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Hi, my name is Helen Tomazin and I thought I would introduce myself as I form part of the editorial sub-committee and I am also the treasurer for WASLA. I work in the library at Good Shepherd Catholic Primary School in Lockridge and my role is library technician.

Wow! What a first semester. We are now getting used to the phrase "new normal". Who would have thought we would be in these "unprecedented times", another phrase we are getting used to! Hope you are all well and safe and doing the things you love.

We, the WASLA Committee, are so proud to bring you the second edition of *ic3* full of information which you can use within your own school libraries. Also, for the first time WASLA provided a free webinar entitled "Short and Sweet". We hope you had the opportunity to listen to the webinar. It was a great success and we hope to do more in the future.

Thank you to everyone who contributes and shares their knowledge, we greatly appreciate everything you do to create this wonderful journal. Please enjoy this edition and know WASLA is always here for you.

The Editorial Sub-Committee

Front cover image is courtesy of [St Brigid's Catholic College](#)

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Panel of Referees: The following people have agreed to act as referees for *ic3*'s peer review process (see the WASLA website for more information):

- Natasha Georgiou
- Lorinda Gersbach
- Rebecca Murray

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From the President's desk

Hasn't this term been a crazy one! State schools and many private schools were back at school with COVID safety restrictions in place. Other schools were still teaching remotely for the first few weeks. Next term we will be introducing Phase 5 conditions (hopefully). I will be announcing the any changes affecting school library operations on WASLANet and our Facebook page but until then the following are the recommendations from the State's Chief Medical Officer:

Hand hygiene

Schools are to give library staff access to hand hygiene facilities. Ask students to wash their hands on entry to the library. Clean your hands prior to and after handling all items, or you can wear disposable gloves when handling:

- all returned items or chemical cleaning agents.

Wash your hands after you remove gloves and dispose of them in a rubbish bin.

Returned items

Separate returned items from regular library items. Dedicate an area for cleaning and quarantining returned items. Thoroughly wipe over any items covered in plastic with a detergent or disinfectant based cleaning product or wipes. Leave to dry, then return to the shelves. Returned items that can't be cleaned, for example, non-plastic covered books should be quarantined for 24 hours prior to returning to the shelves.

Due to Coronavirus we held our term two professional learning (PL) event virtually. It was a great success. Many thanks to Lynnette Mannolini, Marie Grech, Lia deSousa and Jenny Currie for their interesting presentations. A special thank you goes to WASLA's Vice President, Felicia Harris, who organised and hosted this virtual presentation. It ran seamlessly due to hours of preparation, including a practice run to ensure that all presenters were comfortable with using WebEx. The feedback that we received has been positive. Positively, being online enabled us to reach regional school library staff too. You can access the recording of this PL via the link posted on the WASLA home page

One of the many benefits that have come from this pandemic is the improvement of technology and virtual communication. The WASLA Committee will definitely be offering more online learning events in the future and we will be aiming to live stream our face-to-face events for all our members, including those in the regions.

Our term three PL event will be our rescheduled WASLA awards evening to be held at the new Bob Hawke College. The Principal, John Burke, will be speaking about how he envisions a modern school library will operate. We will also be officially recognising our worthy recipients of the WASLA awards. Please keep informed to when this will be happening via all our usual communication channels.

Thank you to all the contributors of this edition of *ic3*. We are fortunate to have not only local and regional perspectives but also national and international. It is important to look outwards to gain insights and perspectives of best practice strategies. In today's society of social media networking the world is much smaller and it is easy to connect and learn from others around the globe. Enjoy this edition of *ic3* and I look forward to seeing you in the future.

**Natasha Georgiou
President**

Short & Sweet PD

An 'allsorts' online presentation of great school library ideas and good practice

Recording now available on WASLA's website

Password: wM3fsyd6



the book together and then pick it apart. They can also allow students to read and then comment on books that they have chosen from the collection. Library staff can then use the feedback from the group to grow or weed the collection.

Do you have books that represent the diverse needs of your students? In a recent #aliaschools webinar, Adele Walsh (2020) challenged us on the importance of bringing student voices into the school collection and therefore give them more ownership over the collection. Book club students can help to create book displays that appeal to your readers.

Find yourself an enthusiastic group of (often) younger students and involve them in reading and reviewing new materials for your school library. Organise your local bookshops to drop off tubs of books for them to look through and help choose books for your physical and electronic collection. Allow them to be the 'first borrowers' for these books.

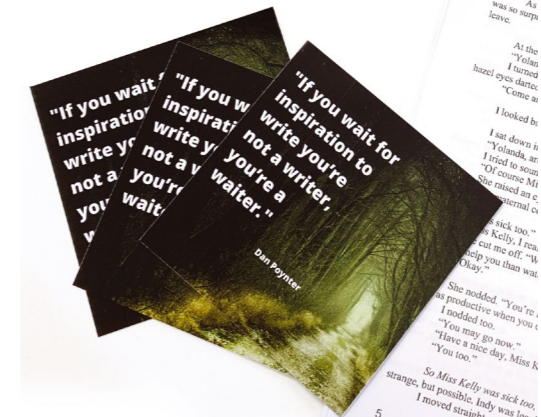
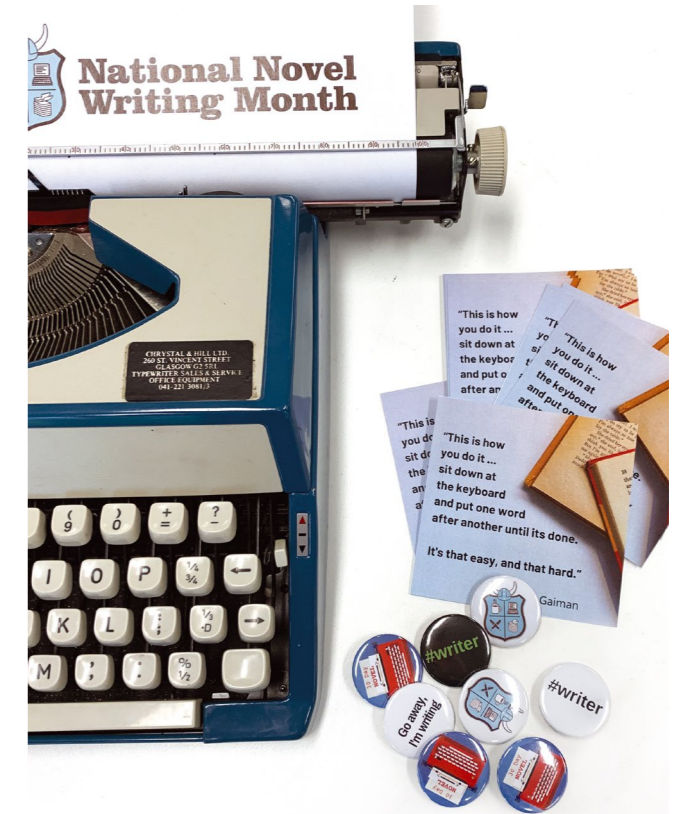
When Book Week comes around, they can talk confidently about the books on the shelf and you can even get them involved in contributing to external book awards like the Children's Book Council Award or the Inky Awards. Alternatively, you can hold your own in-house "Book Awards" where students from different year levels vote for their top reads.

Writing Club

Whereas the book club focuses on authors, writing clubs build budding authors. This club is all about ideas and possibilities and for the most part, encouraging students to actually finish a piece of writing!

This is a space for students with too many ideas and an opportunity for library staff to collaborate with teaching staff (typically English staff) to cultivate and encourage student writers. Using your Learning Management System or Libguides pages, you can curate a range of writing prompts to encourage your writers to write regularly.

There are so many writing competitions around that students can participate in. Writing WA <https://www.writingwa.org/category/young-writers/> is a great site



that has links to writing competitions and initiatives for Western Australian students. Before promoting writing competitions, ensure that you do due diligence on who is running them. Beware of sharks such as Write4Fun (<https://www.write4fun.net/>), who advertise as a genuine student writing competition, but they really fleece money from unsuspecting families offering to publish their child's work for "a small fee".

In addition to participating in external competitions, a writing club also provides the opportunity to curate an in-house publication, such as an anthology or a school magazine. Initiatives such as Nanowrimo (National Novel Writing Month) provides extrinsic motivation for students to set writing goals and then finish writing a story. Their Young Writers Program <https://ywp.nanowrimo.org/> has a web site that allows teachers to create a class area where students can set their own writing goals. Nanowrimo is traditionally in November, however schools can use the ideas at any time of the teaching year.

Ideas for motivating students for NanoWriMo might be

Supercharge your School Library with Co-Curricular Clubs

by Margaret Lawson

In an age where students can access almost everything online, some might question the existence of the school library. The modern school library goes beyond the supply of books or study spaces offering many different opportunities for both students and teachers to be inspired by knowledge and ideas.

In Caroline Roche's article in *SCIS* (2018) about the school library being the 'heart of the school' she mentions that we need to be like the foot that can't be amputated. That our programs and initiatives need to be so important that to defund, or cut our services, would be detrimental to the school.

So, let us look at how we can supercharge our school library so that it is indispensable

in the eyes of both teachers and students. In addition to quality staff and programs to support literature and research development, our school libraries need to reach beyond to provide value to all groups within our school communities.

Here are a few ideas on how you can increase the value of your school library.

Book Clubs

It sounds like a no-brainer, but does your school library have a book club? If not, why not?

Apart from getting to read new books and chat to others about your favourite (or not-so-favourite) authors, a book club can be instrumental in shaping and maintaining an up-to-date collection of fiction books.

Book clubs can take many forms (Mission, 2018). They can echo the traditional social book club format; where a book is nominated each month and the participants read through

Feature Articles

to get them to write out their word counts each week and celebrate the word total as a group. The use of milestone button badges and quote cards can keep students motivated. Invite senior English or Literature students into the group to proofread and encourage your young writers.

Homework Club

In our school libraries, we often have students staying late after school to do their homework before being picked up by their parents. So why not add some value to their after school experience and organise a homework club.

In Margaret Merga's (2020) latest paper, she talks about the school library as playing a key role in both promoting and resourcing wellbeing initiatives. A homework club can help support students to develop their digital literacy skills, organisational skills and provide them a safe space to work through difficulties with their academic work.

Many schools who hold homework clubs, put on some hot chocolate and cookies and organise for a teacher to be there to assist

students with their work or organisational skills. It is also an excellent opportunity for senior leadership and also teacher librarians to see what students are doing in their classes and of course chat to them about more than just their homework.

Student leaders can be invited to assist students with their work and help them to understand concepts and share study ideas for tests. Sometimes a Year 12 student helping a younger student to work through mathematical problems might be more powerful than a teacher helping them.

This initiative can also be used as a way of supporting students who are falling behind, providing a nurturing environment for students to complete their homework rather than a punitive detention.

Tinker Club

Use your makerspace for more than just a drop-in "TechHub" by structuring lunchtime activities or afternoon interest groups to match the interests of your students.

Schools such as Bialik College in Victoria,



hold dedicated makerspace activities every lunchtime in addition to providing 'maker education' curriculum support. Every lunchtime has a theme; robotics, low tech STEM activities, Lego, virtual reality, coding or papercraft.

What are your students interested in? Some investigations might be required by your STEM team and student leaders to find out what students want to explore and investigate. Can you dovetail your tinker club activities into other school events such as Science Week or Art Week?

Beg, borrow and steal to get equipment for your tinker club.

Those robots or drones sitting in the science lab can be borrowed for a day for your tinker club. Needles and thread can be borrowed from textiles to create saddle

stitch booklets. Copic markers can be borrowed from art to create custom cards for Mother's or Father's Day using card paper. Put a call out in your school newsletter for unloved Lego to create a Lego club. You don't need a large budget to create a tinker or technology club, just a bit of imagination.

In a previous article in *ic3* (Lawson 2018), there are ideas explored around setting up a coding club.

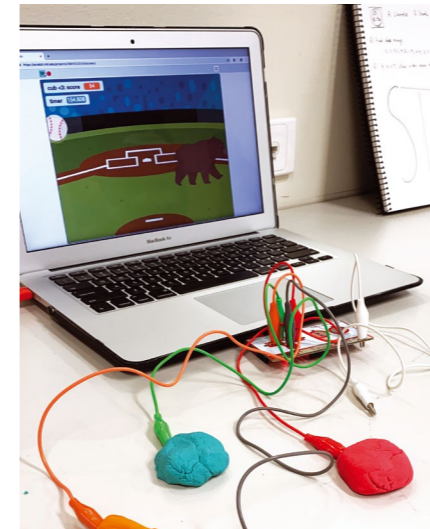
Gaming Club

With the popularity of *Stranger Things* and Will Wheton's *Tabletop* series on YouTube, an increased interest in gaming has been building. However, how do we get students interested in more than just Uno and Snap?

Setting up games on tables in the school library "ready-to-go" at lunchtime is one popular strategy. Many school libraries have chess tables set up for students to practice their moves at lunchtimes, but what if you set up Monopoly or Settlers of Catan ready to go?

If students want to engage in freeform role play games, they are going to need a quiet place to play. Role play systems such as Dungeons and Dragons encourage students to build imagination and spontaneity.

Check out Will Wheton's *Tabletop* YouTube series by watching his review on Settlers of Catan (<https://youtu.be/o3WJTIDa7oo>) and Ticket to Ride (<https://youtu.be/qHmf1bau9xQ>). His channel is a great resource



Feature Articles



for discovering new tabletop games for students. For resources to support Dungeons and Dragons there are plenty of good "how to" videos on YouTube covering the basics, all students need is a quiet space and encouragement.

Gaming events that you can dovetail into are events such as the Melbourne International Games Week (<https://gamesweek.melbourne/>) which occurs in November of each year. Set up the library with gaming events including computer games if you have desktops in your space.

Be Accountable and Visible

With all of these co-curricular activities, you need to be **visible** in what you are doing. That means advertising, talking about them in the school newsletter and also making sure that they are reported upon in the end of semester reports.

Get students to sign-up to participate and award them certificates or house points for participation. Let them be the first to know when new things are happening and use the engagement to promote, promote and promote the services that you provide. Remember to involve the student leaders in your co-curricular clubs and take lots of photos for the school's Instagram, Facebook, newsletter and year book.

As with most school clubs, write out objectives and keep an attendance list. Communicate active student participation and engagement through staff news and leadership meetings and remember to clearly budget for them.

Good luck with supercharging your school library!

Margaret Lawson

Head of Library and Information Services, Our Lady of Sion College, Box Hill.

Author Biography

Margaret Lawson works as Head of Library and Information Services at Our Lady of Sion College, in Box Hill, Melbourne, Victoria. She has over twenty years of teaching experience in Information Technology and Humanities and has been an active eLearning educator. She maintains a blog documenting her journey into Teacher Librarianship <http://infowhelm.blogspot.com/> and actively promotes school libraries through her twitter account @konstantkaos and her instagram account @konstantkaos. She can be contacted on mlawson@sion.catholic.edu.au.

Further Reading

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Western Australian School Library Association (WASLA) Closed Group that can be found at the following link: <https://www.facebook.com/groups/812877622171734>



THE IMPORTANCE OF A SCHOOL READING CULTURE



A school reading culture can be defined as one where students are motivated, supported and encouraged to read. Reading for pleasure and independent reading are important aspects.



In Australia, only approx. 1 in 3 (37%) student identify as frequent readers. Most are aged 6-8 years.

ACADEMIC BENEFITS

Children who read perform better academically. Reading for pleasure may have a greater influence on child's academic success than socio-economic factors.

READING BENEFITS

Reading for pleasure improves literacy in many areas including reading ability, writing, vocabulary, fluency, comprehension and grammar. It also promotes a life-long love of reading.

LINKS TO WRITING

Research suggests strong links between reading ability and writing success. Confident readers are often strong writers, using their knowledge of text structures and extended vocabulary in written work.

IMPROVED WELL-BEING



Reading for pleasure not only builds academic skills, it helps develop important personal attributes and life skills such as empathy, resilience, problem-solving and the ability to experience life through the perspective of others. Good stories can change a young person's life.

ROLE OF SCHOOL LIBRARIES

School libraries must be at the heart of a school-wide reading culture. A qualified teacher-librarian plays a crucial role in the promotion of reading for pleasure and learning.

DID YOU KNOW?

At schools with a qualified teacher-librarian: - 50% had NAPLAN scores higher than the NAPLAN national average for reading and writing.

A TEACHER-LIBRARIAN:

- Promotes reading for pleasure
- Connects students with quality books
- Maintains a vibrant & diverse collection
- Links literature and technology
- Collaborates with staff on classroom reading practices.
- Create a welcoming & supportive space

Continued on page 14

Leading Whole School Literacy through Library Initiatives at Lynwood Senior High School

by Jennifer Currie



^ Year 7 RAP class

The physical building environment of Lynwood Senior High School (LSHS) library is over 40 years old, however it is the processes and the people that create this dynamic teaching and learning space. The Library team of LSHS invite you inside our four walls to showcase our innovative initiatives that have been strategically implemented to meet the needs of our student population. Welcome to the hub of literacy teaching and learning at Lynwood Senior High School Library.

Crucial to our success as a team has been the intent to “add value” to our school community. We achieve this through support and implementation of the whole school literacy focus. It is with this purpose and intent that our programs and our team has evolved. We are very resourceful and discerning about how we grow and develop our library business. We can honestly say, that there are no individual agendas but a constant focus on the greater whole. In

order to present this insight, we will first delve into our specific context, invite you to meet our team and the range of differing responsibilities of each team member. We encourage you to be aware that these library processes have evolved through years of dedicated research and an avid interest in best educational practice, in addition to a range of evidence gathered by the library leadership based on individual team members and their strengths, to student behaviours, values and interests.

Understanding how our library business sustains the school community

At Lynwood, our core business has been built on trusting relationships that recognise each team member for their existing experience, interests, passions and expertise. The library has evolved and adopted a growth mindset encouraging staff to share and learn and think laterally about the ways in which student literacy skills can

be enhanced and developed.

Our library embraces the diversity of our student population; students from 60 different nationalities from non-English speaking backgrounds and English as an Additional Language or Dialect (EALD) including 69 Indigenous Aboriginal students. We are also inclusive of our Intensive English Centre (IEC) which supports the development of 200 IEC students.

Our Library Leading the Whole School Literacy Approach

The school library is tasked with developing and supporting students’ reading literacy and information literacy skills across the whole school.

Library and Literacy Core Business

1. The Reading Appreciation Program (RAP)

Integral to the students’ reading literacy at Lynwood Senior High School is the Reading Appreciation Program (RAP). Reading for pleasure is used as a bridge to facilitate the shift from learning to read, to reading to learn. RAP embeds the importance of stories as a rich resource of contextual understandings illustrating different viewpoints, problems and solutions, attitudes, values, conflict, cultures and lifestyles whilst supporting NAPLAN and OLNA requirements.

Endorsed by Dr Margaret Merger’s recent research in facilitating teenagers’ engagement in reading, RAP highlights the importance of library time for borrowing books. The English Learning Area and the IEC support the program by enabling us to access all Year 7 to 9 classes. The English teachers choose to book their classes in for an hour, once a fortnight. Within this structure, we currently teach 33 RAP classes over a two-week cycle. Included in this schedule are nine EALD/IEC classes taught weekly to support their need for consistency in developing routines and functional literacy.

Students are asked to complete their individual student reading record during each RAP session and different year levels, have different points of focus, reflecting the English Learning Area’s priorities. These records allow students to express how they connect to the story, the plot, the theme, the characters, the setting as well as an overall rating for the narrative. Students are rewarded with reading milestone certificates,

celebrating points received for completion of books read at home. It is the responsibility of each teacher librarian to create rapport with individual students, ensure reading goals and commitment sheets are completed at the beginning of the school year and encourage each student to value their interests through reading. These goals and commitments are



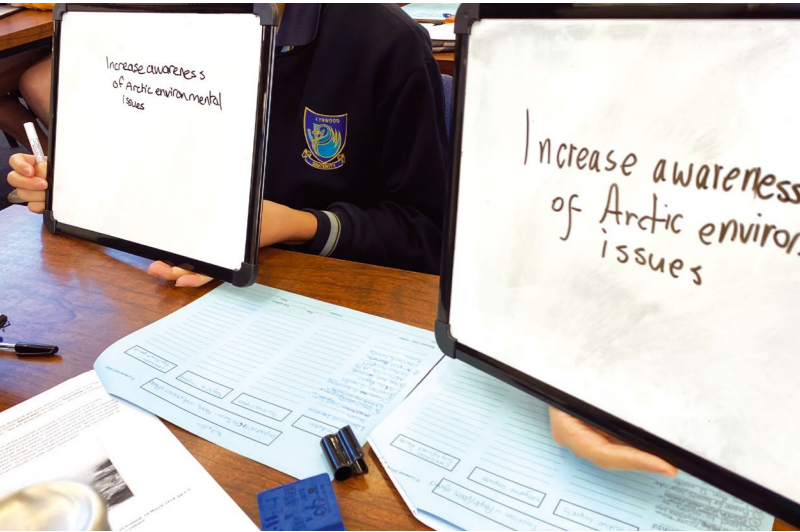
then referred to at the beginning and end of each term.

Jennifer (TiC) has been integral in the implementation of High Impact Teaching Strategies (HITS) and Explicit Instruction in Literacy. These strategies aim to reduce variability between teaching across the school in order to improve literacy outcomes for students. Jennifer has been extensively engaged in professional learning and classroom observation in order to hone her skills to provide accurate and timely feedback to teachers. The principle of engagement norms and instructional strategies are modelled in all library lessons.

2. Information Literacy: The HaSS Program

In this program, learning objectives are interlaced with information skills, for each year level from Years 7 to 10. The overall objective is to empower and ensure that students are able to adeptly analyse and evaluate information and utilise their Information Literacy Skills to support their own ideas and opinions to current issues in society, therefore working towards becoming independent learners.

Referencing and literacy objectives such as note making skills, sentence structure, paraphrasing



and paragraph construction are specifically taught through HaSS content. Using rubrics detailing information literacy requirements are independently marked and moderated by teacher librarians. These programs vary in length from two to five sessions depending on the learning objectives and are taught by teacher librarians, with the HaSS teacher on board for support. Sessions are run to a semester schedule and can be taken in the library or the classroom. The assessment data is valued by the HaSS teachers and incorporated into their final grade assessments as well as contributing to whole school literacy data. Jennifer innovates and regularly reviews with the HaSS team - the suitability of content and prepares the presentations in accordance with the Explicit Instruction principles of lesson design and delivery whilst also incorporating the Western Australian Curriculum requirements.

3. Intervention Programs

In addition, evidence-based intervention programs are in place and promoted through the school literacy network, e.g. PAT Testing and OLNA support.

- The PAT Testing Licenced databases are purchased through Literacy funds and Science and Maths Learning areas.
- The Library provides the opportunity for classes to conduct whole class testing through flexible scheduling.
- Tracking progress is a library initiative for students in Years 7 – 10, for standardised and school-based PAT testing in Reading, Writing, Science

and Mathematics. These resources are utilised to ascertain the effectiveness of Literacy strategies for reading and writing across learning areas.

- Practice NAPLAN and OLNA testing is implemented systematically each year.
- We co-ordinate and collate the online access to a range of reading and writing strategies; a range of school based and standardised test data on each student, through the Literacy Connect portal.
- OLNA preparation of senior school students before and after school. Teacher librarians are involved as well as other members of staff.

The frequency of library-centred instruction and collaborative instruction between library and learning area staff, has also facilitated the human resources in the library being valued by the whole school. Whilst other schools are seeing a decrease in their teacher librarians, Lynwood has defied national trends and the fraction of time allocated to the Library and Literacy has grown to be the equivalent of 2.4 FTE teacher librarians.

Libraries play a key role in teaching our students how to access information and work towards becoming independent learners. We believe in the Lynwood SHS ethos “Learners Today, Leaders Tomorrow” and build capacity in our students as critical thinkers and learners, able to integrate, adapt and change. Our aim is to assist and equip our students in developing 21st century essential skills such as Information Literacy, critical thinking and communication in an environment that connects and engages. We are accessible for curricular and non-curricular activities not only supporting Literacy but the well-being of our students, teachers and wider community. Our library literacy initiatives are highly visible and the library environment a dynamic, interactive place that students love to visit. We truly do what we love and love what we do. This is what has kept us in business and our business skill-sets evolving.

***A full version of this article is available on the WASLA website under the recent ic3 digital editions**

by Jennifer Currie
(Teacher Librarian in Charge and Literacy Co-ordinator) & **Sorelle Miller**
(Teacher Librarian and Literacy Support)



^ ISPP Cambodia, 1st Floor of the Knowledge Center

International Teacher Librarian-ism

by Sally Bray

For the first 26 years of my career as a teacher librarian, I lived and worked in Melbourne, Australia. I did not work in an international setting, but in a range of church-based schools, each beholden to a different Christian religion. Working as a teacher librarian was a very fulfilling and often demanding role, especially for an introvert who originally became a librarian because she loved reading and in particular, children’s literature.

My first position was in a middle-sized school which had a librarian in the secondary section, who had for many years been trying to run the elementary library as well, from the other end of the school. There were no computers. Only a typewriter, a card catalogue of mismatched drawers and an old-fashioned ordering system, where if I wore a short skirt, my requisitions were approved on a case by case basis. My job involved everything from teaching to cataloguing to processing to curriculum design. I also established a life-long habit

of being involved as much as possible in the school life outside of the library (in my case the performing arts). I believe this to be a part of librarianship and is fundamental to my education philosophy.

Over the rest of my time in Melbourne, I worked in many libraries in a range of positions including: Head of Library (Secondary), Elementary Teacher Librarian and IT teacher, and Junior School Teacher Librarian. I was on many committees and working groups, establishing a librarian as someone who is involved in technology and research / inquiry in the classrooms as well as the library. I was involved in any number of school productions, working backstage, hair and makeup as well as set and lighting design, choreography and ultimately directing. I found that my time spent outside the Library made me more accessible to a wider range of students, staff and parents that would not normally take the time to walk across campus to the library. I became more



^ Setting up a Library in a hallway



^ Colegio Menor Jumanji Display



^ Colegio Menor Sadako display

than “that librarian,” and the library became more than “that room with the books.” I was approachable. The library was approachable. A safe haven was established for a whole new range of students. All of this, to my mind, adds up to advocacy. Whether in a position of leadership, a teacher, a librarian or an assistant, every position within the library revolves around establishing connections to as many different aspects of the wider school community as possible. Advocating for the library as an essential part of the whole.

All of this, however, only touched on a few aspects of my dreams and goals. I had always dreamed of traveling the world. Not an easy prospect from Australia, where everything is so far away... and so expensive! After many years of procrastinating and wavering in my resolve, I finally took the plunge, and at the age of 48 joined the anxiety ridden and complex circus that is the international school job circuit. My first Job Fair was an eye-opening experience – eight interviews in one and a half days - but ultimately satisfying in that I landed a job with a school in Cambodia and my new adventure began.

Job prospects for teacher librarians at that time, especially in elementary schools in

Melbourne, were scarce. Teacher librarians in general were being replaced by librarians and even library assistants. The role, which had never been high profile, was becoming even more side-lined and undervalued. Many of my schools have taken the decision not to replace me with another teacher librarian, but instead with a teacher and support from assistants, and the role of the library within the school has faltered as a result. Perhaps I made it all look too easy?

All of the libraries I have worked in have had a history of being understaffed by non-library personnel. Meaning that my initial efforts have been to establish the library as a safe and creative environment, institute procedures, document policy, create a working curriculum and forge relationships with teachers and classrooms to further support and encourage them. Challenging work. This has also been the case internationally. I seem to have made a career out of establishing new libraries, or re-establishing old worn out ones. I had hoped that the international school

circuit would offer a wider range of opportunities and it did.

Interestingly, many International Schools, especially those which offer the IB, value a more inquiry based learning approach as well as self-direction and individuality, especially in terms of the PYP Exhibition in Grade 5, the MYP Personal Project at Grade 10 and the DP Extended Essay at Grade 12. This leads to a perfect argument for teacher librarians as support and mentors to students and staff, and many schools are taking that argument on board.

The most attractive aspect of working internationally, whether as a teacher or a teacher librarian, is the opportunity to meet amazing and diverse people from all over the world, travel with them (or on your own) to new and often exotic locations, and take those experiences and relationships with you wherever you go. Many of the challenges you face take on new quirks courtesy of the international circuit. Collection development needs to take on multiple languages. Large numbers of EAL learners change the dynamics of your collection. Budgeting for ONE order once a year which then all arrives at the same time, can be something of a nightmare! But nothing is insurmountable. And all can be turned to your advantage... especially if you advocate, advocate, advocate!

The job hunt, internationally, can be very confronting and frustrating, but I have found that as long as you are open to opportunities and willing to take a chance, you can follow your dream. Not all schools are equal. Not all jobs are equal. Not all jobs are what they were advertised to be. This is true internationally, as well as locally. Moving countries does add that extra layer of anxiety and stress, and the experience is not always as positive as you hope, however, I would not change my decisions or direction at all. Even the negatives can be made positive, depending on your perspective and drive... and the next job is just waiting around the corner - even with Covid-19. Cambodia... Ecuador... Thailand is next... who knows what might come after that!

HOW TO BUILD A READING CULTURE



LEADERS AS READERS

School leadership plays a crucial role in fostering and promoting a reading culture. Principals are influential role models for staff and students - supporting reading for pleasure is vital.



STAFF WHO READ

Teachers who read model a love of reading to their students. They need to be able to share, discuss and recommend books with their class.



READ ALOUD DAILY

This is important. Reading aloud models fluency and expression, as well as building a love of stories in students.



INDEPENDENT READING

Choice is a powerful motivator for children to read. Classroom reading practices should include 15-20 minutes of self-selected silent reading every day.



TALK ABOUT BOOKS

There are many ways to actively promote reading for pleasure in schools including: book displays on classroom doors, author visits, book clubs, book chats and hosting various book-related events.



INVOLVE PARENTS

It is important to engage parents in reading practices that support a reading culture. Reading playgroups, newsletter articles and a presence on a social media are great ways to share reading tips and information with parents.

PLEASE SCAN FOR REFERENCES OR VISIT - [HTTPS://BIT.LY/2W5730R](https://bit.ly/2W5730R)



BY KELLY GOUGH 2019 - BUILDINGCONNECTIONS.BLOG



The CoderDojo Club

by Christian Krogdahl



CoderDojo is a world-wide, open source, social education movement oriented around running free computer coding clubs, (Dojos) for young people aged 7-17 (Ninjas). At a CoderDojo club, Ninjas work on their own code-related projects such as websites, apps, game development and more, with the support of volunteer Mentors and Champions.

CoderDojo WA is a regional network of CoderDojo clubs in Western Australia. In 2013, the Fogarty Foundation committed to establishing the CoderDojo program in WA by providing training, support and ongoing encouragement to the community. The first Dojos were run out of Perth's universities and by 2014, there were three Dojos in operation in WA. Since this time the number of Dojos in Perth has grown significantly. In 2016, the CoderDojo Foundation announced that Perth is home to more Dojos than any other city in the world. Regional Dojos are also popping up across the state.

The Fogarty Foundation, through CoderDojo WA, works to help build

and maintain this growing network of community organisers by providing training and support for Champions and Mentors and organising social events that are aimed at connecting participating individuals and organisations. By providing this support, we are equipping them to activate and maintain their own Dojos, creating a ripple effect of impact in the community.

CoderDojo WA aims to provide young people with more opportunities to develop their digital literacy skills across the board. By giving young people the time to explore, design and create in a digital landscape, CoderDojo WA acts to overcome the challenges of engaging more youth in STEM (Science, Technology, Engineering and Mathematics), ensuring that Western Australia can take a leading role in the digital economy. Whether they choose to pursue a career in technology or not, it is clear that in the digital economy every young person will benefit from some knowledge of coding.

Coding lets you write your story with

technology. If you can code, you can communicate your ideas with a computer or a program so they can be brought to life in bigger, brighter and more creative ways. Coding enables you to be a creator and not just a consumer of technology and will help you build your skills for the future.

A Dojo is not a class or a workshop. Rather, a Dojo is a club – a social environment in which young people can have fun learning to code. Dojos can be run by universities, other tertiary or vocational educational institutions, schools, businesses, libraries, and youth centres.

There is no such thing as a typical Dojo, and the activities run vary from club to club. However, all Dojos share the ethos of CoderDojo. At a Dojo, Ninjas have the opportunity to:

- **Become creators, not just consumers, of technology.**
- **Develop their logical thinking and problem-solving abilities.**
- **Have their eyes opened to the wide variety of career opportunities in STEM and creative digital industries, and to other future possibilities and un-imagined jobs.**
- **Connect with other young people and Mentors who are interested in coding.**

CoderDojos have been well supported in libraries all over the Perth metropolitan area and in regional towns throughout WA. The recent impacts of COVID-19 have seen most dojos go on an extended break. The Midland library dojo found a way to continue to do their coding sessions thanks to the efforts of their Champion, Jonathan Durnford. Jonathan moved his Dojo completely online, hosting them publicly via YouTube Live Stream, which allowed him to interact with his audience with a live video feed and chat. This provided an opportunity for the Ninjas to continue coding and connecting with others. Jonathan said an important aspect of going virtual is making Ninjas feel welcome and part of the session.

The Swan library coding sessions have been running three times a week so far but will soon be cutting down in preparation for running physical events again. There is no concrete timeframe for when the City of Swan Libraries will resume the physical Dojos, but if you would like to view previous sessions or tune into



the next live session take a look at the Swan Libraries 'Future Lab' YouTube channel.

While many established Dojos are taking a cautious approach to re-opening, there has been some interest from new locations wanting to engage with young people in their area post COVID. Australind libraries are the newest member of the CoderDojo WA community, so if you are in their area, watch this space as there is a new CoderDojo club coming your way.

If you are interested in starting a CoderDojo in WA or would like some resources to assist you regenerating your dojo, please let us know. We would be more than happy to help out and point you in the right direction to get young people in your area coding. You can contact CoderDojo WA on CoderDojoWA@fogartyfoundation.org.au or take a look at the Fogarty Foundation website under Programs/Future Ready Students https://fogartyedfutures.org.au/what_we_do/coderdojo_wa/

Christian Krogdahl
Program Coordinator
EDfutures, CoderDojo WA





^ Sandra, Lise & Jenni realising the food was not as it seemed.

The Ghosts of Book Weeks Past

by Dee Cunninghame

Today, I left my dream job. As I switched off the lights, I heard a rustling...

Over the years, we hosted many different reading groups in the Library. Ever eager to try new things, Eileen (the then Head of Library) showed me an article called "Not the class novel". A phone call and chat with Celia from WestBooks with my suggested titles and I had a Reading Circle program up and going. Some of you may have used that first list and many have improved on it over the years.

Book Weeks! Much time was spent lavishing attention on the library.

My husband and children got used to ordering takeaways in the lead up to Book Week. One year, I ensconced myself in the garage at home for the weekend with metres of chicken wire and piles of newspaper and emerged with an elephant which stood just under my armpit height... Yes, there literally was an elephant in the room for Book Safari. (see photos and captions)

Reading Rocks – the year a mum and I created a life-sized person (complete with abseiling harness and safety helmet

borrowed from the Phys. Ed. department) rock climbing up the central pillar and at lunchtime a student rock band performed in the centre of the Library. (see photos and captions)

Oceans of Books – this was the year we discovered that Claire Bentley's husband, Bruce, had an artistic flair. Bruce and his staff created a beach with sand in the centre of the library, complete with my neighbour's deck chairs and a false ceiling created from cray pots, buoys and nets. We seated teachers on the deck chairs each lunchtime during the week to read.

Weaving a Book Web meant a large inflatable redback spider which lived in a huge web across the central pillars. However, the most exciting part of Book Week was the collaborations. We (as do many schools) have a Hospitality program and so for many years, we became their client. When the theme of Book Week was announced, we forwarded that and had a meeting with the students and teacher. The students asked what our vision was and they came up with table décor, a finger food menu and mocktails to match. English



^ 2005. Reading Rocks featured a rock band in the library at lunchtime.



^ 2009. Book Safari.



^ 2009. Wire elephant made by Dee for Book Safari. It stood chest height.



^ 2010. Olympic theme with fake "torches" on tables and Olympic ring donuts.



^ 2011. Mad Hatter's Tea Party. Instead of Mocktails, we had "tea" from teacups.

staff, leadership and the best readers in each Year 8 (and in later years Year 7) class were invited to attend. This became a much-anticipated event and what was wonderful was that we usually had a couple of students in the Hospitality class who had themselves been invited to attend as a junior. When I started a student Book Club nine years ago, the members of Book Club also received invites each year.

Our fabulous Commercial Design teacher, Bronwyn Schultz, approached us with an idea one year and now her class uses us as a client to create the most amazingly creative posters. The designs were adapted to bookmarks which we distribute to staff and students. Some of their designs were used as table decorations at the opening of Book Week. In recent years, Bronwyn has even taken the students to Paper Bird where they have met and worked with illustrators who discussed their work and media. The Design students use the shortlisted Picture Books for inspiration, so the short list is eagerly anticipated. (see photos and captions)

There were the years when we had "live teachers" reading in the library at lunchtime during Book Week. Popular teachers from a range of subject areas were booked for lunchtime. They would sit on an armchair with their favourite book and their lunch. Students would come and ask them about their book and why they selected it. During Book Week, we ran a daily quiz question and students were asked about the teacher and book for the previous day. A prize was drawn at the end of the week. There was the collaboration with the English department for the 'Make a Book in a Day' competition, where a team of students write and illustrate a book together over the course of a day, using a set of criteria divulged on the day. (see photo & caption)

There were the scavenger hunt years...

There were the years the student book club (the MOB – Ministry of Books) ran a fundraiser for the Indigenous Literacy Foundation. They did not make lots of money, but it was the community service that counted. Some years it was a gold coin donation morning tea during Book Week. They baked and ran the event. In Term Four, we went on a book buying excursion to a bookshop, where they were each allowed to select a book, which we processed for them to borrow for the Christmas holidays. One year, we performed a Reader's Theatre compilation I wrote in the amphitheatre in front of the State Library. The current book club has some enthusiastic members from Years 7 – 10.

In addition, for a number of years I created a unique way of building a collection of older Reading Circle books. A parent book club was started and I ran this from the Library one evening a month for four years before they started meeting at their homes. Some of the ladies donated their books to the Library (if appropriate) and we were able to collect a few sets in this manner. For a year or two, I left them to settle and started a new parent book club, setting them free after a couple of months and re-joining the first one. I am pleased to say that the original parent club has been meeting once a month for the last 17 years and still has most of the original members. As our children grew and left home, people started



^ 2013 - 'Write a Book in a Day' competition during Book Week. Here students brainstorm and map characters and setting on our 'write on wall'.

travelling around the world. One of our core members took off for three years to travel with her husband around Australia and overseas. Thus, our Facebook group was created. We have used it for the past six or so years as a place to discuss books and if we are away for the meeting, to post our review. The calendar function is used for schedules and background information on the book of the month is posted there. During the COVID lockdown, we had our meetings via Zoom and had our first face-to-face "after lockdown" last week!

...Turning back to have one last look, I waved them goodbye – the ghosts of Book Weeks past...

Dee Cunninghame

In 1998, after 8 years of part time study (started when her son was 18 months old and completed after having her daughter), Dee started work as a .4 teacher librarian at St Stephen's School, Duncraig campus. The eager beaver graduate soon signed up all the English teachers and had each bring their classes in for reading lessons. She also ran an Information Skills/Author

research/reading program for all Year 8 students once a week. Needless to say, her working hours were soon increased to .8, then full time.

Over the years, Dee worked with extension classes in the primary campus, running programs using critical thinking skills with books. She also ran successful 'Make your own Story Book' classes and an after-school Picture Book Club, with students winning awards in various age groups. Always on the lookout for the next young Shaun Tan or Tim Winton, she collaborated with the English department to run the 'Write a Book in a Day' competition during Book Week.

Beginning her library career when the vertical file was just on the way out and the internet on the way in, Dee has seen the birth of Google, huge changes in LMS and catalogues, a BYOD school policy, online lessons and remote lessons, Julia Gillard's, 'Inquiry into Teacher Librarians and Libraries in Schools' (she was on the AISWA Libraries subcommittee that drafted the response to the Inquiry), the implementation of the Australian Curriculum, AITSL, LibGuides, eBooks, eAudiobooks, databases, the birth & death of the floppy disc, CDRom and USB, Cloud computing, social media platforms, big data, AI, virtual reality, 3D printing, the Information Age became the Experience Age, digital literacy became important, the Internet of Things, wearable technology, 24/7 connectivity, trolling, cybercrime, cyberterrorism and cyberbullying...

She counts herself very blessed to have worked with some fabulous library staff at St Stephen's School and the fact that a teacher librarian can only function well if they have a great team behind them, but even better if there are other teacher librarians with which to job-share!

Book Week Designs

A selection of posters created for us by the St. Stephen's Commercial Design class over the years. The brief has changed over the years, but we are their client and they create promotional materials for our Book Week theme. They use books from the CBCA Shortlist as inspiration. Sometimes they have had to use the same materials as the illustrator of a book and sometimes the same style. We eagerly anticipate their finished work each year.



Sorry Day - May 26th The start of Reconciliation Week

by Sarah Sarmardin

The Power of a Story

I have once again had confirmed that school libraries are instrumental in providing access to information and stories that will shape the next generation. This year a wonderful Year 6 teacher, Naomi Fimmano, asked what resources we had in the library for National Sorry Day – it was then that I rediscovered a powerful story that went unnoticed last May 26th. My first thoughts when trying to teach Sorry Day to primary school aged children were, "will this be too distressful?", "how do we teach our students about such a sensitive issue?" and lastly, "how do we do this respectfully?". We decided to make this story a central focus for Years 3-6 for National Sorry Day.

The author Coral Vass' website <https://www.coralvass.com/teachers-resources> has teacher resources for the book Sorry Day. This was a valuable resource for teachers planning activities and discussions.

Sorry Day – Hands of Hope

We started our Reconciliation Week with National Sorry Day on Tuesday May 26. This was a special time for students to learn about the apology to the Stolen Generations by the Prime Minister in 2008. Students from Years 3 to 6 read a beautiful story called Sorry Day by Coral Vass. Sorry Day includes a special introduction and afterword from former Prime Minister, Kevin Rudd, and is read poignantly by actor Trevor Jamieson. Students helped create a wonderful display of hands in the library to commemorate this occasion.

The story can be viewed online at: <https://storyboxlibrary.com.au/stories/sorry-day>

The library also displayed our Australian, Aboriginal and Torres Strait Islander Flags as a symbol of unity and strength.

Sarah Sarmardin
Librarian, Notre Dame Catholic Primary School



Nagle Catholic College gap year student display

by Ann Boyle



Each year, Nagle Catholic College employs one of our Year 12 students as a gap year student to work here in the Edmund Rice Learning Area. This fantastic initiative has been running for around 13 years now and is a win/win situation with numerous benefits. Some of the benefits include: the “gappie” gains valuable work experience; earns (and hopefully saves) good money for their forthcoming years of university; already knows the general workings of the College from the student perspective; has some reasonable knowledge of the Year 12 curriculum; knows many of the students; and because it is only for a year, is quite happy to undertake the more mundane chores of laminating etc.



One of the tasks for our gap year student is to help create displays in the Library and over the years, we have had some fabulous contributions. We have loved the recent displays from our current gap year student, Erin Shepherd, so much that we thought that we should share them with you. Erin spent some of our quiet time at the end of last term (when we didn't have students) putting these lovely displays together, but she is also so very dedicated and spent some of her own time creating the necessary artwork. Enjoy!

Ann Boyle
Library Manager
Edmund Rice Learning Area,
Nagle Catholic College, Geraldton

Create and Chat - Craft group for girls at Comet Bay College

by Pauline Schutz



What started out as a way to help Year 7 girls integrate into high school, has grown into a very popular group for girls of all ages.

In 2015, Eleanor Clayson, Chaplain at Comet Bay College, approached me about starting a craft group for Year 7 girls. At the time there were different activity groups being organised for boys. Eleanor thought that the girls also needed a ‘girl zone’ where they could go to meet new friends, meet staff in a casual environment and belong to a community within the school. Jean Wheeler, a level 1 library officer, and I were more than happy to have the library as the venue. We could not survive without Jean’s behind the scenes work, setting up/packing away and crafting skills.

Girls are invited to bring along their recess food and join in on making a selection of different crafts. We have had glitter days, painting days and themed days, such as Mother’s Day/Father’s Day cards, ANZAC day poppies and Christmas activities.

On weeks five and ten we have ‘food craft’. This is a very popular day (I love anything sweet!) as we had 55 girls attend to make Valentine’s Day Love Bug Cookies! The girls have enjoyed making (and eating) cars out of Milky Way bars and Tiny Teddies and Easter bunnies out of biscuits and icing.

We had to change the name from ‘Year 7 Girls Create and Chat’ to ‘Girls Create and Chat’ as year

after year girls kept coming back as they progressed through school. Some girls are now in Year 11 and still enjoy attending. In 2019, we tried a more inclusive environment and opened the doors to everyone. However, 2020 has seen a return to girls only and an increase in numbers.

We look forward to Wednesday recess! It’s a great time to chat to the girls, enjoy their creativity and just generally get to know them better. Some comments from the girls are that they get a break from the schoolyard and peer dynamics as well as being able to just be themselves.

Pauline Schutz
Library Officer
Comet Bay College



'Sea of Unknowns' St. Brigid's College Harry Potter space

The beginning of term two brought a sea of unknowns. Not knowing IF students would be back to face-to-face teaching, not knowing whether we, as staff, would all still have jobs and not knowing when we would see some kind of normality on the back of the COVID-19 Pandemic that rocked the world.

One thing we did know, here at the St Brigid's College's bIBliotech, is that we wanted the students to have some kind of fun and happy place to escape to when needed. As a K-12 school, the younger students are easier to engage with exciting displays and theme driven concepts. term two saw the K-6 area transformed into an "Enchanted Forest" complete with an enchanted tree, gnomes, mushrooms, fake grass and wildlife. This space has been very well received by the Junior and Senior Schools.

Our biggest challenge however, has been looking for ways to entice more of the 7-12 students into our space. As an avid Harry Potter fan, the Deputy Principal suggested a common room themed corner for the older students to read, relax and enjoy. And so, we got to work. Armed with a picture of what she had in mind, lots of imagination and a determination to encourage smiles, we have helped bring it all together. It's currently 90% complete and through word of mouth, our girls have been visiting, taking pictures and generally enjoying being in a space made especially for them.

Elita Richardson
bIBliotech (Library) Assistant
St Brigid's College



A behind the scenes look at WAYRBA

The West Australian Young Readers' Book Award has been around for 40 years. In its heyday the winners were announced at award ceremonies with guest authors and performances by students. We do not have the funds to run the awards night anymore, so instead we pay for a half day visit by our AGM guest author as a raffle prize. Things are a bit more low key these days, but as long as the committee members have a heartbeat it will continue.

There are currently five committee members. We are all volunteers.

- Deb Connell – retired Teacher Librarian**
- Chris Begovich – retired Library Resource Teacher**
- Julia Hancy – Teacher Librarian at Rossmoyne Senior High School**
- Julie Rose – Library Officer at West Byford Primary School**
- Mandy Lun – Library Officer at Wilson Primary School**

As you can see, you do not have to be a teacher librarian or currently employed to be a committee member, you just have to be passionate about kids and books and getting the two together.

We would love to add a couple of fresh faces to the mix. Just in case you've wondered what we get up to during the year, here is a behind-the-scenes look at a year in the life of the WAYRBA committee.

TERM ONE: At the beginning of the year we update the website and plan and promote the AGM which is usually held in February/March.

TERM TWO: For the next few months we dispatch merchandise orders. Our only income is from merchandise sales – these funds pay the illustrator of the poster, printing costs, trophies for winning authors and running costs.

TERM THREE: Once nominations start coming in we read all of the nominated books between us. At the end of Term Three we collect all of the votes and tally them. This year we are extending the voting until Term Four due to the Coronavirus pandemic.

TERM FOUR: We usually announce the winners and send them a trophy in November. We also select a new theme for the following year, commission a West Australian illustrator to create our poster and continue to read nominations for the following year and whittle down the shortlists.

The committee meets about once a month – usually at Tavolo café in Belmont at 4pm on a Thursday. As well as discussions about the financials, shortlists and ways to improve the Award, there is also plenty of laughter. We welcome suggestions and feedback but please remember that we are all volunteers and there are only five of us. If you would like to join the committee, it is not a huge time commitment. Any help is a bonus.

You can email us at admin@wayrba.org.au or find out more at <https://wayrba.org.au>.

Hillary Duffy
Teacher in Charge



The History of Mischief

By Rebecca Higgle

ISBN: 9781925816266
 Format: Paperback
 Number of Pages: 376
 Published: Coming Soon from Fremantle Press
 Country of Publication: Australia

Reviewed by Jan Nicholls

Introducing Rebecca Higgle, WA's latest rising star in the Young Adult genre. Her debut book, *The History of Mischief* published by Fremantle Press, is due out in September and is definitely one to watch out for!



For lovers of literary fantasy this has all the classic ingredients of a great read and offers a fascinating history lesson as a bonus. It opens with recently orphaned sisters, the feisty, determined and curious 9-year-old Jessie and her older sister Kay, who must reluctantly assume the role of parent. They move into a big old house with a fairy tale fence of iron bars and a gate of metal roses and Jessie is captivated by a key with a small copper rose on top, its petals only half open and strange words on the handle declaring it the Property of A. Mischief. A secret hiding place reveals an unusual book titled *The History of Mischief* which seems magically immune to elements such as fire and water and whose blank pages will only reveal their contents to the intended reader.

Starting in Athens with an enlightening glimpse into the political and social life of Diogenes in 236BC, the stories record the life and times of each successive A. Mischief. Spanning centuries and continents, triumphs and disasters, they spur Jessie on to research and discover a dragon trapped in a Polish salt mine, a plot to repatriate stolen bones, magical ice fairs on the frozen River Thames in London and much more.

A heartfelt homage to libraries and librarians and a celebration of the utter joy of research and accumulating knowledge. This book is at its heart, a rumination on grief, the corrosive nature of secrets and the redemptive power of love. The intricately designed cover hints at many of the secrets within and entices the reader to embark on a wonderful journey of discovery. An impressive debut and a worthy inaugural winner of the Fogarty Literary Award.

Laura Dean Keeps Breaking Up with Me

By Mariko Tamaki

Illustrated by Rosemary Valero-O'Connell
 ISBN: 9781626722590
 Format: Paperback
 Number of Pages: 304
 Published: 2019 from Pan Macmillan
 Audience: YA fiction

Reviewed by Bernadette Nye

Laura Dean Keeps Breaking Up with Me is a coming of age graphic novel written by Mariko Tamaki and illustrated by Rosemary Valero-O'Connell (of DC Comics fame). The story follows protagonist Frederica "Freddy" Riley as she navigates her on-again/off-again relationship with the enigmatic Laura Dean. Laura is charismatic, cute and popular but ultimately a terrible girlfriend. Desperate to figure out why she is continually dumped, Freddy seeks counsel ... first from advice columnist Anna Vice, then her new friend Vi and a local psychic. So wrapped up in her issues with Laura, Freddy fails to see the problems her own good friends are facing and ends up distancing herself unintentionally. What is the draw of this toxic relationship? Prioritising is a huge learning curve for Freddy.

The story deals with the disappointment and optimism surrounding relationships in high school and the search for self-identity. It's not your average love story. It's complicated. It deals with young women's sexuality. In this story, love is not desired and ultimately achieved. It's about making and breaking connections. This is about the many "Mr or Mrs Wrongs" along the way. Making mistakes and fixing them, or at least learning from them. The narrative is authentic, with honest situations and relatable characters. The mix of Tamaki's storyline paired with Valero-O'Connell's visual storytelling is a delectable match. This will be thought provoking for YA readers.

Laura Dean Keeps Breaking Up with Me boasts a litany of awards, including Winner of the 2019 Harvey Award for Best Children's or Young Adult Book, 2019 Ignatz Awards for Outstanding Graphic Novel, Outstanding Story and Outstanding Artist.



The Big Lie

by Julie Mayhew

ISBN: 9780763691257
 Format: Hardcover
 Number of Pages: 352
 Published: 2017 by Candlewick
 Cost: \$17.99
 Ages: 14+

Reviewed by Gina Goddard



Jessica Keller is an ideal maiden of the Greater German Reich: dutiful, patriotic and proud of her Nazi identity. She doesn't live in 1930s Germany though; she is a model citizen of England and the year is 2014. Julie Mayhew's novel posits a world in which German forces successfully invaded the UK or, as Jessica has been taught, that on 15th September, 1940 there was '(a)n end to chaos. Members of the Wehrmacht and Schutzstaffel landed in Kent and Sussex and began the liberation, bringing about order and a system for getting rid of the uninvited. The men cheered, the women covered the faces of the German soldiers with thankful kisses, the children waved flags. Operation Seelöwe set the people free.' (p. 70)

The Big Lie takes the idea of a Nazi England and runs with it: contact with the non-Reich world is severely limited, Jessica attends her Bund Deutscher Mädel youth group to learn how to be an exemplary future wife and the eyes of the secret police are everywhere. Trouble brews, though, when Jessica's eyes are opened to the repressive nature of her world and when her desires begin to run counter to the Nazi ideal of womanhood. Jessica's growing attraction to one of her fellow Mädel and the political activism of her neighbours threaten to change her forever.

Mayhew creates a thoroughly convincing world: it both seduces and terrifies in its reality. In a world where we have seen increasing intolerance of difference and rising nationalism, the novel resonates with today's events. Jessica is in awe of, and scared by, her father, a high ranking Nazi official. It is in his carefully constructed character that we see the lengths those in power will go to maintain their position. Mayhew's prose is accessible and she skilfully builds her world without resorting to large chunks of exposition. *The Big Lie* is most suitable for a 14+ audience, due to the distressing and violent nature of some of its events. **Recommended.**

Goldfields Girl

By Elaine Forrestral

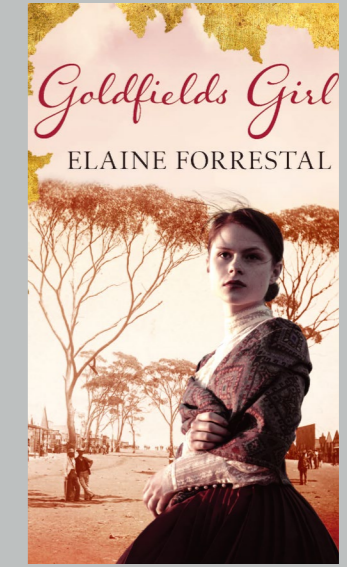
ISBN: 9781925816495
 Format: Paperback
 Number of Pages: 216
 Published: May 2020 from Fremantle Press
 Audience: Ages 10-14

Reviewed by Jan Nicholls

If you've been chafing under the restrictions imposed due to COVID-19 then this latest book from WA author Elaine Forrestral, published by Fremantle Press, should put your complaints into perspective and have you counting your blessings. Based on a true story, *Goldfields Girl* follows the life of Clara Saunders, a feisty 14-year-old who seeks adventure in the new outback town of Coolgardie in 1892 at the height of the gold rush.

It's so easy to forget in this pampered, selfie-obsessed modern age just how tough it was in the early days and how the women's stories (which are nowhere near as well documented) were just as important as those of the men. There was no alternative but to roll your sleeves up and get on with life but you have to admire the resilience and resourcefulness of Clara and others like her in the goldfields.

Obviously never one for self-pity, her story is the female equivalent of *A Fortunate Life* by AB Facey – even down to being written in an exercise book! Congratulations to Elaine on bringing an important era in WA history to the attention of a new generation of readers in such an accessible, readable format.



Wayward Son

By Rainbow Rowell

ISBN: 9781509896899
 Format: Paperback
 Number of Pages: 354
 Published: 2019 by St Martin's Press
 Price: \$17.99
 Ages: 14+

Reviewed by
 Gina Goddard



What happens to the Chosen One after the quest is completed? Can a fellowship of sidekicks and companions remain close when its purpose is achieved? Rainbow Rowell considers both of these questions in her road trip fantasy novel, Wayward Son, sequel to the highly popular Carry On.

Rowell introduced the characters of Simon Snow and his friends and adversaries in her novel Fangirl. In that novel, which featured a fan fiction writer, Rowell created her own riff on Harry Potter with her (invented) 'Simon Snow' series. The protagonist of Fangirl wrote 'slash' fan fiction bringing the two major male characters, Simon and Baz, together.* Part of the pay-off in Fangirl was when the gay 'fanon' relationship became novelistic canon. The 'Simon Snow' world was so popular with her readers that Rowell went on to write the 'final' book in the previously imagined series, Carry On

Wayward Son continues with the story of Simon (the wizard now devoid of his powers but with a new set of wings); Baz (the good vampire) and their friends Penelope and Agatha (both magic users). They are starting their adult lives with university and college. Simon, though, is spending his days lying on the couch, depressed and at a loss with how to live his life 'after'. He and Baz are in love, but are failing to communicate effectively and things aren't looking good. Penelope decides that they will go on a road trip in US to visit Agatha, who has effectively run away from her previous life. The novel takes the traditional shape of a 'road' story. Along the way they meet magic users and creatures based on an American tradition and Rowell takes great delight in skewering both British superiority and New Age Californians.

Appropriately for a novelist, Rowell is entranced with words and their power. Her magic system relies on the characters drawing power from well used words and phrases. One magic user draws their power from the

lyrics to 'Bohemian Rhapsody'. The novel is narrated by 4, first person voices. This structure works particularly well in representing Simon and Baz's struggles. We are told what one characters means by their words and actions and then how another character interprets them. My favourite narrative voice belongs to Penelope, who has very effectively organised and planned her life down to the least detail, only to discover that the world was not have been in on the conversation and has its own ideas. The book's cover completely erases the women from the story: Penelope should be in the car with the boys, the publishers incorrectly assuming that the novel's primary appeal is based on the gay male relationship at its centre. It has a much wider appeal than that.

Wayward Son is an easy and accessible read with lots of action and adventure, as well romance. Some lower-ability readers may be challenged by the frequent changes of narrator, although these are signposted in the text. It can be understood without knowledge of Carry On, but readers will benefit from reading that first. There is no graphic sex or violence. Librarians should be comfortable placing it in their collections according to their usual practices in handling fiction with LGBTQIA+ material. While the book wraps up this particular adventure it ends on a cliff hanger that will send our heroes back to their old boarding school in England. The third book in the 'Simon Snow' trilogy, tentatively entitled Any Way the Wind Blows, is due for publication soon. **Recommended.**



*If librarians and teachers are unaware of the 'fanfic' phenomena they need to know that many of their students are reading and writing fanfic, about fictional characters or real people like K-Pop stars, much of which features graphic sexual content.

'Slash' fanfic pairs non canonically romantically or sexually involved characters together in LGBTQIA+ relationships. Although all sorts of pairing or groupings are written, by far the most popular is gay male relationships. The term was coined for Star Trek fanfic in the 1960s that paired Kirk and Spock. It derives from describing their (and subsequent) relationship as Kirk/Spock. Fic that pairs uncanonically linked heterosexual characters is called 'het' fic.

Littlelight

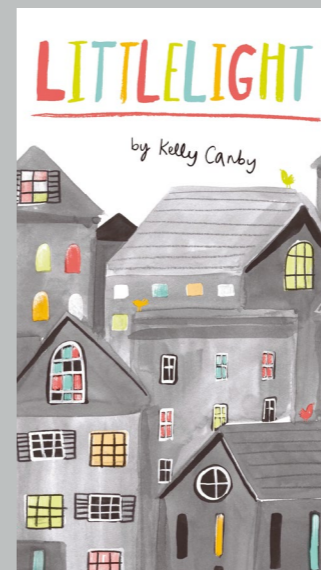
By Kelly Canby

By Kelly Canby
 ISBN: 9781925815764
 Format: Hardcover
 Number of Pages: 32
 Published: July 2 from Fremantle Press
 Audience: Ages 4-8

Reviewed by
 Jan Nicholls

The grey old town of Littlelight is hunkered down behind four brick walls. When bricks start to go missing from the walls, the mayor whips his citizens into a frenzy of aggravation: 'Someone is taking bricks from our walls – walls that protect us from everything that is different.' But when the townspeople find the thief, and her motive, they discover perhaps it is the mayor who is the problem after all.

Littlelight by Kelly Canby is a most welcome modern version of the classic Hans Christian Andersen tale, 'The Emperor's New Clothes' and can be interpreted as a clever exposé of all that is wrong in current political practice and world leadership. Canby has referred to the book as her own personal raspberry to Mr Trump and readers will readily share the joke.

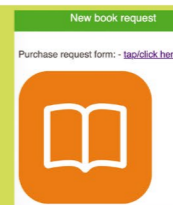


Like all sophisticated picture books Littlelight works on many levels; it is a beautifully illustrated simple story but with a serious message giving more perceptive readers pause for thought and reflection. The underlying message that we should be building bridges rather than barriers, uniting as a community rather than fragmenting, has never been more pertinent.

The launch date for this awesome new book is officially July but it is already in reprint and if you visit your local bookseller you may be able to snaffle an early copy. **Highly recommended.**

5 Great Ways to get your students involved in selecting resources

USING YOUR BEST CUSTOMERS - THE STUDENTS



1.) EMBED A STUDENT REQUEST DOCUMENT INTO YOUR LMS. YOU'LL HAVE A PERMANENT DOCUMENT TO REFER TO.

Students are the best source of new titles to purchase.

2.) TAKE THE NON-READERS TO A BOOKSTORE



Everybody loves to get out of school for an afternoon. Just think how motivated that child will be to read that book he chose.



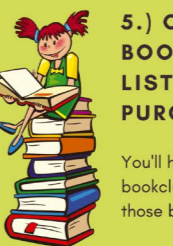
3.) HAVE THE STUDENTS BROWSE THROUGH DIGITAL AND HARD COPY BOOKSELLERS/PUBLISHERS CATALOGUES.

Give them a snack and a drink to make them feel important.

4.) ASK THE STUDENTS TO SELECT BOOKS TO READ FROM YOUR NEW PURCHASES



For when it's just too busy to do anything else.



5.) ORGANISE THE STUDENT BOOKCLUB TO COMPILE LISTS OF RECOMMENDED PURCHASES.

You'll have an agenda organised for bookclub and the students can promote those books they chose to classes.



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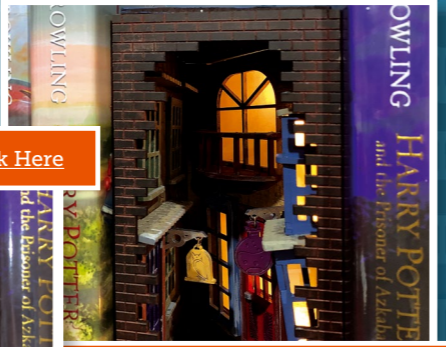


Chisholm Catholic College

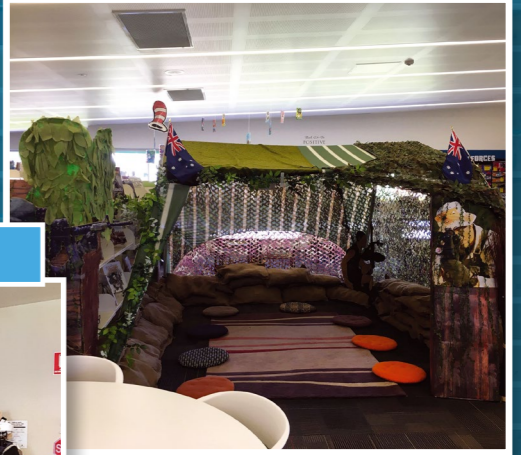
Quizzic Alley kit link: [Click Here](#)



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LIBRARY DISPLAYS



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