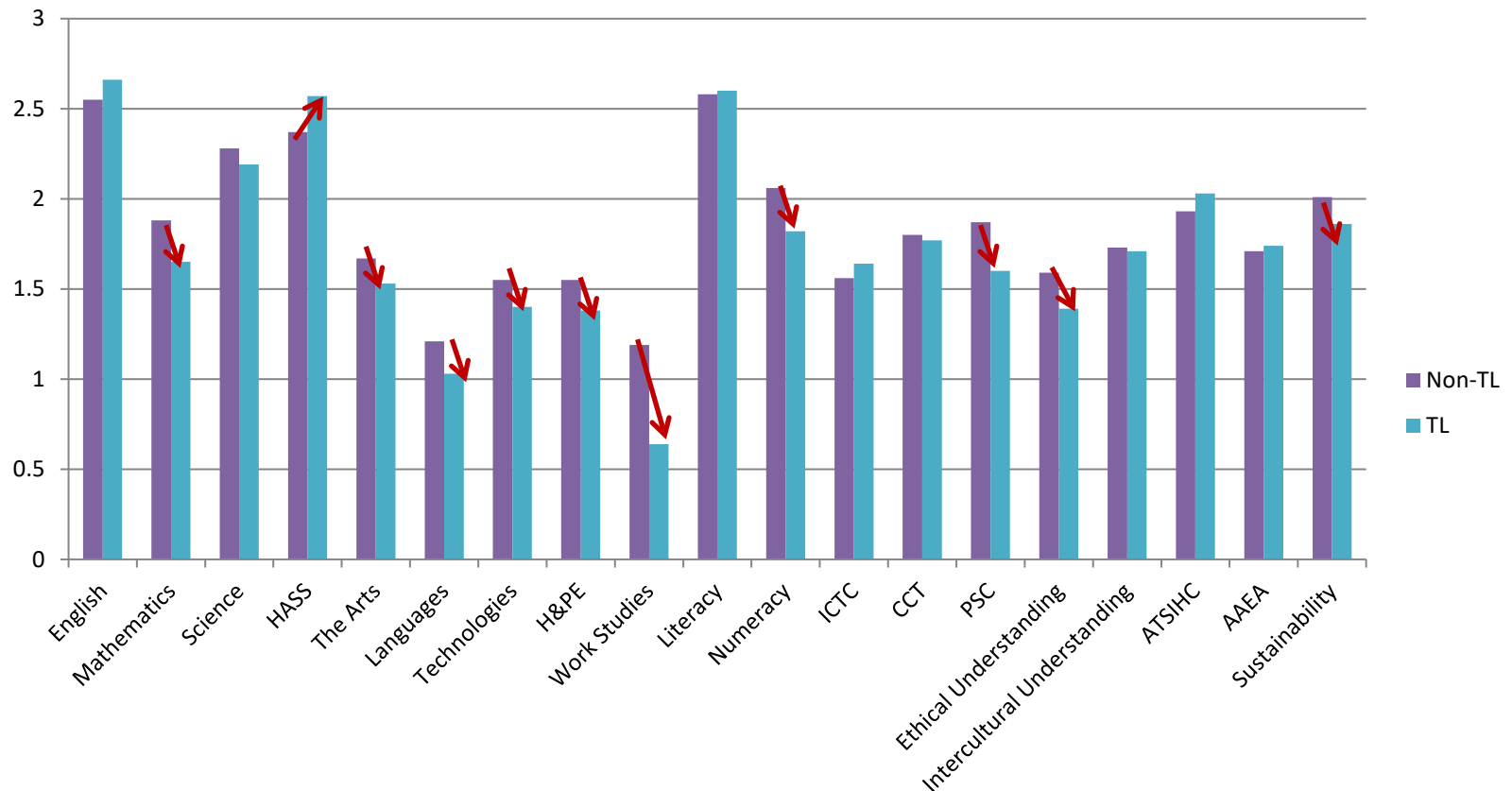


Curriculum Priorities

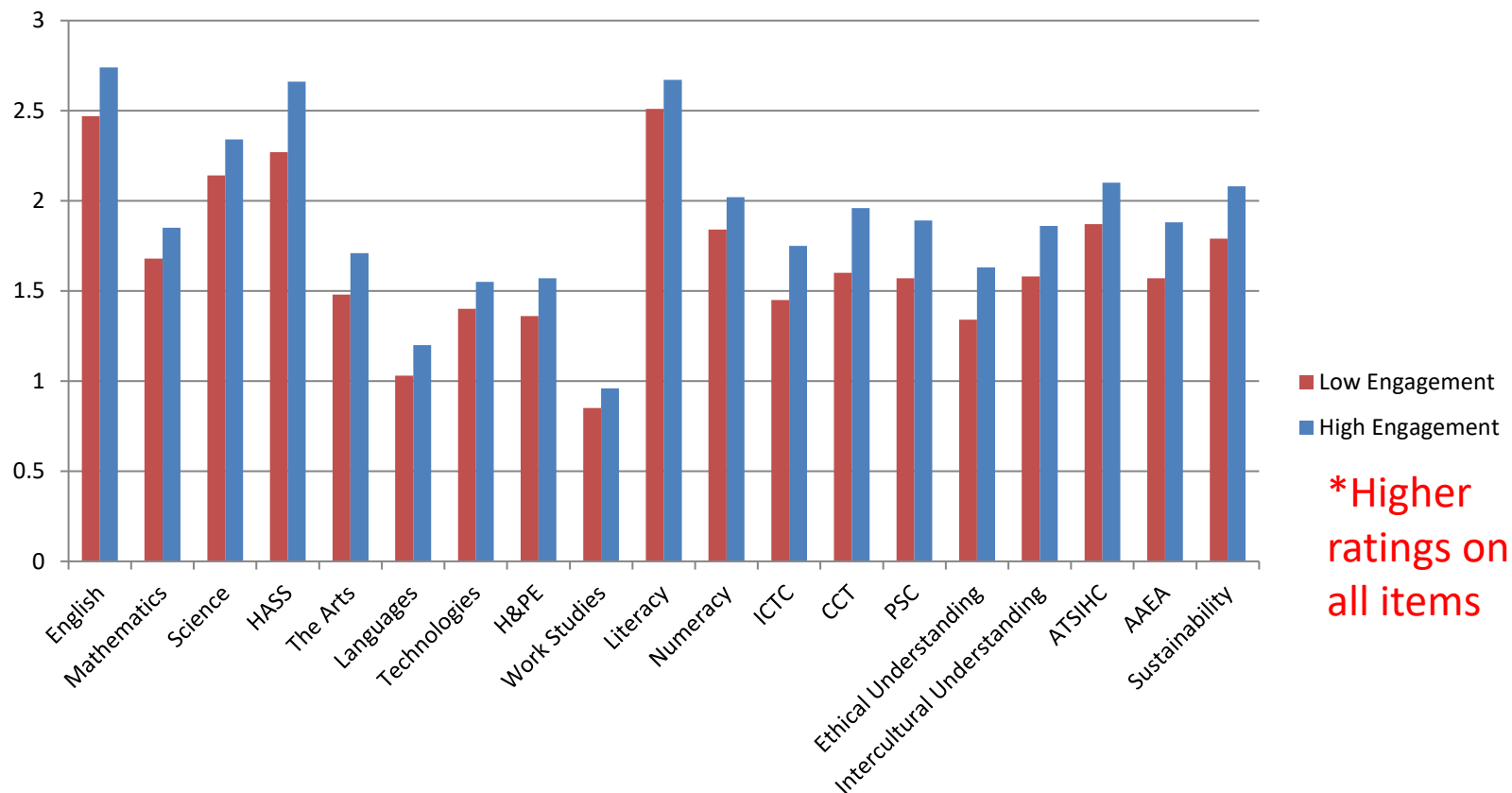


Curriculum Priorities

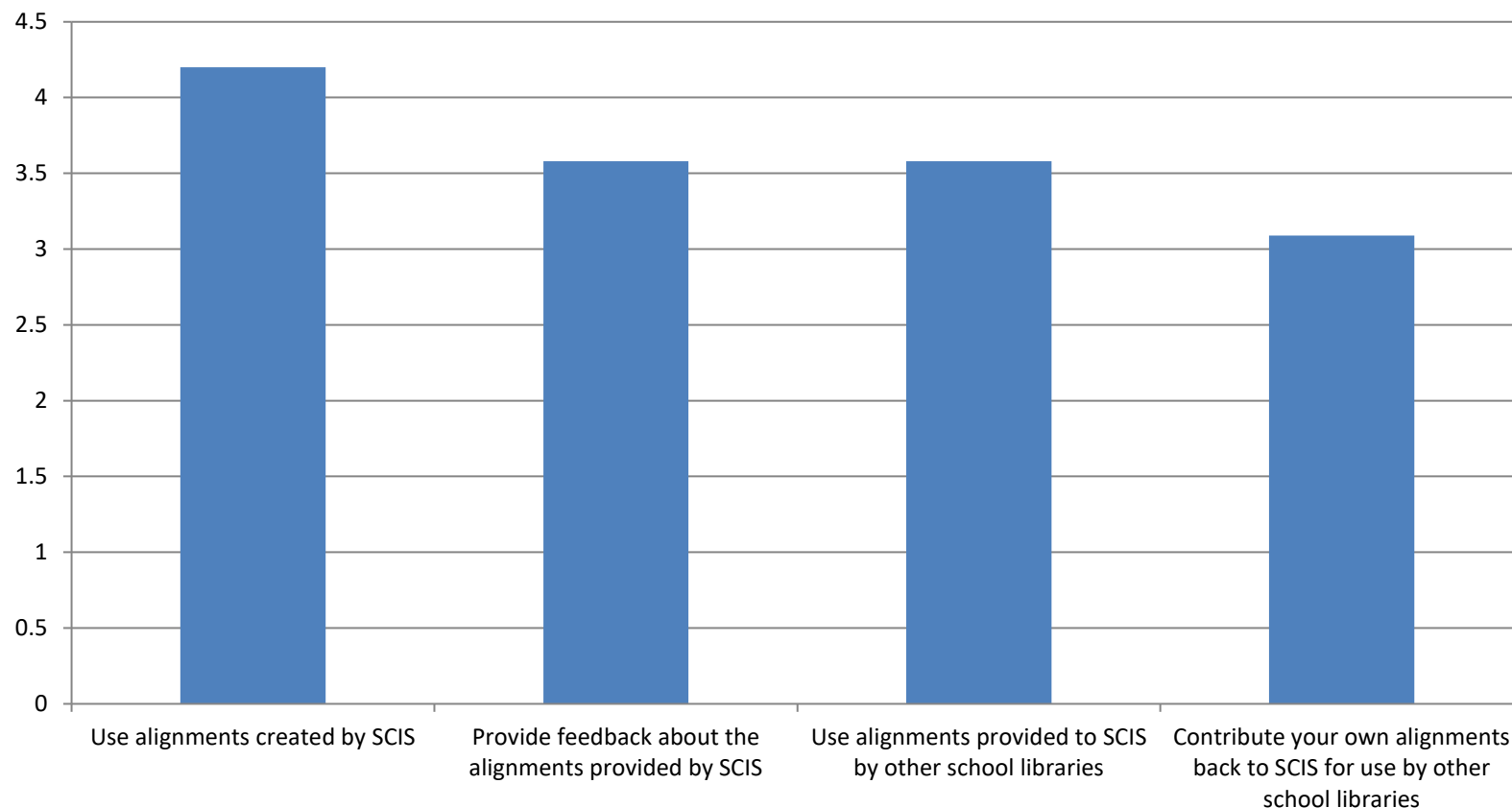
Teacher Librarians



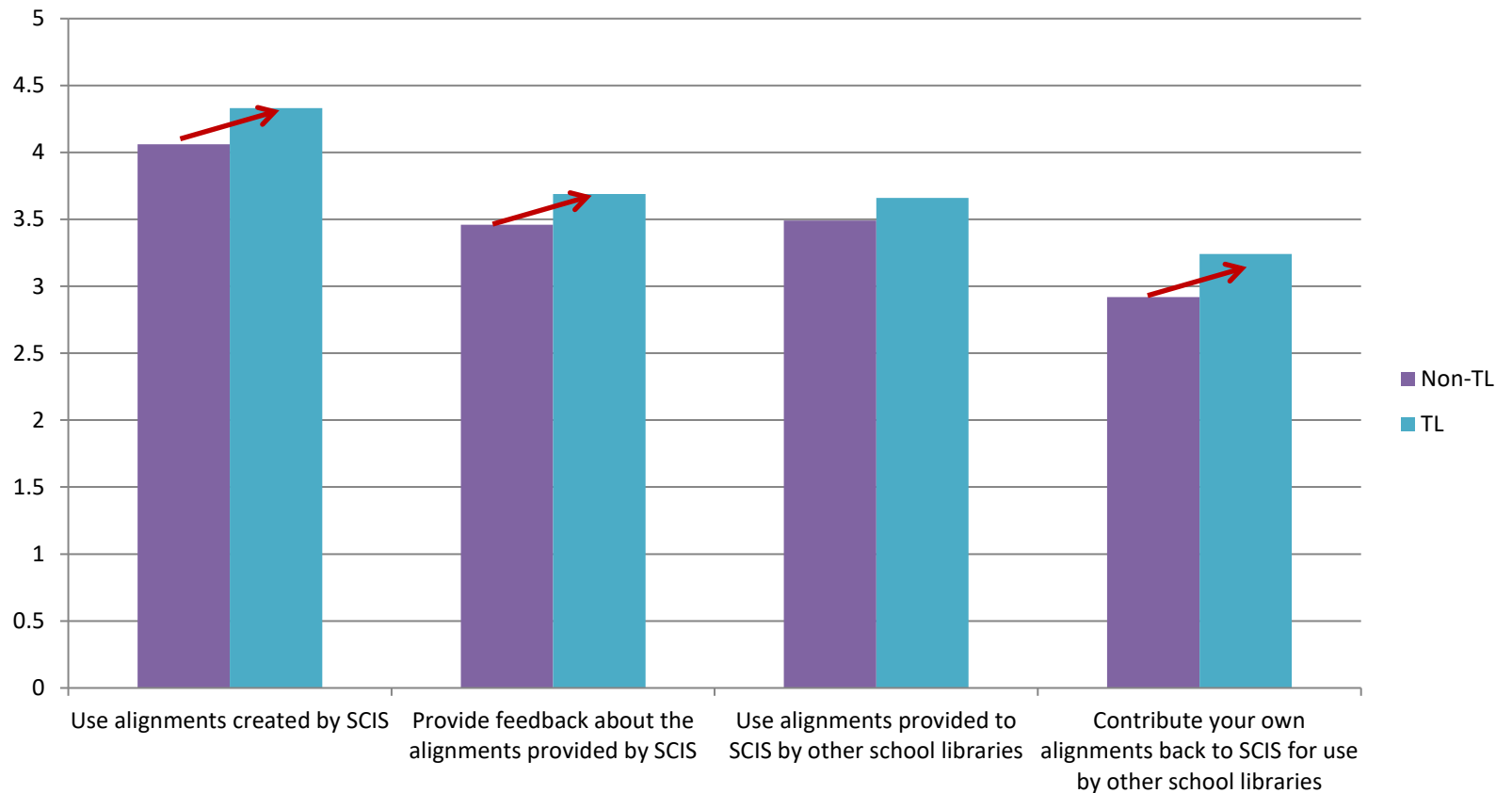
Curriculum Priorities Engagement



Alignment practices

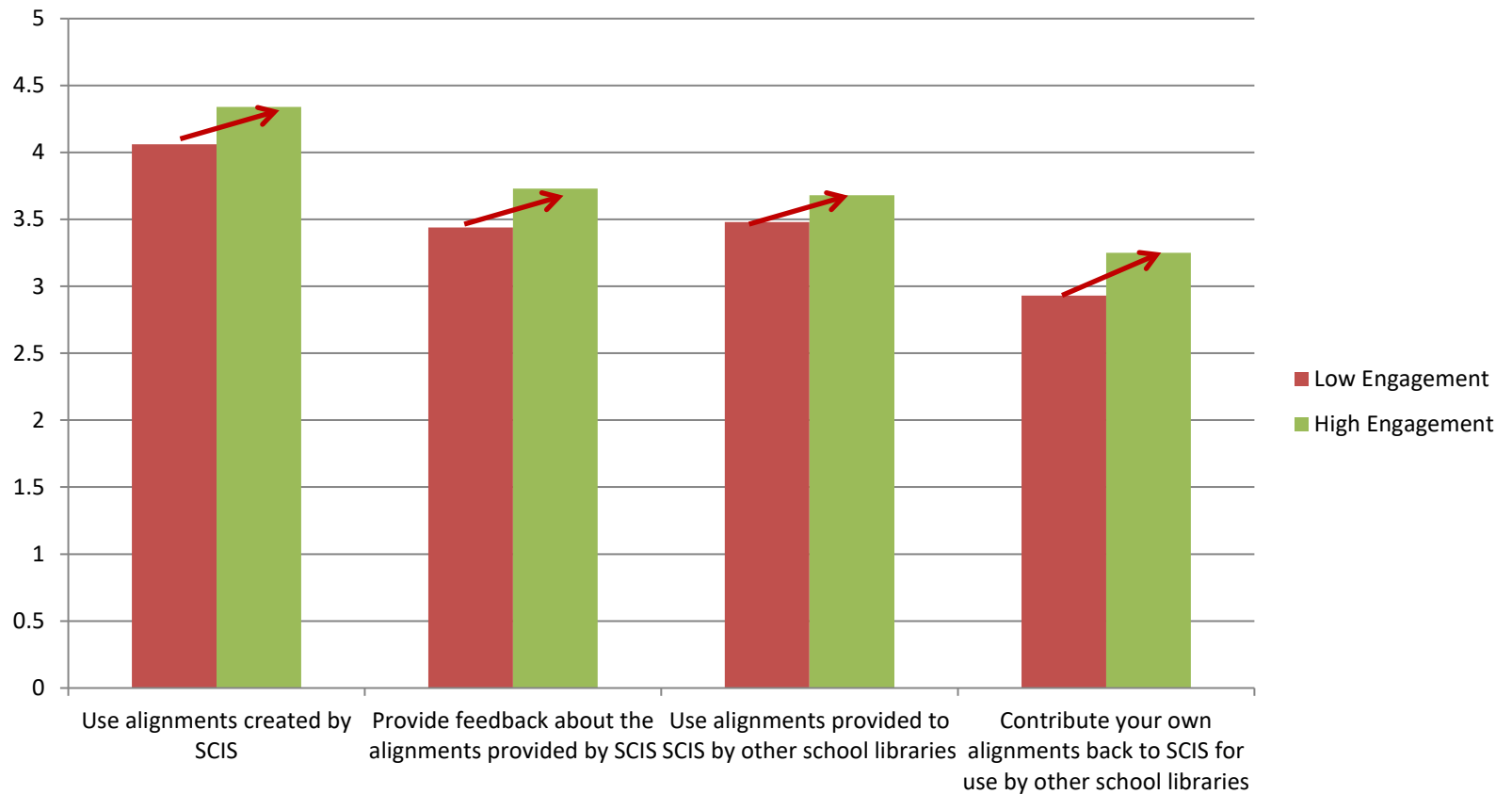


Alignment practices Teacher Librarians



Alignment practices

Engagement



Next Steps

- Trial alignment data in schools
 - Focus on digital content
 - English, Science, HASS, Literacy, Numeracy
 - High Engagement school
 - Does circulation go up?
 - Directly to staff? Curated lists? In the catalogue?
- Trial tagging tool
 - Usability
 - Uptake – by whom?
- Integration with other alignment methodologies