



**Professional Journal of the WA School
Library Association & AISWA Libraries
Vol. 1, No. 3
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<http://www.wasla.asn.au/>

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Editorial

What a busy year it has been! So much happening in education and libraries across the country and the world. The swiftly growing focus on 1:1 laptop programs, iPods, iPads, eReaders and other devices in schools and libraries, present many new challenges for us all. At the same time, it is essential for libraries and library staff to stay relevant in this technologically broadening world, and it is vital that we not only continue to move with the changing goalposts of education and our profession, but seek the vision beyond those goalposts.

Having said that, we must also remember that part of our core business is literature and literacy, and find ways to engage our clientele in reading and the benefits associated with a love of books. Fortunately, technology provides more opportunities than ever to assist with this goal, if only we figure out how to access these – finding those with expertise in the area is often a great place to begin.

We must also seek to celebrate our successes and achievements – the WA Teacher Librarian and Library Officer of the Year are two ways we do this (see the article on page 25), as are the reports of wonderful Book Week activities, and professional development such as the Library Officer Day held recently.

It's easy to be caught up in the day-to-day, and forget to enjoy the journey – may you all have a restful and energising holiday break, and come back even more passionate, enthusiastic and excited than ever about working in school libraries!

Tehani Wessely
Editor

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

- Val Baird
 - Barbara Combes
 - Jo Critch
 - Mary Hookey
 - Tehani Wessely
 - Gary Green
-

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Are you reading YA Lit? You should be...

Gretchen Kolderup

This article originally appeared on 27 July 2011 at “In The Library With the Lead Pipe”
[\[http://www.inthelibrarywiththeleadpipe.org/2011/are-you-reading-ya-lit-you-should-be/\]](http://www.inthelibrarywiththeleadpipe.org/2011/are-you-reading-ya-lit-you-should-be/)

I’m a young adult librarian, but I didn’t read young adult lit when I was a teen myself. I was a precocious reader and desperate to be treated like a grown-up, so I read books for grown-ups because anything else was just too puerile for someone as obviously mature and sophisticated as I. It wasn’t until I was in my mid-twenties, working on my MLS and realising that I wanted to work with teens, that I discovered there was a huge, glorious world of excellent YA lit that I had completely missed. Now it’s almost all I read.

Outside of YA circles, I sometimes find myself having to justify my tastes to others. Yes, a lot of why I read YA lit is because I work with teens. But even if I were to switch careers, I would continue reading YA lit because it’s good. That’s not to say adult lit isn’t, of course, but YA lit has a freshness that I really enjoy, and it rarely gets bogged down in its own self-importance. YA lit is also mostly free of the melancholy, nostalgia, and yearning for the innocent days of childhood that I find so tedious in adult literary fiction.



Australian YA author Garth Nix gives the “unicorn salute”, spawned by the anthology *Zombies vs Unicorns*

I think the reason some grown-ups look down their noses at YA lit is because they haven’t read any of it recently, so they don’t know how good it’s gotten—or how different it is from what they might imagine it to be. While there are still books that deal with Big Issues, the “problem novel” of the ’70s and ’80s has been eclipsed by more slice-of-life contemporary fiction, romances, fantasies, mysteries, sci-fi stories, and genre-blending tales that defy categorisation. For as much attention as the Twilight series has gotten, it’s certainly not all that’s out there.

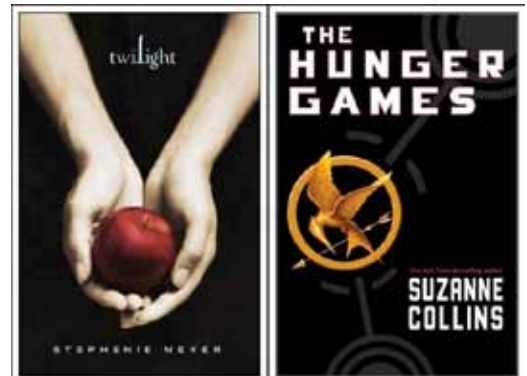
YA lit is so much more than a genre...

I think it’s a lack of exposure to contemporary YA lit that makes adults refer to it as a “genre”. Much of the time when people say “the YA lit genre”, what they really mean is category rather than genre, and that’s fine. However, I recently attended a talk by an author who had been writing adult genre fiction and was working on her first YA novel, and she kept referring to the characteristics of the YA genre, as if all YA books were somehow fundamentally the same. When we can hardly even agree on how to define YA lit, how can we so easily reduce it to something as strictly delineated as a genre?

This author characterised YA lit as first-person, coming-of-age stories told in 300 pages or fewer. While it’s true that a lot of YA lit is written in the first person, there’s plenty that isn’t: 54%, according to Koss and Teale². Furthermore, while there certainly are shorter titles being published for teens, every single book in four well known YA and upper middle grade series – **Harry Potter**, **Percy Jackson**, **Twilight**, and the **Hunger Games** – are all longer than 300 pages.

But what about that coming-of-age bit? Koss and Teale find that “[o]verall trends in subject matter included a shift away from coming-of-age stories to a focus on books with themes of fitting in, finding oneself, and dealing with major life changes.” YA lit isn’t so much about that moment when the protagonist becomes an adult (or sees how to do so, or realises why he or she must do so some day), it’s about discovering who we are within the context of our society. That’s much more universal.

So it seems silly to me to call YA lit a genre, to pretend that it’s all somehow the same. But if it isn’t a genre, just some part of the greater world of fiction, what can we say about it? How does it compare to fiction for grown-ups? And what makes it worth reading even if you’re not a teen?





Newman College 8–12 Campus was a hive of activity for Children's Book Week. The library staff loved Jeannie Baker's stunning picture book *Mirror* and Sonya Hartnett's standout novel *Midnight Zoo* so much, that we used it as the basis for this year's theme revolving around a Casbah for this year's displays, competitions and lessons.

A class research area was replaced with a large 'Casbah' of rugs and cushions, and tent-like drapings to make a great reading and promotion area. We also had two displays in the middle of the library; one display of the Award winning Book Week fiction books and another that promotes non-fiction and displays students' Book Week story beginnings. All students visited us for a lesson that promoted the CBW books and an activity about great novel beginnings that resulted in students pinning up a first line from a favourite teenage novel. We had a "guess the lollies" competition going and an online wiki literature quiz that students and staff navigated to via our wiki.

Students also contributed a picture of their family to put up on our huge wall map that represents the culture of origin of their family. The aim of all these activities was to connect a child with a book, made even better if it was one by an Australian author.



Marie Grech
Newman College





Methodist Ladies College Junior School Library. The girls decorated the paper dolls.



In our libraries... Book Week 2011

One world, many stories

Jean Anning kindly shared the Book Week glogster she created
<http://janning.edu.glogster.com/one-world-many-stories/>
 and the scoopit she put together
<http://www.scoop.it/t/australian-book-week-2011>

The 2012 Book Week theme is *Champions Read!*

The dates will be August 18 – August 24

The CBCA Book of the Year Short List and Notables announcement date
 will be Tuesday 3 April.

The winners will be announced on Friday 17 August, 2012



Swan Valley Anglican
Community School



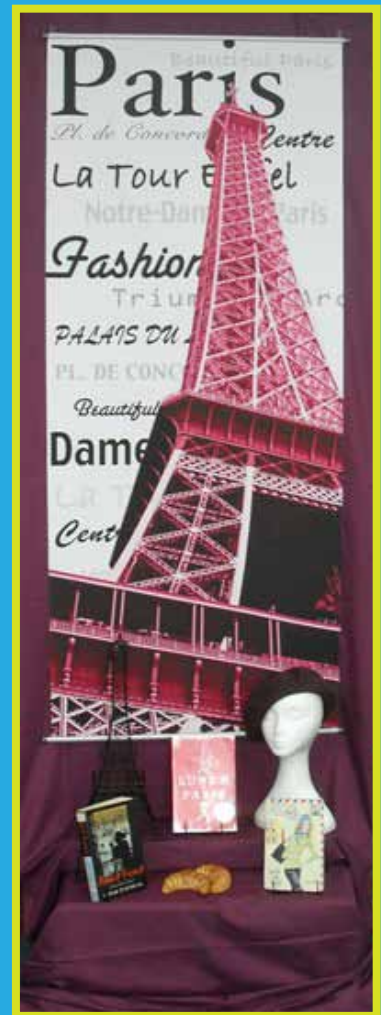
Created by
Library Technician
Ania Zielona





Book Week @ Bunbury Catholic College

This year we have focused on the many stories that people can tell from their birthplace or travel adventures in parts of the world. Our display has been arranged in clusters according to the continents – AUSTRALIA, AFRICA, the AMERICAS, ASIA and EUROPE . The theme also tied in neatly with Culture Week earlier in the term. All items on display were brought in by staff – books, dolls, puppets, costumes, jewellery, hats, art, sculptures – the list is endless. One thousand paper cranes in the Asia display were made by a Year 8 homeroom.



Our Story Lunches during Book Week have been a highlight – staff members told their own stories from a particular country and our music students played African drums and Celtic tunes. The final story reading of the week was *Ali Baba and the Forty Thieves* (by a talented deputy who doesn't mind dressing the part!)

In addition to the usual quizzes, our Year 8 students undertook an 'AMAZING RACE' around the world. The library staff have been truly amazed by the enthusiasm of staff in telling their stories and parting with their precious possessions for a few weeks. Squeezed in between Science Week and Maths Week, the planning, events and display (arranged by three library officers extraordinaire!) made Book Week a standout.



Tye Cattanach
Library Coordinator, Manor Lakes P-12 College

The choice to purchase eReaders for use in your library can seem a daunting prospect. Decisions are made not only in deference to financial considerations, but often subconsciously sentimental intellectualisations. Begin research into eReaders and eBooks and it can be surprising to learn eBooks have been available for more than ten years now. Has passionate loyalty to print books delayed implementation of eReaders in libraries? Many have asked, why implement eReaders at all?

To begin with, let us look at the common perceptions of libraries today, and importantly, what are the user perceptions of them. We must begin by asking the question, what is the contemporary idea of a library and what is it for? The Oxford Concise Dictionary defines the word library as:

1. room or building containing books for reading or reference; room in large house devoted to books.
2. a collection of books for use by the public or by some class of persons; similar collection of films, records, computer routines, etc.; public institution charged with care of such collection...
3. person's book-collection; series of books issued by publisher in similar bindings etc. as being connected in some way.

If we consider the above definition carefully, we begin to see how and why libraries are increasingly viewed as nothing more than a building that houses increasingly "irrelevant" information. For while in the past communities and societies saw these institutions as valuable and as the source in which to seek information, the common perception of libraries being tied to physical books on shelves (as our dictionary definition highlights), coupled with the contemporary perception that this material is now dated and laborious to search, has led to a social rejection of the traditional library as a valued place for seeking information.

Has the introduction and widespread use of the internet led us to this irrevocable situation? The internet, it seems, can provide us with access to a vast array of resources, delivered in a fraction of the time it takes to retrieve similar information from traditional sources such as libraries. So we are left to wonder whether mobile and other technologies, that provide immediate access to open-source content, portable bookshelves, engaging and educational (not to mention fun) applications, social media applications, up-to-the-minute news and information, anywhere, anytime, relegate libraries to being akin to a museum? Where students and the general public might visit once a year to remember/reflect/reminisce that information once came in the medium of a codex, as a physical "book".

Undeniably, the advent of mobile technologies has heralded an enormous change for libraries. Libraries now, more than ever before in social history, need to prove they are worth their weight in books. Is a large part of the problem, the challenge, unwillingness among librarians to acknowledge perhaps:

... that they falsely assume that how they do things defines why they exist? In fact, the inverse relationship should dominate what they do: why they exist should define how they do things... Information is now abundant and distribution is essentially (in theory anyway) free. Institutions are having a hard time adapting, and at least part of the difficulty is shifting a mindset from function to purpose: shifting the thinking from how we do things defining our being now, to why we do things defining how we'll do things in the future. (Hugh McGuire, *What Are Libraries For*, April 2011)

There are those who argue that mobile technologies and devices do not effect nor change the need for libraries. I would counter that they are wrong. I do not, in fact, believe that libraries have become defunct, quite the opposite. But the perception of those who need libraries, in this instance, our students, is that libraries are increasingly if not already unnecessary. We are now firmly ensconced in an era wherein our



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The TL in a 1:1 laptop environment...

Gary Green

Presbyterian Ladies' College, ggreen@plc.wa.edu.au

The 1:1 laptop challenge many schools are now facing presents both opportunities and challenges. At PLC, we have been working in such an environment for nearly 20 years. Here are some of the changes and challenges I have witnessed in my role as Head of Library.

There are a number of general guiding principles for teacher librarians to be cognizant of in a 1:1 environment, which will impact upon the way you work.

1. You need to be flexible in your thinking and approach in a laptop environment. In short, you need to work differently.
2. Irrespective of the platform schools use, teachers and teacher librarians need to recognise that they are still the significant players in learning. Information Learning Technologies (ILT) are tools to enhance learning outcomes. Students still need pedagogical and instructional intervention to support them in their learning. So, the TL teaching role is as important as ever.
3. Books are essential for learning. ILT just means the access to them and how they are used is changing but not necessarily diminished.
4. ILT requires even greater collaborative skills and levels of advocacy. This is because your work in a traditional sense may decline as a result of decreased library usage. Investing time in relationship building and having something to offer staff is vital for your on going credibility and influence within your school communities.



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Working differently in learning:

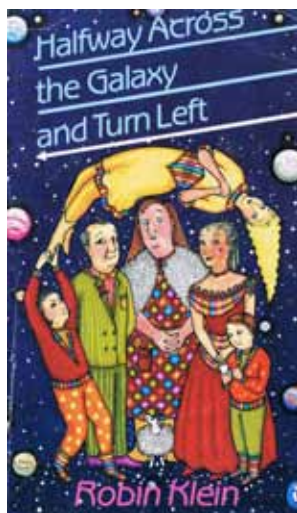
- Your role will change because you will get fewer students come to you. It is a role reversal of sorts in that you need to go to where the learning is because the walls of the classroom have just expanded exponentially rather than the students coming to you. In short, you need to become a nomad!
- The traditional emphasis on finding information will slowly and inevitably devolve to class teachers as students have fewer reasons to visit the library to access some of the resources. This means that you may need to work with staff to up-skill them in terms of what skills students will need with the finer details of locating information (Boolean searching etc).
- With less emphasis on finding information, a great opportunity is possible for working on higher-level skills of information literacy, such as focusing on how to engage in a more interactive way with students, unpacking and distilling tasks and the analysis and evaluation of information. This is particularly evident when trying to determine the veracity of information such as through examining authority, accuracy, currency and bias. This is a natural 'fit' for our skill set and taking a leading role to support teachers who are often not as savvy as we may be in this regard is essential. At PLC, we have done this in several ways, mainly using the technology via 'home made' podcasts, keynotes and movies in QuickTime to show students what to look for, how to analyse and judge sources and how to make decisions about the quality of data.
- In a 1:1 ITL environment, there is a need to reassess how to connect with students in your learning role. Digital learning allows multiple ways of 'cloning' how you can connect to a task and unpack it to accommodate the student's learning styles. The traditional standing up in front of students to guide them in the learning still has a place but it is only one way of making students part of an inquiry. ILT offers increased choices to engage with and experiment so your teaching becomes less formalised and individualised with students not all sitting in front of you doing the same thing in lock step all of the time.

Saving space, one planet at a time...

First published at Locus Online, 6 September 2011:

<http://www.locusmag.com/Roundtable/2011/09/tansy-rayner-roberts-saving-space-one-planet-at-a-time/>

The first kids SF novel I remember reading was *The First Travel Guide to the Moon: What to Pack, How to Go, and What to See When You Get There* (1980) by Rhonda Blumberg. It stuck with me for decades, with its cute cartoons and ridiculously detailed world-building. Trained up by *Doctor Who* from a very early age, I loved stories about space and aliens – and read the old Target novelisations by the bucketload. I recently passed a bunch of these novels on to a friend's seven-year-old son and it's extraordinary to watch him tear through them, and to have serious chats with him about *Doctor Who* stories that were made before even I was born.



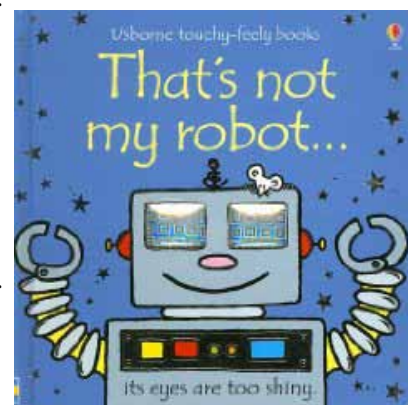
I also still have my copy of *Halfway Across the Galaxy and Turn Left* (1985), a classic Australian kids novel about an alien family on the run, trying desperately to pretend they are human – I still remember the protagonist, earnest twelve-year-old X, who worries so much about everyone that she forgets to take care of herself. Crazy screwball family stories are my favourite thing in the world, and it's about time I shared this particular one with my eldest daughter!

Speaking of daughters, I have two of them (six and two years old) and I'm glad to say that they also both have a taste for science fiction. Rockets, robots and spaceships ahoy!

I've been complaining for years about how chapter books for young readers are so awfully gendered – not just in the colour and cover art, but also in subject matter. The 'girl books' are sparkly and enticing, and my six-year-old lunges for them with rainbows in her eyes, but really, how many books about fairy princess ponies does she need? So I was delighted the other week to spot a new Australian middle grade series which offers girl readers something a bit different: *Star Girl*, by Louise Parks. The books are set in the Space Education and Action School – the students live in space and go on missions to save planets. There are gadgets and spaceships and diagrams, along with the more traditional girl fare of friendship dramas and makeovers. I left one of the books lying around quite casually and before I knew it, my big girl had read her first chapter book solo!

Star Girl's motto is 'saving space – one planet at a time,' and it's hard to think of a more empowering message for girls than that.

Meanwhile, there's plenty of SF in my toddler's book basket too – or, at least, as much as we have been able to find. A regular bedtime read is *That's Not My Robot*, one of the brilliant Usborne touchy-feely books (we have *Princess*, *Mermaid* and *Dragon* too) – fun illustrations, bright colours and interactive panels. There's also Charlie and Lola, who have been favourites in our household for a long time – two highly imaginative children with a gorgeous and realistic sibling relationship, playing and making their own adventures. The artwork for these books (written and illustrated by Lauren Child) is fabulous, using all manner of textures and collage techniques. Charlie and Lola's imaginary play leads to all kinds of gorgeous settings, including space, and like all kids in the playground, they mix up their genre tropes quite happily, with aliens and jungles and witches and football all mashed together. My favourite (that really means something when you've read a picture book twenty or more times) is *Whoops! But It Wasn't Me*, about the rocket Charlie builds at school out of milk bottle lids and yogurt containers, and how Lola accidentally destroys it. The science fiction and fantasy concepts in these books are (almost certainly) either metaphorical or entirely imaginary, but portrayed with great style and artistic flair.



Speaking of building rocket ships out of bottle tops, the star of our book pile is *Jemima to the Rescue!* Australian readers will guess that the Jemima in question is the rosy-cheeked doll from our iconic

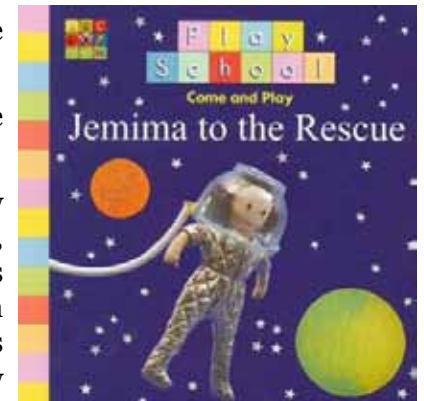
children's TV show *Play School*, in which adult presenters entertain the kids at home by telling stories, singing and dancing, and making glorious things out of tin foil, cardboard boxes and construction paper. The TV show celebrated its forty-fifth anniversary this year (yes, really) and some of the toys have been used on the set since its very beginning.

Jemima is also our daughter's name, so we were bound to love this book, which shows Jemima and Little Ted living on a space station. Drama ensues when they run out of honey for their toast. Mission Control is called, a rocket is sent up with a fresh supply, but an unlucky meteor shower bounces the honey right out of the rocket, and it drifts off into space...

"Jemima knew exactly what to do. She put on her space suit, and went for a space walk."

A great feminist moment. She rescues the honey. The day is saved because Jemima is a big damn hero who is also good at her job. In space.

The illustrations are created by photographing the toys from the TV show (actual toys, not cartoon characters or puppets) along with a variety of simple, imaginative homemade props. The space station is a cardboard box. The comets are made with tin foil. The meteor shower is made from scrunpled up brown paper balls. Mission Control is Big Ted with pretendy specs. The whole effect is delightful and very *Play School* – it sums up my childhood memories of the show as well as those I now share with my daughters.



Every kid needs to know that you can make a space station out of a cardboard box.

Tansy Rayner Roberts is a writer, a mum, a doll merchant, and in her spare time (ha!) likes to cut up fabric and sew it back together in an amusing fashion. She lives with her partner and our two constantly alarming little girls in Hobart, Tasmania, and she is one of the three voices of the *Galactic Suburbia* podcast. Her most recent book is *Love and Romanpunk*.



DATE CLAIMER

WASLA ANNUAL GENERAL MEETING

THURSDAY 24 NOVEMBER, 2011

VENUE: Mill Point Book Caffe,
254 Mill Point Road, South Perth

TIME: 4.15pm for 4.30pm start

RSVP: Phylis Paioff
[phyl67@bigpond.com]
by Monday 21 November

Nominations for the Committee are due by Monday 14 November. Nomination forms are available on the WASLA website at <http://www.wasla.asn.au/committee/>



WA Teacher Librarian of the Year
Brenda Clover
Perth College



Brenda Clover embodies the ASLA standards of professional excellence for teacher librarians in every way. Brenda is an enthusiastic, knowledgeable and passionate teacher librarian, advocate, facilitator and life long learner, lighting the way for leadership and learning in libraries.

She works collaboratively with teachers from many departments within her school, at many year levels. On top of her work commitments, Brenda is involved in a number of professional associations and organisations that provide her with state, national and international discussion about current issues and changes within teaching and librarianship. She is committed to sharing her own experiences in order to support the professional development of others.

Most notably, Brenda recognises the dynamic nature of the profession, and is highly adaptable to changing curricular needs and technological advances. The engagement she facilitates for students in terms of literature and information skills is most admirable.

Brenda's dedication to her role, and to the advocacy of the ever-evolving role of the teacher librarian, make her an inspiration to library staff everywhere.

**WASLA would like to congratulate
Brenda and Lee on their Awards.**

WA Library Officer of the Year
Lee Woodland
Kolbe Catholic College

During her time at Kolbe, Lee Woodland has consistently worked well beyond the parameters of her role, providing unfailing support to a succession of teacher librarians and school staff. She consistently works far more hours than are asked of her, and feels guilty if she is not there early enough in the morning to meet the morning crowd of students! To these, and generations of students who have passed through Kolbe's library, she has offered a safe and warm (or cool) space to be, and an ear to listen.

Lee is always willing to give time to new library staff (from any school) to demonstrate procedures and processes of all kinds and provides unstinting support of her current teacher librarian, who frequently asks for ideas and help with WA projects. Lee's extensive background in WA school libraries means she is a priceless knowledge repository!

In addition to her quiet pastoral care for students, Lee exemplifies excellence in her library duties – she has rescued many a favourite book from certain death, designed marvellous displays, assisted staff and students alike to find the perfect resource for teaching and learning, and put her fabulous organisational skills to work on events for not just the library, but the whole school, countless times.

Lee takes such personal pride in her work and the quality of the service she offers is what makes her so vital to Kolbe. In the transition toward a new direction, one that befits Kolbe's status as a leading digital school in WA, Lee is more than prepared to do what it takes to remain helpful and relevant. She will undoubtedly be both for many years to come.



Top Tips for new Tls

Being a TL does not mean that you are a superhero. It's okay to make mistakes – we are all learners together.

Join local networks and the state/national association.

Don't stay in the library 24/7.

Relax ... what doesn't get done today goes on the list for tomorrow.

Keep a tight rein on your budget in the first few years – the urge to spend is great, grasshopper!

Put the learning outcomes first.

Get out all the policy documents you can find at your school – BORING but necessary – especially note those about your job description and duties and about disposing of weeded items.

Be pleasant with the students, but firm. It's your space and your rules. They are not your friends.

A smile goes a lot further than a growl – especially with students, but also with staff.

Breathe.

Be as indispensable as you can manage in your first year. It will pay off in your second year. (but don't overcommit yourself in your eagerness!).

Use the force – OZTLnet, Twitter, ALIA, SLAV/SLAQ/ASLA etc., RSS feeds from great library bloggers, #vicpln or #austl on Twitter, etc – can all give you great, instantaneous feedback. Librarians are great resources (of course!) – use them!

Carry a notebook and pen so you can make a note of requests or things people talk about that you don't understand; your brain may be in overwork mode for a while.

Never panic!

Create an environment that suits your beliefs and maximises your strengths.

Keep communication channels open.

Take time to enjoy your role: it contributes so much to the entire school community.

Start a blog and record your steps/ progress/ successes.

Make an appointment with your principal and find out what their

priorities are, what they expect from you in your role.

Set your alarm clock for fifteen minutes earlier than before – you need that extra time each morning to get everything working and ready before the daily deluge begins.

Take time to understand your different 'client bases': children, teachers, principal, parents.

Take time to learn about your collection, not just the 'what' you have, but how is it organised, who makes buying decisions, who decides budgets, etc.

Work out your communication, advocacy plan, how you are going to maintain a positive profile: how do I let my 'client base' know what is happening, how do I involve them, how do I ensure my services make life easier, more productive etc for them.

Relationships with your staff will be paramount.

Take time to learn how your school and library works: go gently with big eyes and big ears.

Cultivate your business manager – what is their learning style? They hold the purse strings!

Attend a conference in your first year and as many afterwards as possible.

Select one teacher to collaborate with and do one thing at a time – then advertise your successes.

Start small.

Sue Spence's online tips at: <http://www.teachers.ash.org.au/rblonline/teacherlibrarianship/TLadvice.htm>

Compiled by Clare Burford

With thanks to OZTLnet contributors.

"L" corner: learning, leadership, literature & leisure

Get your National Year of Reading 2012 merchandise here:

<http://www.cafepress.com.au/NationalYearofReading2012>

These high quality products are a great way to show support for next year's theme!



100 things kids will miss if they don't have a school librarian in their school:

<http://www.outstanding-schoolibraries.org/>



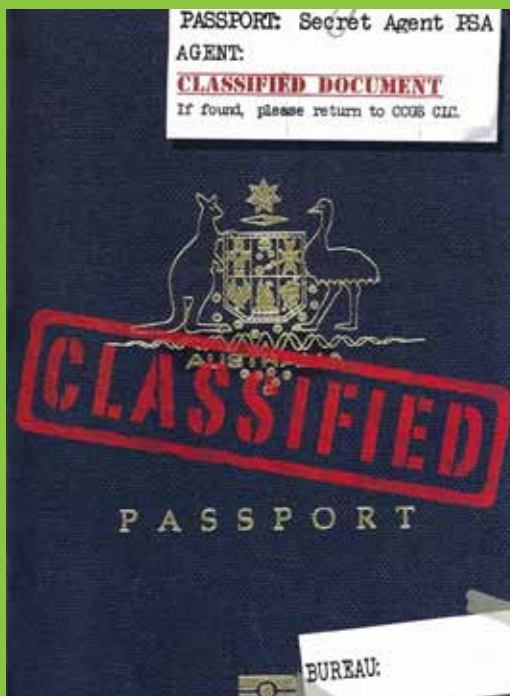
What librarians and Google are for:

http://philbradley.typepad.com/phil_bradleys_weblog/2011/06/what-librarians-google-are-for.html



Because we all need ways to relax... This gorgeous Tumblr gathers pictures, quotes and more about reading and books. While away some time wandering through the posts!

<http://firefliesinthelabyrinth.tumblr.com/>



Passports for Secret Agents

When the Year 7 cohort entered our Middle School in 2010, Greg Lindorff, Helen Knight and I wanted to establish a reading program that would engage the boys and which they would hopefully enjoy. We are shamelessly prepared to bribe and cajole boys into reading and listening to stories using every available means.

As so many boys become hooked on adventure stories, and particularly those that send young boys on men's missions, I selected an imitation Australian passport (enlarged and altered to look like one for a secret agent) as their recording device. The passport became a "classified document".

Helen and I worked closely with our English Department during the planning stage of the program and the first pages of the passport follow the themes they cover.

I was particularly fortunate to be able to work collaboratively with Luke Milton on the layout and composition of the passport, which he created in Photoshop. We have used card for the cover and plenty of colour throughout. We had to make adjustments to ensure that the boys are able to write (or print) in the spaces provided with ease. It looks very professional! (200 cm x 140 cm).

I adopted "Missions", "Operations", "Other Dangerous Assignments" and "Briefings" to describe various reading and listening activities. Agents belong to "Bureaus" and "Agents Comments" have to be secretive and only intelligible to those who have embarked on the same "missions". The teacher librarians became the "Case Officers". We cut and paste their school photos into the document. This is a time-consuming exercise but well worth the effort. Fake fingerprints are part of the design. The "Extra Reading" section is used for additional titles in series; entries for genres not allocated a page. The passports are housed in clear plastic boxes and kept in the library.

With the assistance of a staff member from Community Relations and Sticker Factory, we created gold and cream embossed stickers, which look like a customs stamp. The stickers include the school name and logo and "Senior Library". Students receive a stamp on the cover of their passport for every five books read. We include audio and e-books, graphic novels, picture books and class novels in the count.

Obviously, we incorporate plenty of promotions and feedback activities such as shoebox (or shopping bag) presentations into the program.

The boys have responded extremely well to the program. The Passport has proved to be a great motivational tool.

If you like the idea of a Reading Passport, we are happy for you to use ours as a basis for your design, however, you will have to create your own files.

**Margaret Chapple
Christ Church Grammar School**

Margaret has kindly given permission for us to share all the files for creating the Reading Passport in the Members Only section of the WASLA website.

www.wasla.asn.au



Caring for Books

One of the biggest problems with using filament tape to reinforce the gutters at back/front covers and over centre staples is that it thickens the centre of the book and pushes pressure on the stapled centre. One technique that we show during our How to Care for Books workshops (a one day workshop offer by QLS for free) is to stitch paperbacks and also magazines/big books.

Drilling/Stitching


Used as an alternative to stapling and where a spine is thicker than 20mm paperbacks; magazines can have top tied or spine tied stitching work done. This type of work can be a preparation or repair task.

The tools required will include:

- drilling board
- drill (cordless works best)
- 2mm steel drill bit
- binders thread
- binders needle

To judge how much thread is needed, simply measure two half inch lengths of the height of the book you'll be preparing or repairing.



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For Top Tied Stitching of a Paperback/Magazine

Please note before starting this process, ensure there is a sufficient margin between spine and text. Place your book on top of the Drilling Board face up, with spine of the book against the back board to ensure the spine is square and vertical.

Next drill three holes along the spine. Drill the centre hole first, followed by a hole a 1/3 of the way down from the top of the book and 1/3 of the way from the bottom of the book.

Once you have drilled the required holes, insert the Binders Thread through the Binders Needle and starting with the centre hole on the back cover, pass the needle through.

Ensure that the tail of the thread is left behind – 10cm approximately, then pass the needle through the top hole, then back through the centre and then

back through the bottom hole.

This method creates a series of figure 8s.

The needle end of the thread should then be passed under the top loop and the needle removed.

Take the tail end of the thread and pass it under the first loop in the opposite direction to the first piece.

Pull the thread tight and tie a double knot. Trim off the excess thread.

The paperback is now ready for spine tape and/or a self adhesive.

Covering applied to add additional protection.

Ensure not to drill too close to the text or the spine of the book. You can drill more holes if needed however remember to always drill an odd amount. Generally three holes for a paperback is sufficient.

For Spine Tied Stitching of a Magazine or Children's Soft Cover Picture Book

The tools required are the same but the drilling will take place in the centre of the open magazine/book.

To judge the amount of the thread needed, simply measure two and a half lengths of the height of the magazine you'll be preparing/repairing.

For an A4 sized Magazine/Book a minimum of three holes is required in the same way as a paperback. Drill the centre hole 1/3 of the way down from the top and 1/3 of the way up from the bottom.

Once drilled, insert the Binders Thread through the Binders Needle as before, and starting with the centre hole on the inside this time, pass the thread and needle through, leaving a 10cm tail. As before then proceed to the top hole, then back through the centre and then through the bottom hole.

Again this method creates a series of figure 8s.

As before pass the needle end of the thread under the top loop and remove the needle.

Pass the tail end of the thread under the same top loop but in the opposite direction to the first piece.

Pull the thread tight and tie a double knot. Trim the excess thread.

To stop the thread being tampered with it is recommended to place either white plastic hinge tape or clear spine tape down the centre to cover the thread.

The outside cover of the Magazine/Picture Book can also have a clear spine tape and/or self adhesive covering applied to add additional protection.

Colin Matthews
QLS Technology

E: c.matthews@qls.net.au W: www.qls.net.au

*QLS will soon be releasing its new edited **How to Care for Books** CD rom as well as relaunching their "How to" workshops*

Opening up Pandora's box: Teacher librarianship in the twenty-first century

Barbara Combes
Lecturer, Edith Cowan University

Abstract

In a world that is currently struggling to come to terms with the internet, the exponential explosion in the volume of readily available information and a plethora of delivery modes and resource formats; the role of the teacher librarian and the school library in this new information landscape is murkier than ever before. This presentation looks at how teacher librarians can re-invent themselves and their school libraries to become an essential component of the core business of the school, ie. teaching and learning. It's all about unlocking hidden talents, facing challenges and taking control.

Continued from Issues 1 and 2...

Challenge 3 – Status and role

A major challenge for TLs over the last ten years has been establishing our status in the school community and clearly communicating our role. After the heady days of the 1970s and 1980s when the importance of school libraries and their contribution was clearly recognised through centralised funding and professional staffing, we have now reached a stage where libraries of all kinds are under threat, even though there is a plethora of research that tells us that pro-active school libraries make a huge difference to student learning outcomes (LRS, 2007; Todd, Kuhlthau & OELMA, 2004; NCLIS, 2006; Lonsdale, 2003; Bertland, 2006; Williams, Cole, & Wavell, 2002; McKenzie, 2005; Hill, 2004; Kirsch, et al. 2002). Across the US, Canada, Australia, Europe and the United Kingdom, libraries and school libraries are under-funded and under-staffed. In some cases they have been closed or transformed into internet cafes.

There are several reasons for these changes.

1. There is a belief by politicians, systemic educators and senior administration, that technology can be used as a means of education delivery, and has the potential to provide a wide range of 'free' resources for schools (SOCCI, 2000). Underpinning this belief is a basic lack of understanding about information as a commodity, the public domain internet, issues such as copyright and intellectual property, and the hidden costs of technology.

2. Apathy on the part of school library professionals who have focused on the service and management aspects of their role, rather than teaching and learning, has been a major contributor to the school library's poor image. We have not placed the library squarely at the centre of the school's core business, ie. teaching and learning outcomes for students. Many of us have looked on the teacher librarian's role as an opportunity to 'escape' from the classroom and the current educational change process that demands major alterations to content, the way teachers teach and the assessment of learning outcomes. The latest of these changes is the Australian curriculum. Parents, industry stakeholders, administration and society are demanding a more professional attitude and accountability from teachers in schools. They want graduates who are flexible and adaptable, able to cope with a constantly changing workplace and who are able to learn new skills. The library, rather than being an escape option, should be the centre of teaching and learning for the whole school community. The TL should be leading and supporting educational change.

3. A lack of succession planning and the public perception that libraries are populated by grey-haired, middle-aged women and who are technological dinosaurs in a new information age, has only enhanced the stereotype of librarians. Instead of launching ourselves into this brave new world, many of us are still standing nervously at the water's edge, afraid to get our toes wet. Others, who have successfully begun swimming, are still caught up in the service ethic and fail to capitalise on their expertise. TLs and librarians are not perceived as leaders in their school communities, either in terms of curriculum or technology.

Clearly, if we are going to survive, this perception needs to change – we need to change. We need to accept that part of our role is educating administration, the staff and our school community as a whole about the new information landscape and our role.

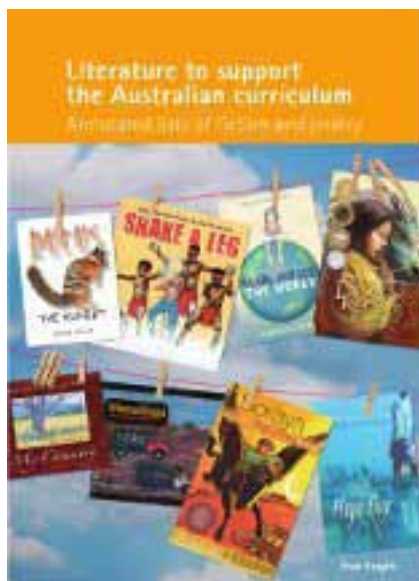
Strategy 1 – Learn to prioritise

Prioritise your time and value yourself. These are two important steps towards changing perceptions about your status and role within the school community. Have a booking sheet for the library (physical on the front desk or virtual in the school email system or both) and include yourself, other library staff and teachers booking into the library on the sheet. Plan and set aside time for



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Book Reviews



Literature to support the Australian Curriculum: Annotated Lists of Fiction and Poetry
Knight, F.

Pledger Consulting, 2011
ISBN: 9781876678258
Reviewed by Jo Schenkel

This brilliant resource is a must for every school library. As stated in the title, it contains clearly set out lists of titles under the themes of Asia, Sustainability, Indigenous Literature and Poetry, as well as providing suggestions for class texts and titles to read aloud.

With a focus on the various age groups, Knight sorts titles to fit entry level to Year 3, Years 4 to 7 and Years 7 to 10. A précis for each title is provided to enable one to get a feel for the book without having to search the shelves and databases. Particularly for teacher librarians who are regularly bombarded with requests for titles which may fit a theme or subject area, this will make life considerably easier.

Alongside Pat Pledger and Fran Knight's other titles, *Flash Fiction*, *Historical Fiction* and *Values Fiction*, this title would be a support for any teacher or teacher librarian wishing to truly immerse students in quality literature.

Their previous publications are still relevant and easy to add new titles to as they are released.

Having read many of Fran's reviews, it is obvious that she is a prodigious

reader and I value her opinions on the many titles included in this publication. I now eagerly await a similar title to suggest texts for each subject within the Australian Curriculum, particularly for use alongside the specific history topics.

Whilst I appreciate the networking of colleagues on such lists as OZTL, as we collaborate to find titles to suit a theme, it will be an asset to have good solid lists in place as a first resort. A highly recommended title!



Star League: Books 1-4
Harper, H.J.

Random House Australia, 2011
Reviewed by Tehani Wessely

What a fantastic series for emerging readers! HJ Harper has created fun, action-packed adventure books with an unusual cast of characters in her Star League stories. While quite short and self-contained in an episodic way, there is a larger story arc that will keep readers hooked as they work through the series.

The first book, *Lights, Camera, Action Hero!*, sets the scene, with movie star Jay Casey being recruited for a secret team of kids to fight the battle against a hidden evil. From there, each book focuses on a different team member (a werewolf, a zombie, a robot, an animancer and a ninja), showing their point of view

and expanding on their back story while also moving the overall plot forward towards catching the bad guys.

With short chapters, snappy writing and great illustrations, this series is sure to be a hit with reluctant and emerging readers – highly recommended!



Jake's Great Game
Spillman, K. and Nixon, C. (ill.)
Fremantle Press, 2011
ISBN: 9781921888502
Reviewed by Tehani Wessely

This short, beautifully put together book is a great little read, ideal for younger readers and with some excellent messages, some of them very sneakily embedded in the text.

In this, the fourth of the Spillman and Nixon collaboration, Jake decides he'd like to play soccer. He's not all that good at it though, and gets very discouraged. His father and Nana (I loved that Nana had a gun kick!) help him realise that practise is essential to learn the game, and Jake comes to understand that everyone has different talents.

The writing is this is pitch perfect, and the illustrations add another point of engagement and support for newly independent readers. I have no hesitation about recommending this one for all primary schools.

Here an App, there an App, everywhere an iPad App

It is easy to become overwhelmed by the number of iPad Apps that are appearing on a daily basis. You could spend hours reviewing each one and weighing up its merits only to find that tomorrow an even better one has arrived.

For schools that are 'going iPad' the challenge is even greater to decide on whether to have a 'standard suite' of Apps or whether to let students select their own. That decision in and of itself requires extensive planning and discussion.

With any new curriculum initiative or technology implementation it is important to identify the pedagogical and curriculum implications for students and teachers. The introduction of iPads also needs to undergo this interrogation so that it does not merely become a process of 'getting on the bandwagon' but is a strategic deployment of a technology tool that has the capacity to transform learning if done correctly.

A great deal of time and money can be spent exploring the many thousands (and I mean thousands...) of Apps that are available. Rather than get caught up in the 'candyshop' mentality of jumping from one App to another to see what 'cool things it can do' there needs to be a pedagogically appropriate approach to the selection of the Apps (especially where significant financial outlay is to occur).

This is where it is important to first identify the desired functionality of the Apps as they relate to classroom pedagogy and curriculum content. Such questions as:

- What are the underlying principles for teaching and learning that these Apps will support? (eg collaborative learning, construction of knowledge, multimodal literacies, information management, student-centred learning etc).
- How can specific Apps help transform the ways students learn in the classroom?
- Which Apps are designed to assist with curriculum delivery for teachers, and which are designed for use by students?

- Which Apps have a generic application that can be used across learning areas and which are content specific?
- What will students be doing with the iPads in the classroom?
- Which Apps reflect the curriculum content in our school and are age appropriate for our students?



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It is imperative as a school or curriculum committee that you establish the criteria by which you will select your Apps. These should be informed by your policies and guidelines for both technology integration and resource selection in the school. Some questions that need to be answered are:

- What functionality do we require?
- Which available App is most appropriate to meet this requirement?
- Do we allow more than one App for each function?
- Do we have a standard suite, allow student choice or have a combination of essential Apps and free choice?

To get you started thinking about this functionality here is a basic list of Apps as they relate to specific functions (most are free). Once you start thinking in terms of functionality and not specific Apps, research about and selection of Apps becomes more focused and streamlined.

Social networking for book lovers



Functionality	Examples
Data Storage	Air sharing HD Print n share iFiles for iPads Box.net ReaddleDocs for iPad Dropbox
Notemaking and Student Organisation	inClass iStudiez myHomework StudentPad Flashcards
Data conversion	DocstoGo Neu.Annotate
Collaboration	ShareBoard Whiteboard
Voice capture (if you don't have an iPad 2)	Audioboo Recorder iTalk Verbally
Mindmapping	Simplemind Idea Sketch Mindmeister Mindjet
Photo Capture, Storyboarding and Sharing	Screenchomp Clibe PhotoShare CropPhoto MyPhotoConverter

For further information related to iPads you can visit:

<http://allaboutipads.webs.com>

Leonie McIlvenny
ICT Pedagogy Officer, Curtin University

Leonie will be sharing a regular Web 2.0 technology reviews column with us in future issue of ic3. Stay tuned!

Goodreads

<http://www.goodreads.com/>



Goodreads is the largest site for readers and book recommendations in the world. We have more than 6,100,000 members who have added more than 200,000,000 books to their shelves. A home for casual readers and bona-fide bookworms alike, Goodreads users recommend books, compare what they are reading, keep track of what they've read and would like to read, find their next favorite book, form book clubs and much more. iThing Apps are available.

LibraryThing

<http://www.librarything.com/>



A home for your books.

Enter what you're reading or your whole library. It's an easy, library-quality catalog.

A community of 1,400,000 book lovers.

LibraryThing connects you to people who read what you do.

LibraryThing is an online service to help people catalog their books easily. You can access your catalog from anywhere — even on your mobile phone. Because everyone catalogs together, LibraryThing also connects people with the same books, comes up with suggestions for what to read next, and so forth.

The prestigious Jean Rhodes Award is going to be announced at the AGM, which is scheduled for 16 November at St Stephen's School Duncraig Campus. Jean Rhodes made a huge contribution to the development of school libraries. The AISWA Librarians' Group decided to present an annual award to a practising school librarian to honour that contribution. The Jean Rhodes Memorial Award was implemented in 1992. The award is open to all current members of AISWA libraries and nominations have been based on the following criteria.

- Develop and foster innovative services within the library.
- Provide students with an environment, which is conducive to learning and information literacy.
- Improve communication and awareness of the library within the school community.
- Provide leadership support to professional colleagues both within and beyond the school community.
- Highlight an image of the best professional service, which should be received in all school libraries.
- Provide a leading role in learning within their schools particularly in information literacy.

Nominations for the award closed in mid-August and the selection panel has been reviewing the applications and looks forward to sharing the achievements and contribution of the worthy winner at the AGM.

Professional Development – Ideas Shop: Reprised

Following the support for the 'Ideas Shop' from the recent WA conference, AISWA Libraries resurrected the format for its recent professional learning opportunity, held at Forrest Library at Hale School on 13 September. Once again this format proved to be highly successful, with both the extra time allocation and the fact that participants were able to attend all the sessions, adding to the appeal. There were three topics covered: the Australian Curriculum, the National Inquiry into Libraries, Literature promotion/Reading Programs, and the use of QR Codes.

In the Australian Curriculum, Sally Morris (Churchlands SHS) and Dee Cunninghame (St Stephens) spoke about their experiences acting as Curriculum Leaders in introducing and unpacking the Australian Curriculum for the teachers at their school. Sally also spoke about the workshop they attended and used in their training session. She finished by mentioning useful documents teachers could use in preparation, including the Melbourne Declaration.

Dee started by saying that the Melbourne Declaration was just one of the documents their English staff were given to read as preparation for their planning by the Head of English at her school. She spoke about the differences in planning and the journeys the English and Society and Environment departments had taken at her school.

Both departments started by looking at the curriculum in its early planning phases, the S&E department deciding to wait until the documents were in their final form before rewriting their curriculum. The English Department started by rewriting the curriculum in 2008 and gradually introducing Australian curriculum language and terminology over the years since then, in a four phase, planned, implementation. The teacher librarians were actively involved in the planning days for both departments (at the departments' request), both with curriculum planning and resourcing. The Heads of English and Society and Environment are both active in their professional associations. The Head of English, Phill Taylor, is also AISWA representative from the Course Advisory Committee on the Australian Curriculum Consultation Forums and in this capacity is actively involved on a state and national level in planning for the Australian Curriculum and is also implementing courses for teachers to upgrade their grammar skills through Milner College in Perth. Dee finished by reminding the audience that there are changes for teachers in the Australian Curriculum (such as the explicit teaching of grammar for the first time) and that they will also need to be supported with resources to update their knowledge and skills.

In the QR Codes session, facilitated by Jean Anning and Alison Spicer Wensley, the presenters provided a very informative introduction to QR codes – those black and white codes that are appearing on books, supermarket products and business cards. A QR code is a visual representation of compressed information. This can then be read (or translated) by a code reader like 'Quickmark,' an application loaded onto a computer, mobile phone or iPad. The ways in which these can be used in education were deftly explained and the audience were able to witness how easy it is to create a QR code with applications like 'QRicket.' More information is available from Jean's Scoopit page.



In Literatur..., facilitated by Gary Green (PLC) and Barbara Stout (Scotch College), a number of ideas were canvassed. Firstly the library environment which can be greatly enhanced and become more visually stimulating through the use of inspirational quotations and other larger images on the walls and throughout the reading area to highlight certain novels or library activities. These images are removable transfers which can be moved and relocated

throughout the library and are relatively cheap to purchase. Banner posters hanging from the ceiling to the floor featuring popular titles or genre-based novels have been very useful in highlighting books for students to read.

The reading program at PLC has also been ostensibly devolved to the English teachers, though still a collaborative effort between the English and library staff. An outline of how this works and the support the library has provided, especially through a virtual presence to enhance the reading opportunities for students was discussed. Further information can be obtained from Gary Green (ggreen@plc.wa.edu.au).

Students at Scotch College Middle and Senior School have enjoyed using the social and interactive functionality of Destiny Quest, from Follett Library Manager software, to self-manage their reading program. They are able to make friends with other students in the school, recommend books to their friends, populate their own bookshelves, create reading lists and upload book reviews and digital responses into the catalogue record for individual titles. The students are engaged in a fun 'real task' as their book reviews/digital responses are then available for all library patrons to read. From a teacher librarian perspective, this platform has been an invaluable tool in our quest to familiarise students with, and provide easy access to, all the functionality of the library catalogue. This has had immediate ramifications on the ability of students to access the eBooks in our collection. Further information can be obtained from Barbara Stout.



The WASLA website is a repository for practical resources, information on professional development, advocacy support, state and national events and reports and much more.

Register for access to the Members Only section for access to a growing wealth of support and resources, just one of the many benefits of being a member of the WA School Library Association!

www.wasla.asn.au

DON'T FORGET! 2011 IS INTERNATIONAL YEAR OF FORESTS

Encourage discussion in your library about sustainability and conservation, forests and forestry, the different uses of forests by different groups of people, and why trees are great for the Earth.

DESIGN AND WIN FOR YOUR LIBRARY:

A set of USB storage devices

HOW?

Design an 'International Year of Forests' bookmark.

The design of your bookmark is entirely up to you, but must include both titles

'Year of Forests 2011' and 'WASLA'

Make yours unique by adding relevant pictures, sayings or poetry. Be creative!

COMPETITION CLOSES:

Friday 11 November, 2011

SEND ENTRIES TO:

Email: bgreene@studygroup.com

WASLA FORESTS BOOKMARK
COMPETITION

PO Box 1272

West Perth WA 6872

The winning designs will be available to download in the Members Only section of WASLA.

Some useful online information:

'Forests Learning':

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

'Forests and Forestry':

<http://www.fao.org/forestry/en/>

'Celebrating Forests for People':

<http://www.un.org/en/events/iyof2011/>

'Planet Pals':

<http://www.planetpals.com/green-forests-journal.html>

Check the Members Only section of the WASLA for more useful links.

WASLA 2011 – a year to celebrate!

Despite this being my personal *annus horribilus*, 2011 has been another year of strength for a rejuvenated WASLA and I have to thank my co-president Mary Hookey and the wonderful WASLA Committee who share tasks equally and continue to step into the breach when needed.

The publication of the new WASLA journal, *ic3*, has been a major milestone and the fact that we have way too much for the final issue is testament to the quality and quantity of submissions. Of course WASLA could not produce such a professional publication without the skills, commitment and passion of the editor, Tehani Wessely.

WASLA has also embarked on some major advocacy this year, which culminated in a meeting with David Axworthy, the Director of Schools at DETWA. The Committee will continue to push for more professionals in schools and we are currently working with our Library Officers to ensure they are treated fairly in the workplace. A key aspect of this push is the implementation of a TL major in the new Education undergraduate degree at ECU, due to come on stream in 2013. This will ensure that new teachers entering schools have the skills to manage their school libraries while being active teachers. So it is a matter of watch this space in 2012.

WASLA has held a number of PD half day and full day sessions, as well as participating in the organisation of another highly successful School Library Conference. PD on literacy and literature; the Australian Curriculum; important details about Web accessibility and the probable repercussions for schools and all educational institutions; and a very successful Library Officers Day are some of the highlights for 2011. The Committee also hopes to travel to our country colleagues again in Term 4.

I know most of us are looking at the end of the year with a sigh of relief, but there are still a few things to keep in mind.

- **The WASLA Dinner** where we celebrate our Western Australian TL of the Year (Brenda Clover, Perth College) and the Western Australian Library Officer of the Year (Lee Woodland, Kolbe Catholic College). The details will be out soon in the WASLA weekly emails. The dinner is a great way to finish off a busy year, celebrate our passion and all our hard work, and take some much

needed time to celebrate ourselves. Jo Critch, the WASLA vice president, is in charge of the WASLA Dinner. Please put the date in your calendar.

- **The WASLA AGM.** This is also an important function. We still have some tidying up to do to meet the legislative requirements for the incorporation of WASLA and to vote in committee members. The AGM is also a meeting to network and get to know what is/has happened throughout the year. All Committee reports are available on the website and proxy voting will be introduced for the first time this year. We are also moving to a two-year tenure process for Committee members and a half-spill of current members. Nominate for a position and be a part of a wonderful team of TLs.

Next year promises to be just as busy and eventful, and, in spite of the promise of a lot of hard work, lots of fun. It has been a pleasure to lead such a fabulous group of people. The Committee has been my strength in what has been a horrible year for me personally and I can't thank them enough.

Barbara Combes
WASLA President – WA Operations



Participants at the Library Officer Day,
Friday 14 October, 2011.



On Friday 14 October, 65 Library Officers attended the annual WASLA Library Officer Day.

This year the Professional Development day was held at Perth College and included sessions such as:

- K-12 Curriculum Services
- SCIS
- Australian Curriculum – what is it all about?
- Library Officer Level 1/Level 2 what's the difference?
- Diigo – How to use the web to store your internet 'favourites'
- Portable technologies
- Camera (still & video)
- Promoting yourself and your role
- Where to buy what?
- Union presentations
- Web 2.0 tools

It was hard sometimes to make choices as to which one to go to, as they were all relevant.

We were fortunate to have delicious handmade gourmet biscuits for morning tea and a yummy sit down lunch.

Thank you to all the Library Officers who came along to make the day a successful event. I hope other LOs enjoyed the networking as much as I did. Keep up the networking through the year to support each other.

Thanks to the WASLA committee for their ongoing support of School Library Officers across the state. Huge thanks to Brenda Clover from Perth College who made it possible to have our PD here this year. Brenda and her staff Kylie Eddy and Jonathan Dutton presented and worked their magic behind the scenes also. Great job.

Huge thanks also to Barbara Combes, Val Baird, Phyllis Paioff and Tehani Wessely for their knowledge and ongoing support of this day. I

really wish I could find adequate words to express my gratitude for their efforts in making sure School Library Officers across the state have access to appropriate PD.

To the Library Officers and Technicians who attended I hope you enjoyed your day and can take with you a little more knowledge.

Remember one of the benefits of joining WASLA (LO day attendees will receive a discount for 2012) is the access you can have to online resources, proformas and information from the team at WASLA that can help in you in your workplace.

Helen MacCue
Library Officer
Coodanup Community College

