



**SEAN
E
AVERY**
TEACHER
AUTHOR
ILLUSTRATOR
Designer

Plus

iC3 chat with Sean E Avery

Library Officer Day

Premier's Reading
Challenge Highlights

AI Ready - How school libraries
can lead in the era of algorithms

Library Displays

Professional Journal of the
WA School Library Association
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Welcome to our final edition for 2023 and we cannot wait to bring you more jam packed *iC3* journals in 2024.

We are so proud to publish this issue and highlight the wonderful Library Officer Day held at the State Library of WA in June. We had so much fun organising this day, presenting, and networking with you all. We have an article written by our Library Officer Day Scholarship winner. Please save the date next year for the Library Officer Day on **MONDAY 18 MARCH 2024**.

Enjoy the wonderful interview with the talented Sean E. Avery who shares his influences and discoveries in his writing and how the library played a role in his life. A NMTAFE Graduate will chat about her volunteer work and working in libraries after graduating. We talk with Mem Fox who shares her journey and aspirations to become an author and how her books have stood the test of time..

You will find an especially useful and informative article on policy development and an Infographic on picture books for older readers database by the National Centre for Australian Children's Literature.

The Premier's Reading Challenge shares their highlights for 2023.

We are all talking about AI (Artificial Intelligence) and in this edition we have a couple of articles including being AI Ready by Dr Kay Oddone and ways to use Chat GPT.

Of course, we have our regular features including copyright, library displays, book reviews and information from the State Library of WA.

Thank you for all your contributions and your passion for school libraries. We would not have an issue without you contributing and your ideas. It is appreciated!

If you would like to contribute to the *iC3*, you are welcome to email Natasha or myself at ic3editor@wasla.asn.au

Helen Tomazin
iC3 editor

Front Cover image courtesy of [Sean E Avery](#).

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Submissions, advertising and subscription enquiries should be directed to the Editor.

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):

- Rebecca Murray
- Natasha Georgiou

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From the President's desk

Kaya

Where has 2023 gone? This year seems to have flown by and shows no signs of letting up! Welcome to the final issue of *iC3*, which has lots of fascinating reading for you.

I really don't know how Helen does it but she has secured an article by the highly esteemed Australian author Mem Fox who shares her journey and aspirations on becoming an author! Incredible reading for a fangirl like me. And then she has another article on Sean Avery and an interview where he discusses many of his hidden talents.

We have an article by Dr Kay Oddone on the Impact of AI and how school libraries can lead the revolution. A fascinating opportunity to glean a few tips to try back at school to help keep the library relevant in this interesting time of significant change.

In the mix is a report on the highlights of the Premier's Reading Challenge, book reviews, news on the 2024 Library Officers Day and lots of display ideas from fellow school library staff.

The WASLA Committee have had a busy few months since the last edition attending various meetings for the Australian Coalition for School Libraries (ACSL) and organising professional learning events.

At our upcoming AGM we will be updating our Constitution as well as thanking some outgoing committee members. Our committee members donate significant time to our Association and work in a dedicated team to advocate for school libraries across Western Australia and the nation. I also look forward to welcoming new committee members who have already expressed a desire to join the team! I look forward to working with you in 2024 and beyond to support library staff.

I wish you all a very happy Christmas and all the best for 2024.

Rebecca Murray
WASLA President

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Library Officer Day 2023

This is the second year that WASLA has run Library Officer Day in its current format. Lessons from last year were learnt and we listened to the feedback that the 2022 delegates gave us. Therefore, this time around the event flowed more smoothly so that all could enjoy and learn from the presentations delivered in a relaxed manner. The organising committee must thank the staff, in particular Kate Akerman and Tricia McKenzie, at the State Library of Western Australia for all their tireless efforts to support the successful running of the day.

The team from the Department of Education and the Premier's Reading Challenge (PRC), led by Anne-Maree Ferguson, set the tone for the day with an exciting opening keynote. We all got to know about how the PRC works and all were encouraged on the day to become registered challenge champions. It was also a bonus that a couple of the PRC's cheer squad, Chenée Marrapodi and Norman Jorgensen came along and gave us a mini author talk about themselves and their writing. We were also introduced to the adorable Dewey Dex, the new mascot of the Challenge.

Our first breakout session was aimed at supporting library staff in practical ways. Helen Tomazin's session on surviving running a school library on your own was back by popular demand. Not only does Helen provide so many great ideas to attendees, she also provides them with a manual full of helpful tips and strategies. The DoE's School Library Support Team, led by Melissa Pettit, gave attendees a sneak peek of a valuable online tool that will soon be launched for all public schools. The tool helps guide you with resource collection to support the curriculum. The team has also created an online course to help new school library staff within their role as Library Officer. Bev Jacobson is arguably one of the most knowledgeable people in Australia regarding YA and children's literature. She imparted some of that knowledge with reading recommendations for all types of students. Lastly, Suan Kui Yoong, from SCIS, gave practical tips and strategies in how to get the most out of your online subscription. SCIS is more than just a platform to get your catalogue records from.



All presentations from these sessions are now available in the member's only section of the WASLA website.

Our second breakout was focussed on the five most common learning management systems. This year we had the companies themselves deliver the presentations both in person and online. They spent most of the time answering your questions and providing advice on how to get the most out of your system. A big thank you to Functional Solutions and Destiny for flying over to Perth to present for us and for providing generous prizes.

After a boxed lunch, WASLA had organised something a bit different and more active for our delegates. Groups got to experience different tours of places in our Perth Cultural Centre, including behind-the-scenes tour of the SLWA, North Metro TAFE, the National Archives, The Art Gallery of WA, or a cultural and historical walking tour of the area that was created by the SLWA's education team.

At the end of the day, we got together for a final wrap-up and many of us walked away with prizes thanks to our generous sponsors. Thank you to all Committee members who put this day together. It takes months of planning and preparation. The Committee is comprised of the following people: Rebecca Murray, Helen Tomazin, Tina Russo, Anne-Marie Musca, Barbara Lippiatt and me. We thank all those people who attended the day and gave positive and constructive feedback. We especially want to acknowledge those of you who have indicated that you are interested in joining our organising committee for next year's event.

We have big plans for our 2024 Library Officer Day so keep watch for further information to come via WASLANet and our socials.

Natasha Georgiou
WASLA Vice President



Country Scholarship Winner: WASLA Together Towards Tomorrow Library Officer Day Vignette

Hi! My name is Tara McCready and I'm a mummy of two young boys, a wife to Ryan and dog-mum to Milo! I work at Great Southern Grammar, a Kindergarten to Year 12 school in Kinjarling/Albany on Menang Noongar Boodja.

I started my library career after having my first son. I was fortunate to get a casual LO position at our local public library, then after having my second son, I realised returning to Nursing (my first career!) was not going to be in my family's best interests. Plus, I just felt like I was doing exactly what I was supposed to be doing. Term 4 of 2022, I spent the term in a local (small) primary school's library and I fell in love! I'm very new to school libraries (compared to others I met at the LO Day conference) but my love for what they represent and who they serve is immense!

I'm so grateful for being generously awarded the Country Scholarship to attend this year's conference as I am still so new to school libraries and am still finding my feet. I felt like the whole day I was just a sponge absorbing as much as I could and taking as many notes as possible! What I couldn't put into words though was how inspired and buoyed I felt throughout the day.

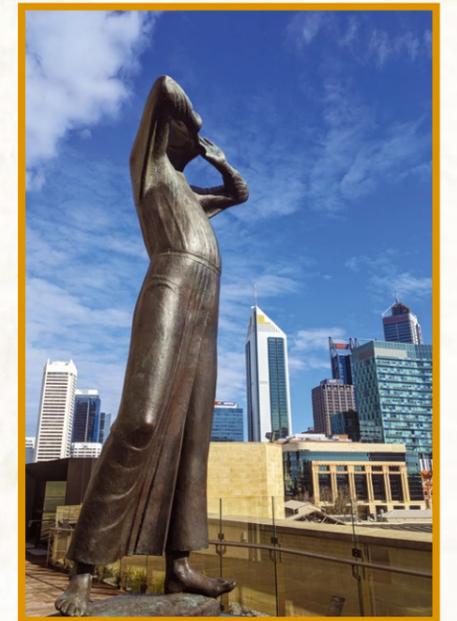
Our keynote presentation was from the committed, creative and comedic team behind WA's Premier's Reading Challenge, led by Ann-Maree Ferguson. I'm blown away at what these professionals achieve with only the few of them in the team. Their creativity and drive to change the statistics for WA's reading/literacy levels is amazing. Dewey Dex was officially launched with cheers and delight from the audience. What an inclusive, inspirational little character to mascot the program and for students to relate to in ways each school library can choose. At the time of the LO Day, there were 18,955 students registered for the challenge, 9348 parents/carers, with 555 challenge champions (comparative to 105 at the same time in 2022) and 140,937 books logged (more than double at the same time in 2022 – 68,000)! Let's keep this momentum going until the end of the program on September 8.

I chose to attend the session "Curriculum-focussed Collection Development" delivered by: Melissa Pettit, Collett Richards & Dot Millar. Wow these ladies sure know their stuff! A slide was shown at the beginning of the presentation that depicted all the different jargon or lingo that one is bombarded with upon entering a school library. For some new to the profession or just new to school libraries, it can most definitely seem overwhelming! We were asked if we could personally remember a time when it felt overwhelming or even a bit scary when

first embarking upon our school library careers, and I'd say 90% of us at least raised our hand. But through the work of Melissa and her team: their support, advice and guidance to library staff, professional development opportunities, advocacy for school libraries and their staff as well as one-to-one support, hopefully this anxiety is eased. We were introduced to a resource being developed by the School Library Support Project, the WA Primary Non-Fiction Collection Assessment Chart. An excel spreadsheet-lovers DREAM! Very user friendly and able to be adapted to individual schools' needs, this resource has not actually been released for use yet but will hopefully be in the coming terms. I don't have the space to go into the detail, but a Collection Development Assessment Chart of this complexity has never been attempted before, something to keep an eye out for, along with the School Library Induction module that the team have been developing to aid school library staff when first entering their positions, as well as a refresher for staff to professionally self-reflect upon.

The Library Management System session relevant to me was the Softlink Oliver session, delivered by Jo Kelly. We discussed the recent updates to Oliver version 5 which included the Teachers' Library Portal, what the teachers saw from their user interface and functions that this 'module' provides teachers (mainly circulation desk access to return and loans resources, with some specky statistics reports in a very visually pleasing graph presentation!). Some audience questions were answered by Jo and demonstrated on the big screen, and it was great to learn from others' queries. One of the main messages that really resonated with me in this session though, was that in Oliver, creativity is okay! Be creative in making Oliver work for you, but just remember to *be consistent*. Set the rules or parameters that work for your library, within your school community, and make it work for you.

Finally, for our Pound the Pavement session I chose to attend the Art Gallery of WA small group tour. Gosh, we needed a whole day for this tour! But I'll choose one significant moment to discuss. It was the first sculpture we were introduced to, on the roof of the Art Gallery. A large sculpture by the artist Gerhard Marcks, named 'Der Rufer' or 'The Caller'. He is a barefooted man wearing a robe, with hands cupped around his mouth and face slightly inclined as if he is calling something across the horizon. Our tour guide mentioned that when she has students doing tours on excursions from their schools, she often asks them what they think he's calling out. 'Peace!' is a common answer, but one that struck her recently was 'Be Kind!'. Reflecting on this, that simple action, of being kind - to one another, yes - but also to ourselves. Might that in fact make ripples enough to make change? In the world? Or even just in our immediate school library world? Another reflection I had on this sculpture: what do we want our libraries to be calling out across our school horizon? "Read books!" Perhaps. "You're welcome here!" Maybe. "Read, grow, be inspired!" Might be timely! I'll leave you with a picture I took of Der Rufer.



Tara McCready

Policy and policy development

By Amy Hollingsworth

Applying my knowledge from over a decade of experience working in ISO 9001 Quality Certified Management Systems, writing, curating, auditing compliance and publishing information, now as a teacher-librarian, I have started to transform our school library's document management system from a few hardcopy printed pages in a sleeve file, to a structured online document library.

In this article I discuss why documents are important, how I went about creating my first library policy and what considerations I needed to apply. Lastly, I provide a few examples of how our school's document library currently looks, with an aim to give you some knowledge and confidence to get started in organising your own library documents.

Why?

Policy documentation cements rules and practices, states who has overall responsibility, and ensures that the library:

- complies with the school's mission and values,
- is funded appropriately, and
- is balanced and inclusive.

Below are my top reasons why having current, working policies in the library is essential.

Consistency

Documenting policies has everyone working on the same page. Clear and consistent information reduces confusion and ensures that everyone is working efficiently and effectively. Library document policies and procedures create a standardised approach which also ensures that students and staff have a predictable and reliable experience when using the library, regardless of who is in charge.

Training

Documented library policies are an effective starting point for training new staff,

as well as providing a point of reference for existing staff when in doubt. New staff can easily understand the vision for the library and the boundaries and expectations placed on library staff. Initially the policy will help to reduce errors and increase compliance, while supporting queries that arise in the day to day running of the library.

Knowledge Transfer

As staff members retire or leave, their expertise can be preserved in the documented policies and procedures, minimising interruption and allowing for continuity of library success. Capturing the knowledge of current staff in document format ensures that you are succession planning.

Continuous Improvement

Documentation also serves as the starting point for continuous improvement in the library. Continuous improvement starts with understanding what is currently being done and what needs to change in order to stay up-to-date and responsive to changing needs and priorities. Bottlenecks, inefficiencies and duplication of tasks can be easily identified if the process has already been written down. Planning, streamlining and implementing opportunities for improvement will often lead to better results.

Demonstrate and Protect Value

Documentation can be used to demonstrate and project the value of the library and the decisions made by its staff to school leadership, staff, and the wider community. By documenting library policies and procedures librarians can provide evidence of the impact of the library on student learning and engagement while supporting staff's rationale behind decisions that may be challenged or criticised.

How?

At Santa Maria we base our policy development on the current and future

needs of the school; aligning with the school's mission statement and strategic plan. As a library team we work closely together to discuss what these current needs are and what is currently best for our school library.

The first policy the library needed was a weeding policy, simply because the library's non-fiction area needed weeding. There was nothing in place to use as a guide, so I started from scratch. I wrote the purpose and the details of why we weed from a librarian's perspective, then collaborated with library staff on developing a weeding procedure. Collaboration is essential on any documentation as the person writing the documents may not always be the person actively enforcing the content or the person who knows the intricacies of the workings of the library. A collaborative approach leads to staff affiliated with the library having ownership over the workings of the library.

My approach is to have an informal discussion of how something, in this case weeding, might be able to happen and then going away to write the steps of the process sequentially. I find that once it is written down it is easier to review and modify. The physical activity of weeding did not begin until all parties were happy with the policy, the process and supporting documents. It was also essential that the weeding document was understood by all so the project could seamlessly continue no matter who was rostered on in the library.

We have now successfully weeded our non-fiction section and are reviewing the policy and procedure for its effectiveness for weeding our senior fiction section of the library.

Document creation

1. Write the purpose of the document.

This involves identifying why the document is needed and what it is meant to

achieve. Without a clear purpose, the document is unlikely to be effective.

2. Identify stakeholders who will be involved in its creation and use.
3. Plan and organise the content of the document with key stakeholders. This may involve creating a structure, for example, by using post-it notes to help to organise information logically and effectively.
4. Write the document. The content should be written in a clear and concise format, with a focus on providing information that is relevant and useful to the intended audience.
5. Review and modify by seeking feedback from stakeholders. Make notes on inconsistencies, errors and ensure it is still fit for purpose.
6. Approve and implement. Once finalised the document can be approved by the relevant stakeholders and implemented by the library.
7. Review and improve. Monitor the effectiveness of the policy through initial outcomes and feedback. Improve the document so it remains effective.

Other things to consider

- Aesthetics – Policies should have a professional appearance and contain document control attributions such as version number. Author and owner should also be visible on the cover page for the reader to understand the school hierarchy and who to contact if questions arise.
- Uniformity – A template creates uniformity across the school, has all word functionality built in for those who are technologically sensitive and provides a structure for those responsible for writing policies.
- Naming – Always name a document with a title that states exactly what information it contains. Numbering

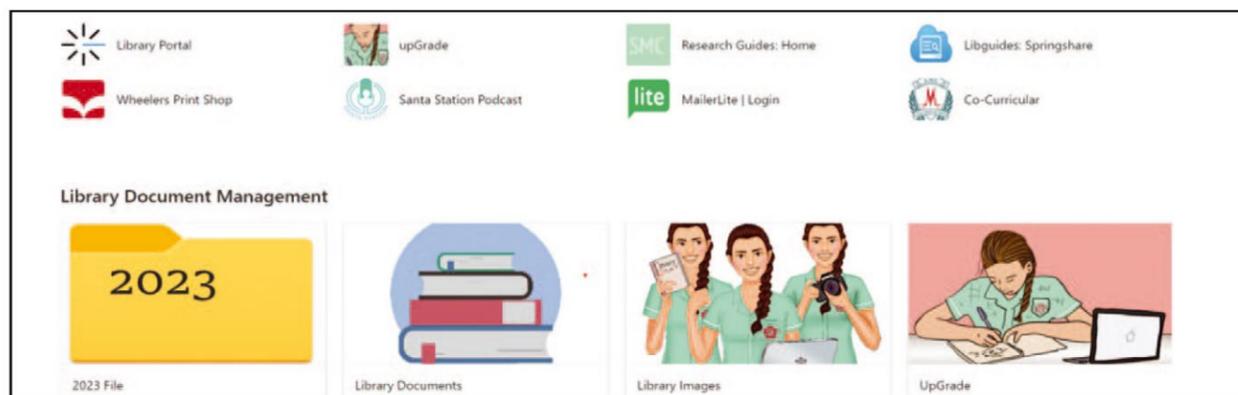
documents is not essential but makes the documents more identifiable once published on the school management system (or file system).

- Tone – Whatever is written down must be flexible enough to deal with the day-to-day variances that occur in the library but should be direct enough to enforce efficiency. Write for your intended audience and consider their understanding. Use clear and concise language and avoid jargon or technical terms that may be confusing.
- Appendices – All appendices should be made into separate information documents or forms so that they can be accessed separately from the policy on the school's/library's management system. If base format documents are appendices they should be simply copied over and imbedded as a picture.
- Style Guide – follow the school's style guide. Style guides dictate font, colour palette and formatting of dates and time and headings.

Examples

Opposite are example of policies and procedures I have created (in collaboration with our library team) based on the content (highlighted below) and the needs of our library. This is not an exhaustive list and may or may not be reflective of your own library's needs.

Our **school library development policy** is a two page document that contains: our library **vision**; **mission** (aligning with the school's values and ethos); a **contextual overview** of the library and how it fits in and supports the school, our **strategic direction** which is influenced by the academic council, **staffing** loads and responsibilities within the library, **services and programs** provided by the library and available to the school community and



Our Library SharePoint Homepage.

Library Documents > 2023 Library Document Management > 1. Policies and Procedures

Name	Modified
SMC-LIB-PP-001 Development Policy.docx	February 9
SMC-LIB-PP-002 Collection Management Policy_Procedure.docx	February 14
SMC-LIB-PP-003 Overdue Books Policy_Procedure.docx	February 23
SMC-LIB-PP-004 Damaged Library Items Policy_Procedure.docx	February 9
SMC-LIB-PP-005 Weeding Policy_Procedure.docx	December 1, 2022
SMC-LIB-PP-006 Library Finances DRAFT.docx	February 15

An overview of our current policies and procedures (above) and document hierarchy within library documents (right).

Library Documents > 2023 Library Document Management

Name
1. Policies and Procedures
2. Work Manuals
3. Scope and Sequences
4. Information Documents
5. How to
6. Forms and Templates
7. Labels and Signage

lastly a link to the collection management policy.

The **collection management policy** contains: a **rationale** discusses what a collection management policy is and why we have one in the school; the **outcomes** the school is trying to achieve through its collection; **circulation management**, the who and how and what with (the school's library management system (LMS)); our physical **collection layout**, which relates to permissions and has been genrefied; the document then covers areas that provide a small amount of information but importantly links to other documents within our document management system such as our **eBook/Audio book collection**, **Permissions**, **Overdue Items**, **Damaged Items**, **Weeding Items**, **Requests**. Our **selection**

criteria is also included in the collection management policy and was taken and adapted from a source freely available off the internet. The selection criteria contains: general resource assessment criteria; specific resource assessment criteria for non-fiction print; specific resource assessment criteria for fiction and internet site assessment criteria. Lastly the collection management policy covers **challenged library items** and what the library will do if an item is challenged.

I have started to organise the library's SharePoint homepage specifically for our library needs. This homepage is the link to our documents; these documents are organised in a hierarchical format. Your library does not need SharePoint; a share folder is sufficient.

Applying policy to our library processes and procedures enables my team and other colleagues around the school to feel confident that we are working as efficiently and consistently as we can be. There is an understanding that there has been a process and discussion agreed upon in developing the way we do things, and that we are able to continue to improve on things that work, and eliminate, or adjust, those that don't. If an organisation does not have a system for managing improvement items (non-conformities, incidents, customer complaints etc) then it is only a matter of time that history repeats itself.

Amy Hollingsworth, teacher-librarian, Santa Maria College, WA.

'This article first appeared in the School Library Association of Victoria journal, FYI, Volume 27, Number 2, Autumn 2023, and is republished with the permission of the author and the School Library Association of Victoria.'

NMTAFE Graduate Sarah Bird Boxall chats about her relief and volunteering work in school libraries



I have always held an appreciation of books and literature.

After having my children, I found myself revisiting public libraries. Understanding the importance that libraries have in supporting my children's and the wider community's literacy and life-long learning journey made me value libraries even more.

The Library and Information Service course offered by North Metropolitan TAFE (NMTAFE) presented the perfect opportunity for me to begin my studies. It provided flexible learning, where I was able to study part-time. This allowed me to study units both on campus and online, which suited my busy work/family schedule.

I graduated from NMTAFE with a Diploma in Library and Information Services at the end of 2022.

One of the key elements of the course was the work placement organised by NMTAFE. This highlighted to me the importance of hands-on experience and networking opportunities. I was privileged to be provided the opportunity of a practicum at both the Western Australian State Library (SLWA) and the City of South Perth Libraries.

Even though I undertook these practicums, I was interested to also gain experience in school libraries. I came across Ed Connect, a wonderful organisation that places volunteers in local schools. Through this organisation I have now been volunteering at Kensington Primary School, on a weekly basis, for the past two and a half years.

Volunteering and working in school libraries have been hugely enjoyable. To become part of the school community, to experience how the amazing Teacher Librarians and Library Officers engage and inspire the students, is truly rewarding.

Once I began volunteering, I was offered relief opportunities at Kensington Primary School and have gone on to undertake relief at Riverton Primary School and Aquinas College.

My previous career was working in the design industry, and I particularly enjoy creating book displays. Considering the overall library design and the visual presentation of the library's resources, to best promote borrowing and inspire a life-long love of reading, is an aspect of the Library role that I enjoy.

The NMTAFE course provided me with a comprehensive understanding of library processes and systems. Additionally, the lecturing staff provide industry experience, links to relevant industry associations and guidance on job opportunities, to help get you started with a career in the library and information sector. It provided me with knowledge to embark upon a successful career in the library industry and its practical training is designed to prepare students to be job ready.

I feel honoured to be working in this industry and the opportunities I have been afforded so far. I thrive on engaging with library users and the impact library staff can have on individuals is truly satisfying. I look forward to a long future working in the library and information sector.

Sarah Bird Boxall

Reading can take you *anywhere*



2023 Premier's Reading Challenge Highlights

The 2023 Premier's Reading Challenge achieved strong engagement as schools returned to 'business as usual' following the end of COVID restrictions. During this year's program, 811 schools participated in the challenge, representing 70% of schools.

A challenge cheer squad of 16 Western Australian writers, including Craig Silvey, Dianne Wolfer, Holden Sheppard and Helen Milroy, were appointed. They recorded podcasts, promoted the challenge on their social media channels and participated in media opportunities.

The partnership with the WA School Library Association (WASLA) was the foundation of a huge increase in the number of Challenge Champions - school staff who volunteered to support the challenge and student participants from their school. A partnership was established with the Best Australian Yarn writing competition, resulting in a 50% increase in youth category entries.

Ms Taryn Brumfitt, 2023 Australian of the Year and children's author, delivered a keynote address on body image to Department of Education staff and will make Embrace Collective resources available to WA schools through an Auspire WA partnership.

A regular Premier's Reading Challenge podcast, *Between our Pages*, was established featuring WA writers and is available on all major platforms, including Spotify, Apple and Podbean.

The challenge has dedicated Facebook and Instagram accounts. The results included 2,080 people following the Premier's Reading Challenge Facebook page, an increase of almost 104% on the 2022 challenge. Similarly, 706 people follow the Instagram page, an increase of 180% over the year before.

Anne-Maree Ferguson
Premier's Reading Challenge
Senior Consultant Communications
Department of Education WA





3 ways to use ChatGPT to help students learn - and not cheat

Kui Xie
Professor of Educational Psychology and Learning
Technologies, The Ohio State University

Eric M. Anderman
Professor of Educational Psychology and Quantitative Research,
Evaluation, and Measurement, The Ohio State University

Since ChatGPT can engage in conversation and generate essays, computer codes, charts and graphs that closely resemble those created by humans, educators worry students may use it to cheat. A growing number of school districts across the country have decided to block access to ChatGPT on computers and networks.

As professors of educational psychology and educational technology, we've found that the main reason students cheat is their academic motivation. For example, sometimes students are just motivated to get a high grade, whereas other times they are motivated to learn all that they can about a topic.

The decision to cheat or not, therefore, often relates to how academic assignments and tests are constructed and assessed, not on the availability of technological shortcuts. When they have the opportunity to rewrite an essay or retake a test if they don't do well initially, students are less likely to cheat.

We believe teachers can use ChatGPT to increase their students' motivation for learning and actually prevent cheating. Here are three strategies for doing that.

Feature Article

1. Treat ChatGPT as a learning partner

Our research demonstrates that students are more likely to cheat when assignments are designed in ways that encourage them to outperform their classmates. In contrast, students are less likely to cheat when teachers assign academic tasks that prompt them to work collaboratively and to focus on mastering content instead of getting a good grade.

Treating ChatGPT as a learning partner can help teachers shift the focus among their students from competition and performance to collaboration and mastery.

For example, a science teacher can assign students to work with ChatGPT to design a hydroponic vegetable garden. In this scenario, students could engage with ChatGPT to discuss the growing requirements for vegetables, brainstorm design ideas for a hydroponic system and analyze pros and cons of the design.

These activities are designed to promote mastery of content as they focus on the processes of learning rather than just the final grade.

2. Use ChatGPT to boost confidence

Research shows that when students feel confident that they can successfully do the work assigned to them, they are less likely to cheat. And an important way to boost students' confidence is to provide them with opportunities to experience success.

ChatGPT can facilitate such experiences by offering students individualized support and breaking down complex problems into smaller challenges or tasks.

For example, suppose students are asked to attempt to design a hypothetical vehicle that can use gasoline more efficiently than a traditional car. Students who struggle with the project – and might be inclined to cheat – can use ChatGPT to break down the larger problem into smaller tasks. ChatGPT might suggest they first develop an overall concept for the vehicle before determining the size and weight of the vehicle and deciding what type of fuel will be used. Teachers could also ask students to compare the steps suggested by ChatGPT with steps that are recommended by other sources.

3. Prompt ChatGPT to give supportive feedback

It is well documented that personalized feedback supports students' positive emotions, including self-confidence.

ChatGPT can be directed to deliver feedback using positive, empathetic and encouraging language. For example, if a student completes a math problem incorrectly, instead of merely telling the student "You are wrong and the correct answer is ...," ChatGPT may initiate a conversation with the student. Here's a real response generated by ChatGPT: "Your answer is not correct, but it's completely normal to encounter occasional errors or misconceptions along the way. Don't be discouraged by this small setback; you're on the right track! I'm here to support you and answer any questions you may have. You're doing great!" This will help students feel supported and understood while receiving feedback for improvement. Teachers can easily show students how to direct ChatGPT to provide them such feedback.

We believe that when teachers use ChatGPT and other AI chatbots thoughtfully – and also encourage students to use these tools responsibly in their schoolwork – students have an incentive to learn more and cheat less. 



We believe in the free flow of information

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Original article obtained from:

<https://theconversation.com/3-ways-to-use-chatgpt-to-help-students-learn-and-not-cheat-205000>

Feature Article

What was your favourite book as a child?

I had lots! Anything by Roald Dahl was amazing and I loved Goosebumps books. Anything with magic and great characters always intrigued me.

What did you learn and discover when writing and illustrating books?

That I'm capable of doing hard things. I also learned how to communicate better with kids the more I wrote for them. It's made me a better teacher.

What do you do when you are not writing and illustrating?

Teaching, exercising, playing with my little girl, having coffee with my wife.

As a child, what did you want to be when you grew up?

A paleontologist! I loved everything about dinosaurs.

If you could choose a book character to be for a day, who would it be and why?

Hard question! Probably Roland Deschain, the last Gunslinger of Gilead from Stephen King's Dark Tower series. He's like a medieval knight who defends his realm from evil, but he carries a pair of enormous, mythical revolvers instead of a sword. He's all heroic stoicism, magic, and bullets – characters don't get much cooler than Roland.

We all love and are passionate about libraries. Did the library play a role in your life?

I've always loved the library – I read every single book in my school library when I was kid and the library officer was always so kind to me. Libraries are truly magical places. 📖



Sean E Avery is a teacher, writer-illustrator, sculptor and designer born in South Africa; living in Perth, Western Australia. Locally, he is best known as the writer-illustrator of best-selling children's picture book, *All Monkeys Love Bananas*, published by Fremantle Press. His picture book, *Happy as a Hog Out of Mud*, won the 2022 WAYRBA Picture Book of the Year Award and his latest book, *Frank's Red Hat*, is shortlisted for the 2023 Indie Book of the Year Award and already a hit with kids in Australia, Korea, France, Germany and Denmark. Internationally, he's best known as a sculptor who uses CDs and DVDs to create breathtaking works of art that reside in galleries and private collections all around the world. He is curious, enthusiastic and ready to work hard for the things he believes in.

Permission granted to use biography from Sean E Avery's website <https://seaneavery.com/home.html>



We chat with Sean E Avery

Hi Sean, tell us about yourself.

I am dad to a little girl named Violet; husband to a lady named Caris; a primary school art teacher; I do yoga, pilates, run, and lift weights; I wake up and go to bed early; I love mountains and snow; I'm learning how to speak Japanese; I write books for kids; I draw pictures for those books. Those are the things I'm proud of. I also drink too much coffee and don't floss. Those are the things I'm not proud of.

When did you first realise you wanted to be an author and illustrator and were there any influences in your work?

I kind of fell into the whole book thing by mistake initially. When I was at university studying graphic design, I wrote and illustrated a little picture book called *All Monkeys Love Bananas*. My tutor liked it so much she said I should send it to a publisher, which I did and it was picked up for publication a month later! That book was released in 2012 and I've been obsessed with the whole process of making books ever since. The illustration and writing style in that book was inspired by Dr Seuss and Tim Burton. My influences and inspiration change all the time.

How long does it take you to write and illustrate a book?

It depends! Anything between two weeks and three months – generally graphic novels take the longest, because there are soooooo many drawings to do!

Do you enjoy writing and illustrating books and why?

I like it very much. There's a certain type of magic that comes from working on something that is right on the edge of your ability to achieve. Making books is challenging, but it's not impossible – it's thrilling to watch each one I make get a little better than the last. I also really like making kids laugh, and I can always do that with my drawings.

What inspires you to write and where do you get your ideas from?

I write every day because it gives me great satisfaction – when you write every day, things tend to come to you when you least expect it! Also, being a teacher helps, because my kids are always giving me great ideas for characters and concepts for books.

AI Ready: How school libraries can lead in the era of algorithms

On Friday I was honoured to be invited to keynote the ALIA Schools Seminar 'Keeping School Libraries Relevant', presenting on being AI Ready: How school libraries can lead in the era of algorithms.

Presenters and staff standing in front of screen with keynote title slide.

Myself and the wonderful staff of St John Paul II Catholic College and Wyndham College and the fabulous ALIA Schools convener, Anne Girolami.

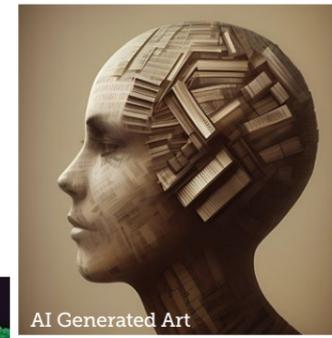


I always really enjoy meeting and learning with school library staff – their energy and enthusiasm for staying abreast of the ever changing education landscape and their openness to consider new ideas affirms that school libraries are 'my place' and that school library staff are 'my people'. Even in challenging times, where so many Teacher Librarians are being taken out of the library and asked to teach in completely different areas, their belief in the value of school libraries and the vital contribution they make to the entire school community remains strong.

After the event, I noticed that there were some questions on our Padlet that I had not had time to discuss during the day, and so I want to share my thoughts on these now, as I feel that they are representative of the questions many educators (not just in school libraries) are asking. These are my responses in brief. They are not the type of questions that have a simple, concise answer, but ones that spark a lot of discussion, so I hope that my initial thoughts spark further conversations for all of you.

More information: Where can we get more information on these topics? Where do you get your information from?

There is an overwhelming amount of information currently about the topics of AI, generative AI and the potential implications for education. There are numerous Facebook groups discussing the topic, and I would recommend dipping your toe into these, but reading the discussions with a critical eye; as discussed on Friday, there are very few experts in these areas as it is all so new, so even those who sound the most authoritative may not always be correct.



I have included the sources for my presentation in my reference list; [you can view here](#). I would also recommend the following titles for excellent professional reading:

Luckin, R., George, K., & Cukurova, M. (2022). AI for School Teachers. CRC Press.

Dobrin, S. I. (2023). Talking about generative AI: A guide for educators. Broadview Press. <https://sites.broadviewpress.com/ai/talking/>

I also save as many articles and resources as I see on [my Flipboard](#).

I get a lot of information just by following links shared by others and evaluating their value; this is the benefit of having a carefully curated [personal learning network \(PLN\)](#) – which I encourage every educator to develop!

What is the best way to provide staff and students with awareness of the benefits, challenges and issues of AI tools for life and learning?

A great question with no easy answer! Every staff group and student group will respond differently to different communication channels; you know what works best for your context! However, I believe that small bites of information that hook staff in can be a very useful way to get them talking about these topics, and make them more open to participating in more detailed discussions. I also believe linking these topics to experiences/challenges/tasks they are already dealing with can help them make connections between these technologies and their current practices.

I definitely believe that school library staff should be taking as much of a lead as possible. This might be scheduling a lunchtime or before/after school session (provide food!) for open discussion and Q&A which you lead (you don't have to be the expert to lead, you just need to be the facilitator), or sharing bite-size strategies and tips (e.g. Did you know.... Or Have you tried??) in a newsletter/staff communication/on a whiteboard in the library where students can share their thoughts also...suggesting articles to staff to read and making these accessible...small strategies which position you as someone who is aware of/informed/interested in the developments in this area can give you a foot in the door to take a more comprehensive role as time goes on.

At what year level should we consider using A.I. in our program? What prerequisite skills should we teach?

I don't think there is a specific year level where AI should be introduced; it's not a single tool that is 'taught' at a particular time. Even Prep students (or younger) are interacting with AI – when they jump on YouTube to watch Peppa Pig, they are navigating algorithms determined by machine learning. I think in the younger years, there is opportunity to discuss different aspects of AI in a very natural way, as they engage with tools/platforms that feature them, and the discussion should evolve from there.

Continued from page 18

This question was probably not asked by someone in Early Childhood, but these two articles provide excellent overviews of the benefits, challenges, obstacles and opportunities for introducing AI literacy to students even in the youngest years – thereby confirming that these concepts are best developed over time, for all students.

I recommend all educators read them, as many of the suggestions and findings are also able to be adapted for older students, who did not have the benefit of having this awareness in early childhood.

[Artificial Intelligence \(AI\) Literacy in Early Childhood Education: The Challenges and Opportunities](#)

[AI in Early Childhood – 6 things teachers need to know](#)

In terms of prerequisite skills – I would argue developing students' information literacy skills, digital literacies and media literacy skills would be the most vital. A lot of skills are already being taught in the Australian Curriculum and even more so in the General Capabilities that build students capacities to engage positively with AI, however I also feel that explicit opportunities to teach information literacy skills are lacking due to the assumption that students 'know' how to search for information because they can 'use' Google. This is where we return to the need for qualified school library staff including Teacher Librarians who can support teachers and students to understand that there are strategies that must be applied for effective engagement with information. Bluntly, 'students need school libraries' – and qualified staff to lead them for the benefit of the entire school community.

I was also really thrilled to be invited recently to chat about AI and school libraries with Elizabeth Hutchinson and her colleagues, and the resulting podcast discussion can be viewed below. It is so incredible to be able to connect with professionals from all over the world as we work on developing positive ways to engage with new tools in an informed and ethical manner.

[Link to Podcast Video HERE.](#)

I look forward to continuing to develop my own knowledge and understanding of these technologies and the way they impact on education – and welcome any opinions, discussion or questions in the comments! 



Dr Kay Oddone
Lecturer and Researcher
Charles Sturt University

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www.linkinglearning.com.au.

About me:

I am a lecturer and researcher at Charles Sturt University, and am the Course Director of the Master of Education: Teacher Librarianship. My research focuses on information and digital literacies, developed through networked and connected learning. I have several research interests, including personal learning networks, networked and connected learning and school libraries and teacher librarianship.

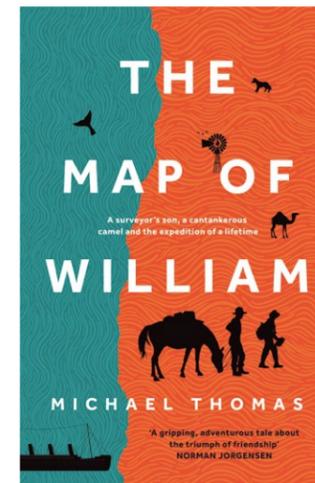
I have been an educator for over 25 years and have taught at every level from Prep to Post-Graduate. Through positions as a teacher, teacher librarian and learning designer, I have had many wonderful learning opportunities across a variety of roles, in a variety of contexts. When I'm not working, I love reading, playing with my Jack Russell, named Ruby. I also love cooking (and eating!). I'd love to travel more and see the world, and eat my way around many different countries and cultures!

Access a summary CV here. Full details are available on my LinkedIn Page.

ALIA Magazine Q & A

Young adult and crossover reads

Fremantle Press is a Western Australian publishing house passionate about telling Australian stories and sharing those with the world. We want everyone in our community to feel represented by the books we publish and to have local touch stones that they can relate to in the real world in which they live. But first, and foremost, we want to entertain and delight readers. We believe this selection of writers epitomise our values and that their books will speak to readers everywhere.



The Map of William by Michael Thomas

The Map of William is set in Western Australia in 1909. It tells the story of fifteen year-old William Watson who travels north with his father to map and record the river and water systems of the Pilbara. As William is confronted with the harsh realities of colonisation and an unforgiving land full of danger, his journey north becomes a battle for survival.

What did libraries mean to you growing up / or as a writer?

For the duration of my childhood Mrs June Dupré was chief librarian at the Carnarvon library. Mrs Dupré kept a quiet library and that's the way I liked it. An errant cough was greeted with a twiddle of the bifocals and a steely glare above the rim. No one dared to clear their throats or chuckle if the book was funny. Talking was strictly forbidden, no exceptions, and whispering was frowned upon, even a pleasant, "Good morning, Mrs Dupré." Sometimes when the library was empty she would call me Master

Thomas and I would call her Mrs Dupré, but conversation was not encouraged and silence was respected. My lifelong love of libraries is due in great part to Mrs June Dupré who, even when I lost my library card as I often did, allowed me to borrow as many books as I could read.

What made you become a writer?

When I began my journey as a writer at the ripe old age of sixty-three I soon learned that writing was a compulsion. Sometimes it takes a lifetime to realise that you have something worthwhile to say, and perspective enough to not take yourself too seriously. I have finally found a window where my thoughts are relatively clear and I have time to write them down. It's fair to say that I have always been a writer but lacked the courage to pursue it.

What kinds of books did you wish you'd seen more of when you were younger?

I like books that are genre fluid—books that take the reader on a journey to the great unknown and are troublesome to categorise. A lived life is difficult to squeeze into a genre and books that boldly explore the human condition tend to resonate the most. These types of books were certainly around when I was younger, but I lacked the life experience to truly understand them.

The protagonist in *The Map of William* is a fifteen year-old boy, hormones raging and uncertain of his place in the world. According to his father he is a work in progress, but William also has a degree of integrity the envy of us all and a capacity for love and connection way beyond his tender years. No doubt his journey to manhood is accelerated by the adversity he faces and the horrors he is witness to, but William's heart is what defines him. *The Map of William* slots neatly into the historical fiction section on the bookshelf and, yes, it is fiction set in a historical context. Beyond the story itself the book explores a multitude of themes and at its core is an underlying sense of family. I always intended *The Map of William* to be a book for everyone, be they William's age or beyond—the young or young at heart.

Salt River Road by Molly Schmidt

Tell us about your book in a couple of lines?

Salt River Road is set between the coast and paddocks of regional WA in the late 1970's. This coming-of-age story is told through a mix of prose and poetry, carrying the reader deep into the turbulent world teenage siblings Rose and Frank Tetley, who are struggling with the loss of their mum, Elena, to terminal cancer. When Noongar Elders Patsy and Herbert find Rose marching along the highway away from all the mess, they take her home in a storm of red gravel dust that brings up memories her dad would rather forget. In a parallel narrative, *Salt River Road* acknowledges the stories and wisdom of the Traditional Custodians of the Great Southern region, the Menang and Goreng Noongar people.

What did libraries mean to you growing up / or as a writer?

Libraries were a safe place full of opportunity. I've always loved libraries - my Mum started taking me as a baby and I remember as a child I had my very own membership to the Albany Library (I was very proud of my library card!).

Libraries have been there for every chapter of my life, from infancy to school years where we'd carefully wipe sticky hands before entering the sliding doors and I'd be transported to different worlds with coloured pictures and words Mum read to me. In school the library became somewhere I could explore reading on my own and I spent many a lunch time escaping into other worlds and discovering what kind of books I liked. In university the library became somewhere I could sit to research, and post university, both the Fremantle Library and Curtin University Library became quiet places I would go to write my own book!

What made you become a writer?

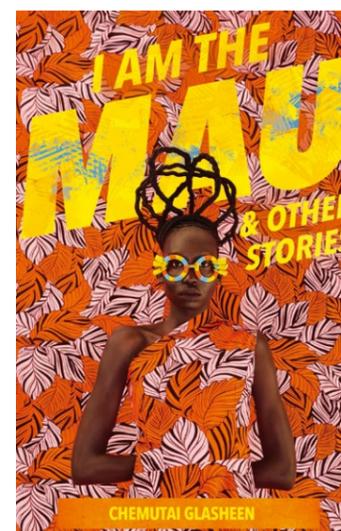
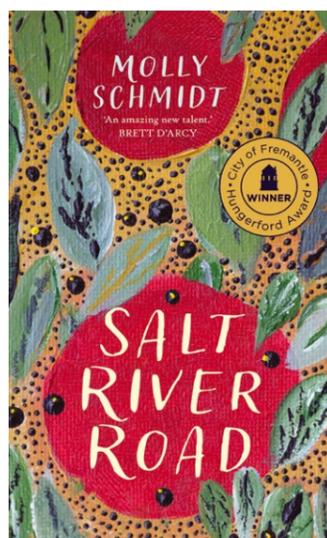
I don't think being a writer was a conscious decision. I've always loved stories, and connecting with people. While writing *Salt River Road* I've not only got to write my own story, but I've met so many inspiring people whose stories I got to weave into the narrative too.

What kinds of books did you wish you'd seen more of when you were younger?

As a child I was grappling with the loss of my father to terminal cancer, after five years of his serious illness. *Salt River Road* gives voice to the reality of that experience - a childhood lost to test results and hospital corridors, and the gaping hole a parent leaves behind. I hadn't read anything that mentioned this kind of experience, and I think if I had, it would have really helped.

Your books are for adults and teenagers. Why do you feel like young readers will relate to your novels?

Rose and Frank are teenagers, muddling their way through adult themes of loss and grief. But underneath it all, they are also just kids. They love, they hurt, they fight, they break the rules, and they care - a lot.



I am the Mau and other stories by Chemutai Glasheen

Tell us about your book in a couple of lines?

The Mau and Other Stories is a collection of 11 human rights themed stories. They are set in east Africa and feature young characters. Most of the stories are drawn from my Kenyan background but are relevant to readers anywhere.

What did libraries mean to you growing up / or as a writer?

Growing up in the country in Kenya, most of my school libraries consisted of a couple of shelves in a corner of a room. At the time, my school library looked huge and I thought there were many books there. There was always just one shelf with fiction, another half shelf with non-fiction books such as dictionaries or encyclopedias. It never took long to read the books that were available.

I remember that I could never walk past a book – still the same today. My high school library never had sitting space, so you borrowed a book and left. It is a different idea of what a library is. Certainly, not what libraries look like today. Thankfully, libraries in Kenya are now bigger and better equipped.

I have come to understand that librarians do more than just sign out a book for you. They have an incredible role of shaping what the library looks like particularly in catering to diverse needs.

What made you become a writer?

Once I discovered books, I just consumed them. I am not sure exactly what made me want to be a writer but I imagine, the more I read, the more I wanted to also create worlds that were more meaningful to me. I felt there was a story in me and it turns out I have many more stories. I often wonder what the stories I read would look like if they were told from my own context.

What kinds of books did you wish you'd seen more of when you were younger?

I wanted stories that were familiar. Places that were familiar. There were stories that I read that put me off reading certain types of writers. I wanted stories that honoured me as an African and did not make me flinch as the pages turned. Someone expressed it as stories that didn't make you want to 'come up for air' every few pages. Readers really need to see themselves in what they read, regardless of genre.

Is there anything else you'd like to share?

I am excited about books in their abundance. Whatever you want, there is a book for everyone. Books are now accessible to so many formats and readers really are spoilt for choice.

When I walk into a home or a new place, if I see books, I feel like I am among friends.

An Unexpected Party by Seth Malacari

Tell us about your book in a couple of lines?

An Unexpected Party is a collection of queer young adult speculative short stories from emerging writers around Australia.

What did libraries mean to you growing up / or as a writer?

Libraries mean I have access to books I otherwise couldn't afford. Libraries ensure everyone has equal access to literature.

What made you become a writer?

I started writing stories as a kid for fun and just never really stopped (and it's still fun!).

What kinds of books did you wish you'd seen more of when you were younger?

Queer books! Trans books! Books with queer/trans kids that aren't issues books!

Is there anything else you'd like to share?

Books are for everyone, so there should be books about everyone. Diversify your shelves!





Beachlands Primary School Geraldton

Warnbro Primary School



I asked staff for their favourite book when they were younger and hung their names on leaves with the cover of the book attached. The students are really enjoying finding out who liked what book. I turn the tree each week to reveal more names and books.

Lesley Lightfoot
Information Resource Officer



Yakamia Primary School Albany



Lynwood Senior High School



This year Lynwood SHS's library celebrated Children's Book Week by having a delicious morning tea for staff, organised and prepared by the Year 12 Hospitality group. The morning tea for students was on another day, where staff and students dressed up for the theme "Read, Grow, Inspire". The students then paraded their creative costumes around the school, led by the Cat in the Hat, our new Principal. We also had a fun week, promoting the picture book: Frank's Red Hat in our Years 7-9 reading classes, with an emphasis on context, character traits and intertextuality.

La Salle College Middle Swan



Belridge Secondary College



Yuluma Primary School



Darlington Primary School



AUSSIES TOGETHER

We did this library display for a combination of Reconciliation week and NAIDOC Week. The paintings behind were painted in House Groups under the guidance of Indigenous Elders.

Tranby College



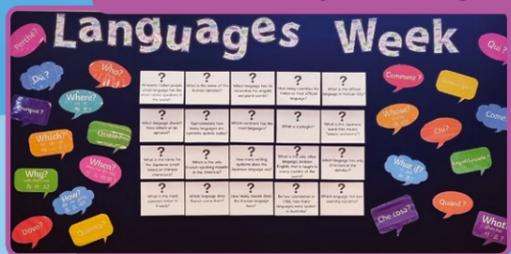
Goollelal Primary School Kingsley



Library Displays



Arthur Leggett Library
Mount Lawley Senior High School



Willetton Senior School



SIDE - School of Isolated and
Distance Education



Mt Lawley Senior High School



Nollamara Primary School



Thornlie Primary School



In line with this year's CBCA Book Week theme, 'Read, Grow, Inspire', Perth College transformed the library into an enchanted forest with colourful displays to tell stories relating to the theme. Our students helped create decorations such as origami butterflies using discarded book pages and constructed a Book Week tree. The week was launched with a visit from an Old Girl, Tracey Dembo, who ran exciting workshops with our youngest readers. On the second day, we dedicated an entire day to Books on Blankets where the older students in our Junior School read to our younger students.

Throughout the week, we hosted various activities during lunch time; including Bookmark Creation, Round Robin Genre Quest, Guess Staff's Favourite Books, Green Screen Book Photo Shoot and Book Emoji Challenge.

All Junior School students had double library times and had the opportunity to participate in our Leaders as Readers initiative, where members of our school Leadership Team read many of this year's CBCA shortlisted books.

The week culminated with an Assembly with visiting authors, Tim Harris and Nat Amooro. One highlight was the book parade with students dressed as their favourite book character or someone who inspires them.

Book Week has been an incredible week that has transported us to different worlds, sparked personal growth and ignited our imaginations!

Perth College



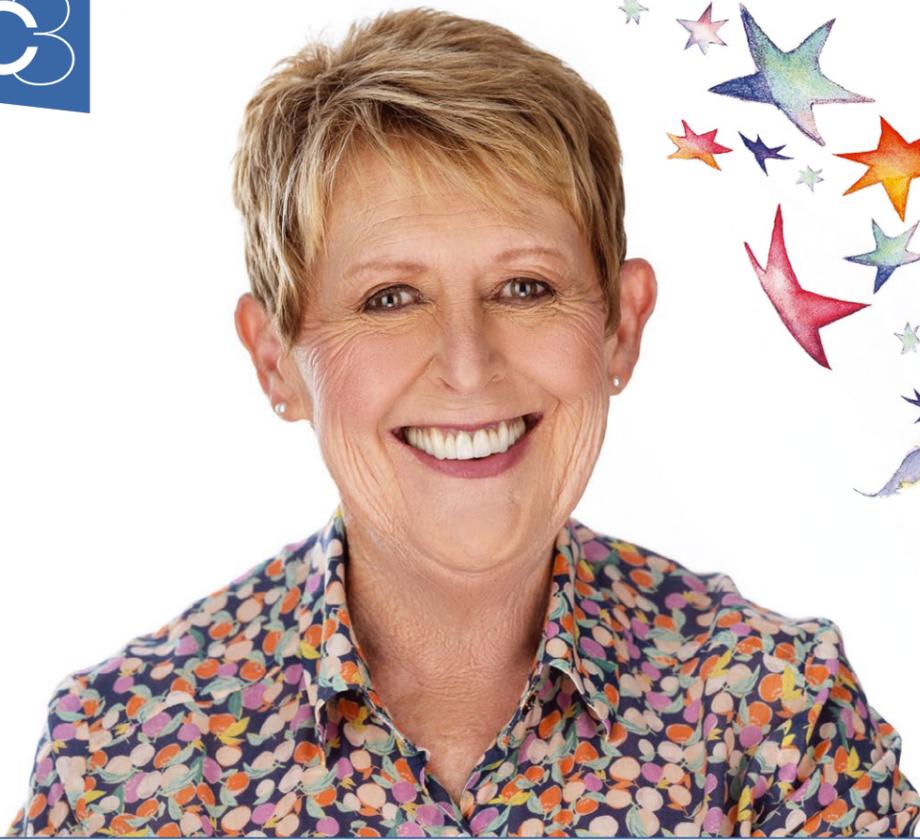
Perth College



Library Displays



St. Damien's Catholic
Primary School Dawesville



Mem Fox shares her journey and aspirations on becoming an author

What inspired you to write children's books?

I've always loved writing and wanted to be a writer, but I was forced into positive action when I took a children's literature course, as a mature age student. I had to write a book for children as an assignment. It was the embryonic *Possum Magic*, which became iconic and is still available in hardback, incredibly, after 40 years. The rest, sorry to use a cliché here, is history. Once I'd begun, it seemed silly to stop.

What is the best part of being an author?

It's magical and fantastic watching children mesmerised into total silence by rhythmic language. It almost mesmerises me, as I'm reading to those children. But also, let's be frank: I earn my living from it, which is a wonderful relief. Also, I've travelled as an author to many tiny, interesting places in Australia that other people have never been to, or even heard of. And I've been to all the major cities many times of course—and of profound fascination, I've been to the USA as an author or educator 118 times. That's provided me with several million insights over the years, as you can imagine.

Your books have stood the test of time. What would you say to someone who would like to write children's books?

Before you put pen to paper, or your fingers to the keyboard, please read the section FOR WRITERS, on my website: memfox.com. It will save you from making many foolish, avoidable mistakes. And I'd say don't get your hopes up. 95% of manuscripts are rejected. I'd also say don't even think about writing a picture book text unless you've been immersed in reading and hearing children's literature for years. And don't even think about it if you don't understand in the marrow of your bones the rhythms and syllabic beats of the English language. To get a feel for rhythm, learn a Shakespeare speech by heart, or an Australian ballad by heart, or a story or some verses from the King James version of the Old Testament by heart: these will be your best teachers of rhythm, beats, and syllabic weighting.

What are some of the highlights of your journey as an author, and what are you doing now?

The day *Possum Magic* was brought to my house was unforgettable March 31st, 1983. As an author, I've been wildly and constantly happy about being able to make children wildly and constantly happy. Seeing my books on the New York Times best seller lists has been very exciting. Just knowing that I might be the most contented author in Australia for dozens of reasons. Thank you all for helping me to be that person, along the way. (I could go on and on, but it's bedtime for me.) And as for what I'm doing now. Still writing. Yes, indeed!



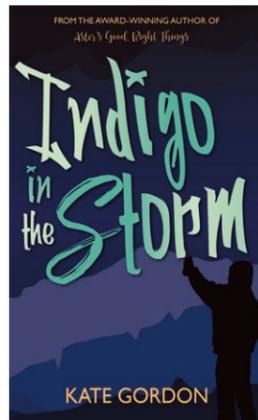
Book Reviews

Indigo in the Storm by Kate Gordon

Reviewed by
Rebecca Keshwar

Publisher: Riveted Press 2023
186 pages
9+ middle readers

Every child needs the opportunity to recognise themselves on the page, to be able to hold up a mirror of self-reflection through literature, to gain insight and understanding of the challenges characters face in order to engender empathy for others and kindness towards themselves. *Indigo in the Storm* by Kate Gordon allows readers to do just that, without threat of judgement or fear of exposure. A companion story to Aster's Good, Right Things and Xavier in the Meantime, *Indigo in the Storm* can be read as a stand alone or in addition to the other novels.



The intended audience for *Indigo in the Storm* would be nine year old to 14 year old readers. Brimming with mixed metaphors of fire and storm, similes and symbolism, *Indigo in the Storm* explores the idea that we are all a little bit broken in different ways, yet it is the cracks that allow the light to get in. Indigo Michael is cracked, broken and abandoned with a storm of anger raging inside her from circumstances she had no control over. Through the strength of friendship with Xavier, Aster, Esme and a new boy named Liam, Indigo learns that she does not have to build impenetrable

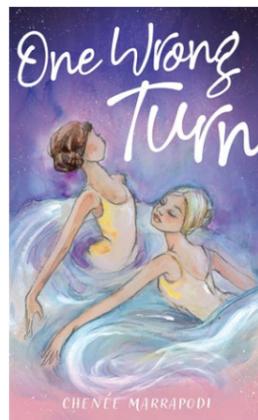
walls to protect herself, rage or run when her emotions become too much - she is not the storm. Through the unconditional love of her foster mother, she begins to learn to accept we are all a little bit broken in our own ways but the "cracks turn... an ordinary thing into something extraordinary" (p124). *Indigo in the Storm* is an uplifting narrative blended with almost poetic passages giving hope to its readers that we aren't just one thing.

One Wrong Turn by Chenée Marrapodi

Reviewed by
Jan Nicholls

ISBN 9781760992439
Middle grade novel. Paperback Age 9+
Publisher: Fremantle Press July 2023

There is much to love in this excellent new book by debut author Chenée Marrapodi and not just for ballet lovers, although they will also be totally captivated. Themes of migration, friendship, loyalty, honesty and family expectations combine seamlessly in an intriguing ballet story with great heart as Amelia and Valentina compete for the coveted role of Cinderella in their elite ballet school's annual production. Both girls face pressures – Amelia bearing the weight of family expectations from parents who were professional dancers and Valentina struggling to reconcile the



demands from her traditional Italian family with the challenge of learning a new language and culture. What I loved most about it was that it took the classic dilemma of two dancers vying for the lead role but completely avoided predictability and gave the story lots of fresh new perspectives. The book was launched to a crowd of adoring fans at South Perth Community Centre on 1 July who flocked to have their photos taken with a gigantic book cover. The beautiful cover was designed by another WA talent, Irene King.

Teaching notes and links to Australian Curriculum Outcomes are available from the Fremantle Press website.

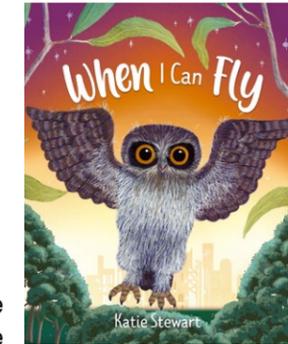
https://fremantlepress.com.au/wp-content/uploads/2023/01/TN_OneWrongTurn_21032023.pdf

When I Can Fly by Katie Stewart

Reviewed by
Jan Nicholls

ISBN 9781760992682 \$24.99
Picture Book Hardback
Publisher: Fremantle Press August 2023

Katie Stewart has built up an impressive body of work in the short time since she burst on to the scene in 2020 with *What Colour is the Sea?* and her latest book also published by Fremantle Press is further cause for celebration. Another beautiful tale of discovery and perception *When I Can Fly* tells the story of Little Boobook who determines that as soon as he can fly he will visit the bright lights of the big city. With his huge eyes and cute face Little



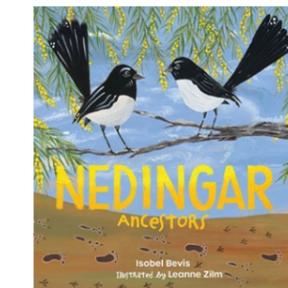
Boobook is an endearing character so the reader follows his adventure with some trepidation. As the old saying goes, the grass is always greener on the other side of the fence and Little Boobook's experience isn't quite as impressive as he expected. He learns a valuable lesson and returns happily to his wise, patient, understanding mother. As always, the highly detailed, tactile illustrations are superb. The exquisite endpapers – such an important design component of a picture book – are particularly impressive with an almost 3D quality that will have readers trying to pick up the leaves or stroke the feathers. The illustrations are sure to captivate and delight readers and the story really lends itself to reading aloud. Highly recommended.

Nedingar: Ancestors written by Isobel Bevis, illustrated by Leanne Zilm

Reviewed by
Jan Nicholls

ISBN 9781760992712 \$24.99
Picture Book Hardback
Publisher: Fremantle Press
August 2023

Nedingar: Ancestors is a welcome addition to the growing collection of dual language books published by Fremantle Press. Written by Isobel Bevis in Noongar and English and illustrated by Leanne Zilm it gently answers a child's requests to meet the ancestors, to talk to them and hear what they know. The author's passion for education and a strong desire to honour her parents and



grandparents by telling their stories in the native tongue they were denied, combines perfectly with the illustrations which were inspired by the natural environment of the Southwest of WA. Love and respect for boodja (country) and the flora and fauna who share it, shines through from the beautiful opening endpapers (featuring multiple footprints) to the final positive affirmation that the ancestors live on in us and all around us. A QR code at the front of the book directs you to a reading in Noongar by the author herself which is also an invaluable pronunciation guide enabling it to be read aloud. Watch out for large scale illustrations from the book which will feature in a special art installation in Perth CBD during October. Teaching notes and teaching activities are also available from fremantlepress.com.au/education

Queen Narelle by Sally Murphy, illustrated by Simon O'Carrigan

Reviewed by
Jan Nicholls

ISBN: 9781760655334
Publisher: Walker Books Australia
\$16.99 Verse novel Paperback
Release Date: June, 2023

Those of you like me, who are massive fans of Pearl Verses the World will adore the latest book Sally Murphy and will understand how honoured and



thrilled I was to have been asked to launch *Queen Narelle* at Dianella Library in the July school holidays. *Queen Narelle* may be a small book in physical size but it has an enormous heart. It is a beautiful story told in alternating chapters by a regal cat who rules the household and Maddie, a young family member who is having friendship issues at school. Aimed at young readers aged 8-11 this delightful verse novel explores the special bond between children and pets and will resonate with all children who experience rocky times in friendships and need some support.

Champions Picture Books for Older Readers

Introducing the Picture Books for Older Readers Database (PBOR)

Recognising the role picture books can have in the curriculum, in teaching and in the lives of older young people, this database offers picture books suitable for young people from grade 5 through secondary school.

Promoting a database on Picture Books for Older Readers

Picture books can be read on several levels and interpreted differently depending on the audience. They can be suitable for more than one audience simultaneously and assist students in becoming competent in image analysis and identifying storytelling devices. Books selected for this database are often more sophisticated with different levels of meaning. Such books may:

- provide alternatives to text-only books
- offer books for image analysis
- assist in developing multi-literacy and visual literacy
- analyse different types of literature including post-modernism
- introduce methods for decoding the integration of words and pictures
- analyse artistic techniques and styles as well as book design and layout
- study literary devices and intertextual references aimed at older readers
- examine multiple narratives
- attract reluctant readers, EAL/D students and those with language difficulties
- offer non-traditional plot structure and metafictional devices
- examine sensitive topics including death, war, violence and societal issues
- attract readers who find picture books suit their needs and interests
- provide useful tools for introducing thematic units of work

Reaching a diverse audience that includes

- Teachers
- Librarians
- Parents
- Home schoolers
- Caregivers
- Secondary and tertiary students
- Researchers

Providing perspectives and experts

A team of experienced and knowledgeable experts in Australian children's literature have been involved in the PBOR. Their backgrounds and expertise includes teachers and teacher librarians, former publishers, editors, reviewers, booksellers, authors, illustrators, researchers and academics with wide knowledge of Australian children's literature.

Using the PBOR

In addition to each book's publication details, the PBOR includes links to the Australian Curriculum Version 9, audience level, subjects, annotations and free online resources. Annotations allow searchers to grasp the essence and context for each book. The database is user friendly with numerous searching options including free text, author, illustrator, title, series, publisher, publication date, audience level, subjects, annotations and the Australian Curriculum Version 9. Free online resources are included for each book. Users may share resources found through their social media and digital networks. The PBOR is continuously updated.

The PBOR database can be accessed at <https://www.ncacl.org.au/pbor-database>
For further information email ncacl@canberra.edu.au

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Hyperlinks to the webpages that includes several reviews of the Picture Book for Older Readers database from people around Australia.

<https://www.ncacl.org.au/reviews-and-media-coverage-for-picture-books-for-older-readers-pbor-database-more/>

<https://www.ncacl.org.au/reviews-and-media-coverage-for-picture-books-for-older-readers-pbor-database-and-more/>

Three things I learned from the IFF PL Opportunity

In September WASLA hosted June Wall who presented a workshop on the Information Fluency Framework (IFF) from the NSW Department of Education. The workshop covered an introduction to the IFF and its relevance in the digital age, strategies for integrating the IFF into the school curriculum and the role teacher librarians and library staff play in improving learning outcomes for our students. While there are many things I learned during the workshop and plan to implement, these are the three key ideas that resonated with me.

SCAN ME



1. June Wall is a powerhouse of a Teacher Librarian

Although a team of teacher librarians in NSW worked on the framework and the document that we now have access to, it was the brainchild of June Wall and her many years of working in school libraries across NSW. An inspiring leader and influential teacher, June Wall lead the WASLA attendees through the document in the first hour and then allowed us to work cooperatively in a Jamboard (more on that soon) to develop a unit of work implementing an aspect of the IFF. Broken into 5 elements that form the acronym SLICE, they can be used either individually or in groups when creating a unit of work to encompass the associated skills. The one quote that I have now added to the noticeboard above my desk at work 'TLs are about enabling world ready students who are fluent, effective and ethical learners'.

2. Jamboard is an amazing collaboration tool

This Google product, a digital whiteboard, was an amazing tool that June incorporated into the workshop and allowed a small number of us to collaborate in real time on a unit of work. We were able to add post-it notes and scribble on the documents. My group were asked to add some activities to develop skills involved in the Innovative element and the consumer strand. We chose to help one of the team to create a unit of work incorporating the IFF for an upcoming debate unit. We were able to look at the blue highlighted column of skills and then build activities to encourage the students.

3. There are multiple entry points into the IFF

There are many ways to incorporate the IFF into your units of work. One way is to select your outcomes from the curriculum and then pick which of the IFF elements will help meet the outcomes. An alternative way June suggested was to look at what you are currently doing and then using the IFF, identify some gaps and fill them with the IFF element or multiple elements and strands. Alternatively, another entry point is to work out whether your students will be creators of information or consumers of information and then select the most suitable element to encourage the skills you wish to enhance.

The IFF document is a powerful resource in the current climate of declining library staff and one that every teacher librarian should be fluent in and incorporating into their current practice. There have been many articles written on the IFF in the NSW Department of Education magazine SCAN. There are also other pages available to support the implementation of the IFF across both primary and secondary schools.



QR code for SCAN



QR code for PLCC

Learning stage	ES1	S1	S2	S3	S4	S5
Secondary - add strategies or skills for Yrs 7 and 8	pose questions based on personal experience	pose questions to identify and compare information	pose questions to expand their knowledge about the world and clarify information	pose questions to expand and interpret information	pose questions to probe for causes and consequences	use a range of sources to create new ways of achieving goals
Use CHARTPT to generate debate topics - have a list of say 10 topics and let students select/own ownership over a topic they have chosen. Need for and against sides.	draw parallels between known and new ideas to create new ways of achieving goals	combine ideas to create new ways of achieving goals	draw parallels between known and new ideas to create new ways of achieving goals	draw parallels between known and new ideas to create new ways of achieving goals	draw parallels between known and new ideas to create new ways of achieving goals	draw parallels between known and new ideas to create new ways of achieving goals
Strategy for 8th - 10th - implement ideas under given constraints	predict what might happen in a given situation when putting ideas into action	investigate options and predict possible outcomes when putting ideas into action	experiment with a range of options when putting ideas into action	assess and test outcomes in a range of situations	explain how constraints are considered when implementing ideas	These constraints of the situation are considered when implementing ideas

Rebecca Murray

Teacher Librarian
Helena College

Copyright Corner: Artificial Intelligence

Schools are increasingly using Artificial Intelligence (AI), particularly in the form of 'generative' AI platforms like ChatGPT, DALL-E and Midjourney.

Generative AI platforms use a large amount of online data to conduct 'machine learning' and generate new content (for example, text, images or animated content).

The use of these platforms raises some issues in copyright law that haven't been resolved. However, this article and the resources available on our [Smartcopying website](#) will provide teachers, students and librarians with practical tips and guidance to confidently use generative AI platforms.

How are teachers and students using generative AI platforms in schools and TAFEs?

Teachers and students are using these platforms to create new works and modify existing works. Some of the ways teachers and students can use AI platforms to enhance their classroom and homework experiences are listed below.

Creating new works

AI platforms are being used:

- to analyse speech writing skills for a class presentation
- to create a step-by-step process for solving a biology question suitable for a particular course or year level
- to create an image of a horse in the style of Andy Warhol as part of a Visual Arts class or course.

Modifying existing works

AI platforms are being used:

- to refresh examples in an older accounting or maths course
- to re-write a text in 'easy English' to assist a student with reading difficulties.

Does copyright exist in outputs generated by AI platforms?

Under Australian law, it is unclear whether copyright will subsist in materials or 'output' generated by AI platforms. It will depend on the type of platform, what human 'prompts' are given to the platform, and the form of the final output.

Who owns copyright in outputs generated by AI platforms?

In most cases, if copyright does exist in these outputs or works generated by AI platforms, departments of education, administering bodies, schools and teachers will own copyright. However, it will depend on the circumstances of each case and the terms and conditions of the AI platform.

Practical steps for schools to consider when using generative AI platforms to create new content or modify existing content

Be aware of the terms and conditions of the different generative AI platforms. See our summary table for [schools](#) on the most used platforms.

Make sure users of these platforms are employees of the department or administering body.

[Label content](#) generated or modified using generative AI platforms.

1. When modifying existing works using generative AI platforms, comply with the statutory licences or education exceptions.

[Contact the NCU](#) or refer to our [information sheet](#) on Smartcopying if you have any questions or concerns on using generative AI platforms.

Additional information

The National Copyright Unit (NCU) is a specialised unit that provides copyright advice to all Australian government and non-government schools and TAFEs in Australia.

The purpose of this article is to provide a summary and general overview of selected copyright issues. It is not intended to be comprehensive, nor does it constitute legal advice. For copyright assistance and advice, please visit the [Smartcopying website](#) or contact us on (02) 7814 3855 and at smartcopying@det.nsw.edu.au.



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Sticking out of the Stacks

...at the State Library of Western Australia.

The Research Collection of Children's Literature by Kate Ackerman

Private donors make a significant contribution to building collections. One particular donor, Pat Cook, played a significant role in the State Libraries. Pat was Principal Lecturer in Library Studies at the WA Secondary Teachers' College in Nedlands. Her passion was children's literature, as well as inspiring her students, and she built her own substantial collection. After Pat retired to Augusta in 1978, she made a submission to the Library Board on behalf of the Children's Book Council (WA). The proposal was for the foundation of a central collection of children's literature for use by researchers, student teachers and librarians. The State Librarian, Robert Sharman, and the Board agreed and in 1980 the Research Collection of Children's Literature (RCCL) began. At its peak the RCCL included over 10,000 titles and was one of the largest and best organised collections nationally. Pat gradually donated her own private collection, which consisted mainly of 19th and early 20th century English literature, including a remarkable collection of variant editions of Alice in Wonderland.

children and adults alike; it has never been out of print.

The famous story has been translated into more than 170 different languages, including Latin, Swahili, and Japanese. An 1869 French version was added to the State Library collection by James Sykes Battye, the first Chief Librarian of what is now the State Library of Western Australia.

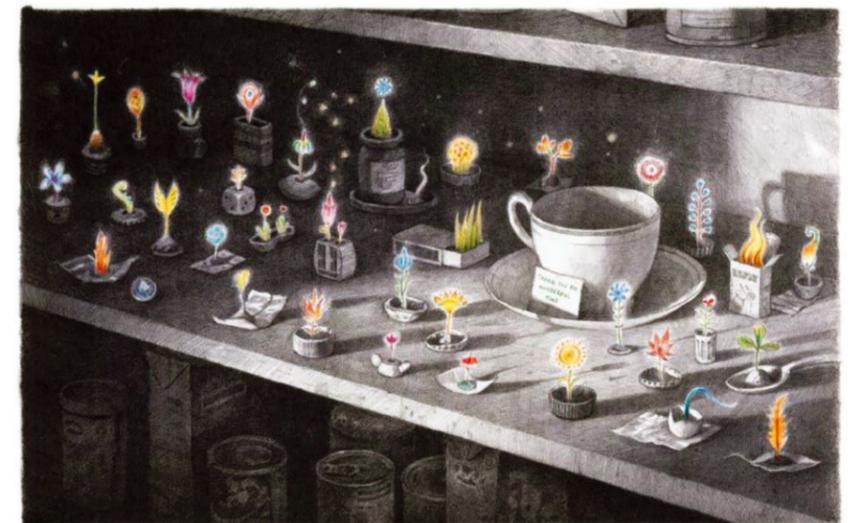
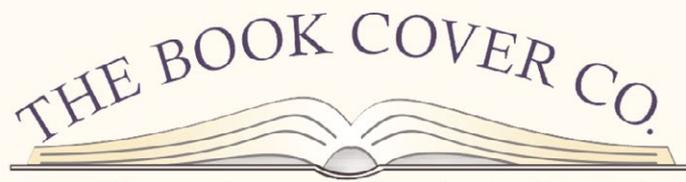


Image from: Eric by Shaun Tan (Allen & Unwin, 2010)

Charles Dodgson, better known by his pen name, Lewis Carroll ushered in a revolutionary new era of children's literature with the publication of his work Alice's Adventures in Wonderland. The fantastical story was amongst the first publications intended purely as entertainment for children, rather than instructional. The publication was an instant sensation and has become one of the most popular children's books of all time. The story of a young girl falling down a rabbit hole was first published in 1865 and continues to fascinate

The Library was initially established as the Victoria Public Library in 1889 (to honour Queen Victoria's 1887 Golden Jubilee) and located in St Georges Terrace. The collection at the time reflected the imperial focus of the Swan River settlement. Learning French and Latin was in keeping with the expectations of a classical British education.

The State Library Research Collection of Children's Literature remains a resource available for study by Western Australians exploring the history of children's literature today.



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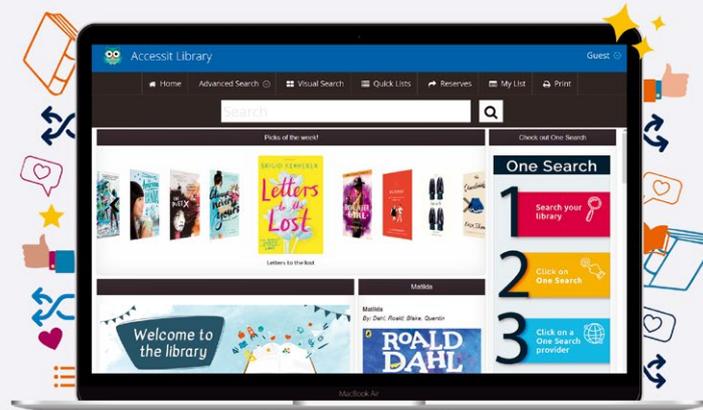


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