ABOUT THE AWARDS

The Educational Publishing Awards (Australia) celebrate 21 years of excellence in educational publishing in Australia...

Organised by the Australian Publishers Association, the Educational Publishing Awards Australia (EPAA) celebrate excellence in educational publishing. Generously supported by our long-standing major sponsors, Copyright Agency and OPUS Ligare, these awards recognise and reward the work of educational publishers in all sectors, including Primary, Secondary, TAFE and Vocational, and Tertiary education.

Now in their 21st year, the awards continue to exemplify the work publishers devote to producing world-class educational resources, and more than ever before they also showcase innovative development of digital content.

Judging of the awards is a rigorous process for the Chief Judge, 15 sector judges, and three observers. This year the panel were responsible for judging a total of 125 entries (75 of which included a digital complement or were a digital-only resource) across 20 categories, which culminated in the selection of the shortlisted and winning titles presented in this catalogue.

The Educational Publishing Awards Australia were instituted in 1994 and were originally judged by a panel of educators under the auspices of the Teaching Resources and Textbook Research Unit (TREAT) at the University of Sydney. Today, the awards are judged by experienced educational publishing professionals under the direction of Chief Judge Mike Horsley, Director of the Learning and Teaching Research Centre at Central Queensland University, who has been the Chief Judge of the awards since their inception.

We thank everyone who has been a judge and all publishers who have entered resources for judging over the last 21 years. It is our ambition that these awards continue to raise the bar for excellence and the profile of our industry for many more years to come.

The Australian Publishers Association thanks Olga Lavecchia for designing the logo for the EPAAs.

Keywords: pathway, journey, education
Concept: A single stroke in the shape of an ‘e’ represents the pathway to an educational journey. A standalone ‘e’ is iconic and powerful while remaining playful and fun. ‘e’ is also symbolic of education, e-learning, environment.
Look: The graduated colour used brings the ‘e’ to life. The gradient helps to soften a stroke and gives an overall feel of an educational journey. By merging three distinct levels of schooling primary, secondary, tertiary, and the transition through the three.
Cambridge HOTmaths FUNdamentals – iPad application
Rachel Neely
CAMBRIDGE UNIVERSITY PRESS

Cambridge HOTmaths FUNdamentals provides a useful supplementary resource for students to practice and consolidate basic maths skills. The app is simple to navigate and the activities give immediate feedback to the user.
The power of PM eCollection is to create reading groups, allocate books, view progress, listen to student recordings and view personalised wordlists all within an easy-to-use online platform and app. Teachers have control over information about the breadth and depth of student reading. The iPad app, with 200 eBooks, enhances the print-based PM reading program.

Pearson English is a comprehensive package of fiction and non-fiction reading material, games and assessment. Activities incorporate lower- and higher-order thinking skills and integrate Australian Curriculum content. Components are linked in a cohesive and effective way through the teacher website and student profile. It caters for different learning styles and for differentiation.
Power-Up is a targeted product that has wide appeal and application. It is unique in its approach to helping students enhance performance to achieve success by identifying and improving cognitive strategies. Clearly presented, well-designed and practical in its application, it delivers contemporary and relatable video content.
The Oxford Australian Curriculum Atlas Years 3–4 and its Professional Support combine topics from science, geography and history to present a cohesive package for teaching and learning social studies. Digital content includes an interactive dictionary, maps, videos and worksheets. Combined with the hard-copy atlas, the resource is a handy reference for young learners.

Oxford Literacy Assess sets a new standard with its innovative and functional digital testing and data recording features. The reading assessment is comprehensive and thorough, and the student assessment texts are appealing and contemporary. This resource will influence how other benchmark assessments are produced.
The digital features of Oxford Literacy Assess provide educators with powerful and effective data-capturing tools for monitoring, analysing and sharing reading assessment data in 21st century classrooms.
What was the original vision for the awards?

We wanted to celebrate innovation. Innovative publications often hit the market but it takes a long time for what made them innovative to make an impact, and then gradually that innovation becomes standard practice. I've also been doing research on teaching and learning materials for many years and wanted to infuse educational publishing with research.

Of course the categories have changed and who judges has changed but by and large the idea of the awards and the evolution of educational publishing over the last 21 years. Mike Horsley is currently the Director of the Learning and Teaching Education Research Centre at Central Queensland University.

Did you expect the awards to continue for 21 years?

No! If you think of all the changes in the industry, and the fact that all these changes come along so regularly, I never thought for a moment that 21 years later we would still be doing this. But on the other hand, celebrating educational publishing is a pretty important priority for me, so I'm glad we're still going.

What challenges do judges face?

I always speak about the when I brief the judges. I think a danger that they will be too hard on their own material, or too soft. You have to be able to look at publications you may have had involvement in objectively and with balance. Initially it can be a problem, but with any 5 years of judging, people seem to do it very well. Of course we have processes that get around it too – people must disclose what involvement they've had with products and we get independent views sometimes depending on the circumstances.

You've been Chief Judge since the awards' inception. What are your key responsibilities?

My critical responsibilities are to be independent, and to interest with the APA in such a way that the awards maintain the promotion of innovation, the sense of celebration. I also ensure the validity and reliability of the awards process.

Another important responsibility is to be cool. Often people can get very emotional about an educational publication that they have poured their heart and soul into, or that is critically important for them in their work. I maintain a perspective on the material – how it would actually be used in the classroom, or that it's very interesting in how students would use the material – how it would actually be used in the classroom, which is very outstanding.

What have you observed about how the awards have evolved?

Our original vision was that the awards would promote innovation, but in the larger term what they have actually done is set some sort of benchmark for standards. What's aided this development is that since 2003 we have had peer judging. Most judges tell me they've learned a lot - they've looked at the whole corpus of material from publishers, they've taken time to sit down and unpack what other publishers and authors have done. So I think the standards component has accelerated in the last 10 years.

What makes a good EPAAs judge?

My observation over the years is that the judges are incredibly diligent. They go out of their way to look through all the material at a high level. They're very skilled because they know how to divide material and ethical. I've often seen judges voting against their own products and we get independent views sometimes depending on the circumstances. They must disclose what involvement they've had with products and we get independent views sometimes depending on the circumstances.

Did you expect the awards to continue for 21 years?

No! I've always been mainly interested in how students would use the material – how it would actually be used in the classroom, which is very outstanding.
Have you ever had to step in as Chief Judge?

Quite a few times panels have been completely divided and haven’t been able to negotiate a way forward. That’s when I step in and provide an argument for one choice or another. Normally I have a pretty good idea of all the entries and share my view of the quality. Generally that resolves the situation, but my responsibility as Chief Judge means that I reserve the right to make a final decision, especially when there’s a lack of clarity or inability to move forward otherwise.

What does being the Chief Judge mean to you after 21 years?

Commerically produced teaching and learning materials are incredibly important, and even more important for teacher planning, so I believe if I’ve had any impact on improving materials that have been produced for this then I have indirectly helped students achieve and learn, and teachers plan. That’s one of the reasons I do this. I also have a long-term interest in research in teaching and learning materials – I’m president of the international research association in this area, I’ve been involved in development of textbooks in many countries, I’ve provided advice to governments and ministries, and so the awards are part of a package of trying to improve teaching and learning materials so that the students learn more and teachers plan better.

What do you see for the future for the awards?

All these things evolve. If we look at the first time the awards were run it was a very in-house affair with APA people. I’m not even sure we had a PowerPoint! From that to the slick modern production we have now where publishers have really taken control – I think it’s a pretty powerful academy awards for educational publishing. Obviously there’ll be changes in the operations of publishing houses and the way we reach out to the educational community – that’s our greatest need, to get more awareness in the education community about the part that publishers play.

About Mike

Mike Horsley is the Director of the Learning and Teaching Education Research Centre at Central Queensland University and the Quality Learning Specialist in the Access to Quality Learning Program at Central Queensland University.

Starting his career as a secondary school teacher, Mike became president of the Economics and Business Studies Teachers of NSW, and went on to become Deputy Director of the UNESCO/UNDP/IOE regional vocational education curriculum project in the 11 countries of the South Pacific. With Ni-Vanuatu partners he established a new business school in Vanuatu and has been along time resident of Samoa and Fiji. Between 1991-2001 he was the Director of the Diploma in Education at the University of Sydney, and foundation Director of the Master of Teaching, the world’s first case-based teacher education program. This led to appointments on Board of Studies Curriculum Committees and to the Review of Teacher Education in NSW.

For almost 10 years Mike conducted learning and homework centres for Sydney’s Islander Communities. He is a world authority on homework research and co-author of Reforming Homework, published by Palgrave Macmillan in 2012.

Mike is currently the President of the International Association for Research on Textbooks and Educational Media (IARTEM), and is the lead editor of the IARTEM journal.
SECONDARY: STUDENT RESOURCE – JUNIOR

Artwise: Visual Arts 7-10 for the Australian Curriculum
Glen Iris
Jacaranda (Wiley)

Core French Modules 1-4
Eneline Layton, Victoria Taylor
Macmillan Education Australia

Oxford English 4: Knowledge
and Skills Australian Curriculum
Susan Bliss, Lorraine Chaffer, Greg Reid
Oxford University Press

Oxford Insight Science
Jenny Zhang, Diane Alford, David McGowan, et al
Oxford University Press

Artwise: Visual Arts 7-10 for the Australian Curriculum
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Oxford Insight Science
Jenny Zhang, Diane Alford, David McGowan, et al
Oxford University Press

Maths Quest 7, 8, and 9 for NSW Australian Curriculum + assessON
Blackman, Boucher, Cahn, et al
Jacaranda (Wiley)

Oxford Insight History
Mark Easton
Oxford University Press

Artwise: Visual Arts 7-10 for the Australian Curriculum
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Oxford Insight History
Mark Easton
Oxford University Press
SECONDARY: STUDENT RESOURCE – JUNIOR

HIGHLY COMMENDED

Obento Supreme Student Book
Obento Deluxe Student Book
Anne Fisher, Ayako Lyons, Jacqueline Barton, et al
Cengage Learning Australia

Welcome to My Country
Laklak Burarrwanga,
Dr Sarah Wright,
Dr Sandie Suchet-Pearson, et al
Allen & Unwin

HIGHLY COMMENDED

Canon Reloaded
Jacqueline Grassmayr
Cambridge University Press

Oxford Big Ideas Geography/History helps students develop deep understandings across the Australian Curriculum: Geography and History through a genuine inquiry-based framework. The judging panel was particularly impressed by the clean, clear design and the integration and development of key skills and concepts across Years 7-10.

The series is ideal for semester-based delivery of content, combining a range of print, digital and blended resources to suit a range of schools and delivery methods. Each topic from the curriculum is supported by a range of engaging learning resources (such as videos, interactive learning modules and self-guided assessment) to cater for a wide range of range of student abilities and learning styles.

Presented with a beautiful design, this contemporary student text makes accessing a difficult concept for most students both engaging and appealing. Logically and cohesively presented content in a conversational tone makes the text accessible to all students. An attractive, fresh design with a variety of activities.

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SECONDARY: STUDENT RESOURCE – SENIOR

**Making and Breaking the Law 10e**  
Jules Aldous, Kathy Lapsanas, Victoria Blackston, et al  
Macmillan Education Australia

**New Century Maths 12 Mathematics General 1 and 2 HSC Course**  
Kitty Bourne, Sarah Harries, Margaret Willet, et al  
Macmillan Education Australia

**Oxford Insight Mathematics General HSC**  
Jim Ouliaris, Bianca Crawford, Leanne Newson, et al  
Oxford University Press

**The Legal Maze**  
Jim Ouliaris, Bianca Crawford, Leanne Newson, et al  
Macmillan Education Australia

**English in Year 11**  
Robert Bramhead, Sue Sherman, Elizabeth Tulloh  
Insight Publications

**Staging Ideas**  
Stephen Curtis  
Currency Press

CATEGOR Y WINNER

**Oxford VCE Psychology**  
Roger Edwards, Karen Marango, Vicki Moore, et al  
Oxford University Press

The *Oxford Psychology* series encompasses a textbook, a work book and obook/assess as a complete package. The judges felt that the series is beautifully presented and accessible whilst still containing the academic rigour required in this area of study. The illustrations and visual stimulus matter are of a high quality. Each chapter has been evaluated by an academic member of the faculties of Education, Medicine or Psychology from Monash University which enhances teacher and student confidence in the subject matter.
This resource is a handy and practical handbook for teachers, discussing key ideas in accessible and practical ways. The judges particularly liked the design feature of highlighting experts in the field through biographies and felt that the theoretical perspectives encouraged deeper thinking through case studies.
A clearly structured and well designed resource, *Shirabeyo* is an excellent reference that supports students in not only senior years, but potentially junior secondary years as well. The judges agree that this resource is a comprehensive reference book that effectively captures essential information in a complex subject area.
iCan Speak French Modules 1-4
(Course App)
Emilie Layral, Victoria Taylor
Macmillan Education Australia

secondarY: outstanding digital resource categorY winner
**Meet Our Judges**

**Kim Armitage**
- Kim Armitage has been Publishing and Marketing Director for over ten years. Kim has more than 15 years of experience in higher education, scholarly and trade publishing.

**Robert Ashworth**
- Senior Publisher, McGraw-Hill Education
- Robert is responsible for all aspects of publishing at McGraw-Hill Education. His passion is for developing teaching and learning resources that blend traditional text content with emerging learning technologies to allow institutions to teach their courses in different modalities and to engage the students of today. Robert has been instrumental in bringing what McGraw-Hill believes to be the first truly adaptive learning and reading experiences in Australia with LearnSmart and SmartBook.

**Daniel Aspinall**
- Content Development Manager, Secondary Division, Pearson
- Daniel’s career in educational publishing spans more than 12 years and involves researching, identifying, developing and evaluating learning solutions to help people achieve their learning goals. Sabine has now been in the industry for over 15 years. She is passionate about engaging the next generation learning relevant and engaging.

**Sibbha Balick**
- Content and Learning Specialist, Literacy and Numeracy, School Division, Pearson
- Sibbha came to publishing after teaching and a corporate career in staff training and development. While her clients have changed, all her books have involved researching, identifying, developing and evaluating learning solutions to help people achieve their learning goals. She has now been in the industry for over 15 years. She is passionate about literacy in particular, and making learning relevant and engaging.

**Alicia Brown**
- Senior Learning Architect, Pearson
- Alicia taught science and geography for over 20 years in both government and independent schools in Australia and the UK. Although she has been at Pearson for more than five years, she still considers herself an educator (and of course a learner!) and takes every opportunity to be involved in helping students of all ages achieve their learning goals.

**Dominique Demegest**
- Pearson Learning, Consumer Learning
- Dominique works across a range of subject areas, including the arts and mathematics. Before joining the publishing team, Dominique was senior editor for languages at Cengage Learning. She has worked in educational publishing for over 10 years and has extensive experience in helping students of all ages achieve their learning goals. She has now been in the industry for over 15 years. She is passionate about literacy in particular, and making learning relevant and engaging.

**Fiona Hammond**
- Senior Project Editor, Consumer Learning
- Fiona Hammond has worked in the publishing industry for 15 years and is now a project manager for Oxford University Press. Since she began in publishing as a sales representative in higher education, she has also worked in academic and commissioning roles at Cambridge University Press and at Pearson, where she has had roles in several areas of the business, including customer service, permissions, editorial, and marketing. She has now been in the industry for over 15 years. She is passionate about literacy in particular, and making learning relevant and engaging.

**Michelle Head**
- Senior Project Editor, Higher Education, Oxford University Press
- Michelle Head began her career in the publishing industry as a sales and marketing assistant for Oxford University Press in 2005. Since then she has worked in a variety of roles and teams, and in 2017 she was promoted to publisher. Michelle’s primary role is to manage the production and publishing of Oxford’s range of undergraduate text books, as well as sociology, criminology and politics titles.

**Rebecca Hansen**
- Manager, SecondarY Division, Nelson Cengage Learning
- Rebecca Hansen publishes primary digital and print resources for local and export markets. She has worked in educational publishing for over 20 years in a range of editorial, production, and publishing roles.

**Carol Horgan**
- President, Prentice Hall, Macmillan Education
- Carol started her publishing career in production at Penguin before moving into editorial. After completing the Grad. Dip. in Editing and Publishing at BMET, she was trained as a reader at Cengage Learning. Editing, commissioning and publishing roles at Macmillan Education and Harcourt Education followed. For the past six years, Carol has worked as a primary publisher at Macmillan Education, across library and literacy portfolios.

**Danielle Dominguez**
- Pearson Latino, Consumer Learning
- Danielle has worked on a range of subject areas, including the arts and mathematics. Before joining the publishing team, Danielle was senior editor for languages at Cengage Learning. She has worked in educational publishing for over 10 years and has extensive experience in helping students of all ages achieve their learning goals. She has now been in the industry for over 15 years. She is passionate about literacy in particular, and making learning relevant and engaging.

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Linda Kowarzik
Publishing director, Education, Cambridge University Press

Linda Kowarzik has worked in the educational publishing industry for 18 years and has been with Cambridge University Press for nine years. She completed a Graduate Diploma in Publishing and Editing in 2003 and, after working in sales and professional development, moved into publishing in 2005. Linda has been a member of the judging panel for the Educational Publishing Awards for the past five years and Panel Chair for Secondary Education for two years.

Penny Martin
Independent Publishing consultant

Penny’s MA research (Macquarie University, 2002) focused on the complementarity of digital ancillaries with print products in textbooks, and their effectiveness. She has extensive industry experience in educational, professional and trade publishing, and was a convenor and lecturer in the Postgraduate Diploma of Editing and Publishing at Macquarie University, where she is currently an Honorary Associate and Visiting Fellow. She has been involved in the Educational Publishing Awards as both entrant and judge.

Kate McGough
Publishing Director, Pearson Australia

Kate develops and works on a range of print and digital products spanning all subject areas for years F–6. Her role allows her to explore publishing opportunities that range from creating core literacy products to online assessment and learning solutions, to reference publishing. Previously, Kate was a senior publisher at Pearson where she developed print and digital literacy resources, and a senior literacy publisher for Harcourt Education where she worked on large export projects, in particular for the US market.

Melanie Napthine
Publisher, Insight Publications

Melanie has a background in writing and editing for both educational and non-educational publications. She has particular experience and interest in English and EAL resources for secondary school level. For the past six years Melanie has worked at Insight Publications, an independent educational publisher specialising in English resources, where she is currently a publisher.

Peter Stannard
Director, Firefly Education

Firefly Education specialises in publishing primary education materials for students and resources for teachers. Peter has a science background and has taught for over 20 years in high schools in Queensland. Together with co-author Ken Williamson, he has written over 50 books for secondary science students.

MEET OUR SPEAKERS

David Barnett
Managing Director, Pearson Australia & Singapore

David Barnett is Managing Director, Pearson Australia & Singapore. Pearson is the world’s leading learning company with a portfolio that provides innovative print and digital content, online testing, software solutions and integrated services to universities, teachers, students, government and corporations across Australia and Singapore.

David has worked in the education industry for the past 27 years, in a variety of senior roles, before being appointed Managing Director of Pearson Australia in 2002. David is a graduate of Marquette University, MGSM and the Australian Institute of Company Directors.

Dr David Howes
Executive Director, Curriculum Victorian Curriculum and Assessment Authority (VCAA)

Dr David Howes has over 25 years’ experience in education as a teacher and educator in Australia and overseas, including the United Kingdom, the Middle-East and Cambodia, where he served as an advisor to the Royal Government of Cambodia from 2003-2006 as part of a major reform of school education. As Executive Director of the Curriculum Division, VCAA, Dr Howes is responsible for the development and review of the curriculum for pre-school to senior secondary education in Victoria, including the Victorian Early Years Learning and Development Framework (VENLDF), the Victorian Essential Learning Standards (VELS) and the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). He is a director of the Copyright Agency and Arrow Leadership, and Chairman of Robert Menzies College.
Project Management Essentials combines strong design with careful pedagogy and excellent digital resources. It has strong linkages to TAFE competencies and provides a resource that will inform students both during their studies and in their professional lives.

Project Management Essentials
Therese Linton
Cengage Learning Australia

TAFE & VOCATIONAL EDUCATION:
STUDENT RESOURCE

CategorY winner

Project Management Essentials: Therese Linton
Cengage Learning Australia

Senator the Hon. Scott Ryan
ParliamenTary secretary to the Minister for education and Senator for victoria, officially representing the Hon. Christopher Pyne MP, Minister for education.

Scott Ryan was born in Brisbane in 1973 and raised in Essendon. He is married to Helen, and they have a son and live in Melbourne.

He was elected to the Senate at the 2007 Federal Election as the youngest Liberal senator ever elected from Victoria. He was re-elected at the 2013 Federal Election that saw the election of the Abbott Government. Scott was appointed to the first Abbott Ministry as Parliamentary Secretary to the Minister for Education. Prior to this appointment, Scott was Shadow Parliamentary Secretary for Small Business and Fair Competition between 2010–2013 and has also served as Chair of the Senate Standing References Committee on Finance and Public Administration. Immediately before entering the Senate in 2008, Scott worked as a consultant in the health and insurance sectors as well as serving as a Research Fellow at the Institute of Public Affairs in Melbourne. Scott is a member of the Essendon Football Club, the Institute of Public Affairs and the Centre for Independent Studies and the Samuel Griffith Society.

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High standards are a characteristic throughout this resource, from the content to the production values. Carefully linked to the curriculum, it offers engaging and challenging ideas to inspire students to “think about the answer and at the same time to enjoy the questions just as much”. A robust and accessible introduction to the subject.
Primary Mathematics: Capitalising on ICT for Today and Tomorrow is a text that aligns with the curriculum and contextualises learning for undergraduate students, providing support for the teaching of mathematics and illustrating pedagogical theory with real-life classroom scenarios that exemplify principles and integrated use of ICT in the teaching of mathematics. It provides strategies and guidance for teaching in a range of educational environments, tackling issues such as diversity in the classroom, rural and remote teaching, and out-of-field teaching. Activities reference a range of online resources as well as HOTmaths and give clear explanations of their pedagogical value, while Pause and Reflect exercises promote critical thinking.
A well-rounded and well-developed teaching and learning package that integrates print and online resources. It offers a fresh approach to the subject by framing the contents of the text within three communication principles: logic, clarity, and courtesy. The content presentation is interesting and accessible.
This text provides an innovative scholarly contribution to the field, discussing how the Australian constitution covers human rights and values despite the non-existence of an Australian Bill of Rights. It is a clear and well-structured resource that will help students, legal practitioners and academics alike navigate a controversial and important area.
Literacy in Australia: Pedagogies for Engagement
Amy Seely Flint, Lisbeth Kitson, Kaye Lowe, et al
Wiley

This adaptation covers theories of literacy development and integrates a good cultural awareness of the literature and storytelling traditions of Aboriginal and Torres Strait Islander communities. Good use of student examples and links to online material make this an outstanding student resource.

Psychology: An International Discipline in Context makes a complex and diverse discipline accessible through a well-presented pedagogical structure and active learning features. Thinking critically features provide the opportunity for students to develop the skills and aptitudes essential for successful practice in this field.

TERTIARY (ADAPTATIONS): STUDENT RESOURCE

JOINT CATEGORY WINNERS
This publication is a comprehensive and chronological overview of Life Span Development. The adaptation includes a very good range of Australian and New Zealand case studies and references. The linkage between chapter content and online resources is excellent. The flipped classroom approach in the pedagogical structure provides new modalities of learning and caters to a range of different learning styles.
HOTmaths accompanies the text resource, Primary Mathematics: Capitalising on ICT for Today and Tomorrow, a text which contextualises the teaching of mathematics for undergraduate students. HOTmaths is the online interactive component of a comprehensive learning, teaching and assessment system, providing students with engaging activities while addressing curriculum learning outcomes and teaching core mathematics. This outstanding digital component makes a complex topic fun to learn and to teach. It is innovative, well-prepared and thoroughly researched at every level, and makes an important contribution to the field, allowing teachers to integrate computer technology with confidence and improving outcomes for students.
Oxford Literacy Assess
Various authors
Oxford University Press

Appealing benchmark readers, clean design, academic rigour in research and trialing and innovative digital tools allowing seamless application combine to create a system of substance. Oxford Literacy Assess with its important aim of monitoring young student’s reading progress over time impressed the combined judging panel.

OVERALL WINNER

Macmillan Education Australia is one of the leading educational publishers in Australia for both Primary and Secondary resources, and has been voted the Primary Publisher of the Year at the Educational Publishing Awards for the past seven years in a row. Dedicated to creating innovative, exciting and reliable educational resources for both teachers and students, Macmillan collaborates with educators, authors and curriculum specialists to develop content of the highest quality in both print and digital formats. Macmillan Education Australia is part of one of the world’s largest and best known international publishing houses, which also operates in trade and academic publishing.

Jacaranda publishes texts, reference and electronic materials for the Australian secondary school market, and is proud to have been voted Secondary Publisher of the Year in both 2012 and 2013. Actively working with teachers and other experts to improve educational outcomes by solving teaching and learning challenges, Jacaranda strives to develop innovative resources that inspire learning across the curriculum. Jacaranda is the schools division of John Wiley & Sons, Australia, and has the longest-standing online platform in Australian educational publishing.

The Primary and Secondary Publisher of the Year awards are voted by educational booksellers and educators. The survey is conducted independently by Insights Research Pty Ltd.
A WORD FROM OUR SPONSOR

Publishers collaborate to provide content via digital textbook subscriptions in LearningField

As the transition of schools into the online environment continues unabated, the creators of LearningField, a digital textbook subscription service, have signed another major publisher – Macmillan Education Australia – to provide an even bigger catalogue of textbooks for students in Years 7–12.

Signing Macmillan Education means LearningField now has textbooks from all of the major Australian educational publishers, along with several independent publishers, providing teachers with even greater choice in the classroom.

LearningField, developed by rights-management organisation Copyright Agency and available since the beginning of 2014, was adopted this year by 14 NSW, Victorian and Tasmanian secondary schools and has received extremely positive feedback. It combines the textbook resources of publishers Cambridge University Press, Pearson, Oxford University Press, Jacaranda (Wiley), Cengage Learning, Macmillan Education, Insight Publications, James Gould House Publications, PCS Publications and Helleman Books.

For a single subscription fee, LearningField allows schools access to multiple textbooks on a subject in a searchable format, linked to the Australian and State Curriculums. Teachers and students can also collaborate using LearningField’s note-sharing tools. Students can access textbooks on up to six devices with a single login.

St Patrick’s College, an all-boys school in Ballarat, is one of the schools that has been using LearningField for Year 7-10 students since Term 1 of this year. Deputy Headmaster, Teaching and Learning, Stephen Hill, said the school spent some time researching their transition to the online environment.

“Perhaps the biggest strength of LearningField is that it has been able to draw resources from a variety of publishers to meet the textbook-based needs of a variety of disciplines and a variety of subjects,” Mr Hill says.

Mr Hill also says LearningField is practical as it cuts down on the number of textbooks students have to carry – making bags lighter – and reduces the incidence of lost books.

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Junior School Teacher Jennifer Casey concurs, saying, “I’m able to set different chapters or different pages for different boys according to their needs.”

The Director of LearningField, Copyright Agency’s Ben Heuston, says LearningField will be an even better resource for schools in 2015.

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To find out more visit www.learningfield.com.au, email support@learningfield.com.au or telephone Copyright Agency on 02 9394 7600.

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