



A U S T R A L I A  
S T O R Y C O U  
CHILDREN'S BOOK W

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- Digital Literacy - A New Flavour of Literacy or Something Different?
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# Editorial

We are nearing the end of another busy year. 2016 was definitely a full one and it was capped by another successful Book Week. It was exciting to see how school libraries embraced the theme this year and this edition of *ic3* highlights what many schools did during this week in August. In this era where school library resourcing is threatened it is important that we promote our services and the importance of literacy during Book Week but it is also vital that we continue this beyond this time.

Barbara Combe's article on digital literacy is an important read and provides useful suggestions about what we can do as library professionals to equip students with the skills and strategies to be digitally literate. This term's WASLA professional development event, Birds of a Feather, also provided us with tools that we can use to improve our practice and information that we can use when collaborating with teaching staff. It is important that we give ourselves opportunities to develop our knowledge and skills as school library professionals, and this is not just limited to teacher librarians but also library officers and technicians.

Looking forward to seeing you all at the WASLA AGM at Shenton College in November.

**Natasha Georgiou, Editor**

Front cover image courtesy of Gosnells Primary School. This was the winning entry of their Book Week colouring-in competition.

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#### **Panel of Referees:**

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

- Val Baird
- Barbara Combes
- Jo Critch
- Mary Hookey

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## From the President's Desk

Once again we are looking forward to the end of term 4 and the Christmas holidays. 2016 seems to have disappeared much faster than I would like and just rushed by. The WASLA Committee ran a very successful biennial State conference with AISWA. However, a state conference, even a one-day conference, requires a huge amount of work by organisers and presenters, so the Committee is looking to change how we do professional development (PD) for 2017. We propose to have more half-day seminars such as the recent Birds of a Feather session held at Helena College in the hills area of Perth. This would allow a range of presenters to share their ideas and strategies and enable a range of schools to act as hosts and showcase their school and library.

The Teacher Librarian, Library Technician and Library Officer of the Year were announced at the biennial conference and winners received their awards from the Minister of Education. The Committee proposes to continue this timeline, so nominations for these awards will appear in Term 4, 2016 and awardees will be presented with their awards at an event to be held at the end of Term 1, 2017. This means awardees will be able to display their awards and receive recognition during the year they received the award. I urge everyone to consider nominating someone you know who is a great practitioner, technician or officer. These awards raise the profile of the school library and library personnel, an important consideration when lack of funding means tighter budgets and no staff in the library.

Nomination forms for the WASLA Committee are also available from the WASLA website. I also urge everyone to consider putting themselves forward for nomination. A Committee member is elected for a two-year term and the Committee meets once a month. Committee members share experiences and skills, mentor each other and work to promote school libraries in Western Australia. Being a Committee member is a rewarding and collegial experience. All library personnel are represented on the Committee – teacher librarians, library technicians and library officers.

The Committee has been actively involved with the School Library Alliance again in 2016 and members are currently participating in applying for funding grants to conduct some seminal research into how a well-staffed and resourced school library can affect student learning outcomes, build resilient students and provide community outside the classroom. The Alliance is also considering a re-run of the Great School Libraries Campaign next year, so watch this space for more information.

George Diek has been the Committee's representative on the Future Now group which meet to discuss and disseminate information about Government initiatives and library courses and training through TAFE for library officers and technicians. Rebecca Murray (Vice President) has been meeting with another advocacy group working across sectors to promote all libraries, while Phyllis Paioff (Secretary) regularly meets with the Library Technicians WA group and presented at their weekend retreat in Donnybrook on October 8-9.

Mike Spanier is in charge of the WASLA website and works closely with Sarah Betteridge and the social media sub-committee to moderate and provide access to the Western Australian School Library Association Facebook closed group, a new initiative for 2016. WASLA also has a Twitter account under the user name @WASLApn. Val Baird (Treasurer) and Barb Lippiatt (Executive Officer) moderate WASLANet and make sure everything in the Association runs smoothly. They are also working on the new changes to the *Incorporation Act* which affect how the Committee is organised and runs. Natasha Georgiou (*ic3* editor) is WASLA's winner of the Professional Teaching Council WA award. Natasha is a deserving nominee who has put in a 100% since joining the Committee. Other Committee members such as Hanneke Van Noort and Wendy Chapman liaise with library officer groups and local school networks, Alison Fonseka was involved as a member of the biennial conference committee and Helen (Elena) Tomazin was the Library Officer of the Year for 2016.

Your Committee is a dedicated, hardworking group of amazing individuals, who welcome some additional members for 2017. I would like to take this opportunity to acknowledge the contributions of Kate Flowers (Web Manager) and Lisa Crofts (Convenor of the 2015 WASLA Conference), who retired due to heavy work commitments. This means there is room for others to join the Committee for 2017. Nomination forms are on the WASLA website and the AGM will be held at Shenton College on November 9. Look for the PD information on WASLANet and please join us.

I would like to thank everyone for their ongoing support and participation in PD events that advocate the importance of school libraries and what they contribute to education in WA schools. I wish everyone a safe and happy Christmas and New Year and look forward to 2017.

**Dr Barbara Combes  
President WASLA**

**WASLA** INC

**AGM**

**November 9**

**@ Shenton College Library**

Light refreshments available from 4pm

AGM at 4.30pm

Guest speaker - Angela Tanham, TL,  
St. George's Anglican Grammar School

**To register visit**

**<https://www.trybooking.com/MWAQ>**

# Digital literacy: A new flavour of literacy or something different?



Digital screen at Jisc Digital Festival 2015  
by Jisc and Matt Lincoln



New technologies, changing formats and delivery modes are becoming a ubiquitous part of our information landscape. First we had the mobile phone and PDAs. These early mobile tools have now been replaced with multi-functional devices, such as the iPhone, which can provide access to applications and information on the Web. Other discrete reading devices such as kindles, iPads, tablets and ebooks represent technology's replacement for print/paper based information sources such as newspapers, brochures, books and catalogues. Such mobile devices provide our students with 24/7, full-text access to information and recreational reading that extends far beyond the physical library collection. These mobile devices are definitely the way of the future, although the print options (old technologies) still exist and will probably continue to do so in the future. As costs diminish and these devices become more robust, they are becoming part of school library collections, just as videos, digital cameras, USB sticks, laptops and video cameras have in the past.

However, there are issues associated with these new devices apart from cost, maintenance, robustness, redundancy and how to deal with them as part of an evolving library resource collection. Research since 2003 is telling us that the literacy skills required to successfully navigate and make meaning from text, images and multimedia on screen are different from the traditional literacy skills of reading, writing, viewing, listening, speaking and understanding (Coiro, 2003, 2007, 2009; Castek et al. 2008). Computers are not compensatory, but complementary. Good traditional literacy skills are essential before students can use any technological device effectively and efficiently. Making meaning from information presented on a screen is more difficult and requires new literacy skills that should be a component of the information literacy skills set teacher librarians (TLs) embed in their collaboratively designed curriculum programs. This article will present a brief examination of the evolving information landscape, the reading process and current

research findings, an exploration of the term digital literacy, the role of the TL and the implications for our students if these skills do not become part of the literacy/reading culture in the school.

## The evolving information landscape

Before examining reading and digital literacy it is important to remind ourselves of the information landscape that is rapidly evolving around us. Some facts about the web we all need to be reminded about include the following.

- When we access the Internet we are actually accessing the World Wide Web (WWW) which is a subset of the Internet and a much larger beast. The Public Domain Web represents approximately 8-10% of the WWW. This is the part that search engines like Google can access. If we think of the Web as an iceberg, the Public Domain Web represents the tip of the iceberg. The rest of the Web is locked away and represents 90%+ of what is on the web. This part of the iceberg is called the Deep, Hidden or Invisible Web (Deep Web Technologies, 2016) and it is not available to the public unless a paid subscription is involved or the user has authenticated access, ie. it is a password protected intranet or portal.
- Change and an abundance of new and old formats, delivery modes and utilities are a major feature of this landscape, which is comprised of both digital and print formats.
- It is a highly differentiated landscape, ie. it is layered, which makes it difficult to locate specific information.
- It is HUGE! Information overload is a feature of this landscape (Walford, 2015; Kunder, 2016).
- Complexity and density also characterise this landscape.
- Information may be decontextualized. Technologies such as RSS Feeds and Twitter have limited content and information is often passed around that is out of context and with no link back to the primary source.
- Information in this landscape is available 24/7.
- Artificial intelligence is a built-in feature for many of the technologies used to access and participate in this landscape so users don't have to think about how to use it, ie. the tool is directing the user.
- Technology is becoming faster, convergent (everything on one device), smaller and mobile.
- Information is easy to manipulate with the result that authority, authenticity and date of publication are often difficult to establish.
- Information is presented as static, multimedia, images and as infographics.
- The technologies that now define the Web are also interactive, ie. communication can be one-to-many instead of just one-to-one.

Hence, the information landscape, particularly the online component, is very complex and an extremely dynamic environment, a fact that affects the literacy skills we need to be able to access it effectively and efficiently.

### Reading

Reading is taught to students between four and six years of age. Some students appear to be reading-ready at a younger age than others. These differences may be attributed to environment and lack of stimulation, different rates of cognitive development and learning difficulties. Despite these differences children in schools are expected to have acquired basic literacy skills by the end of Year Three or when they are approximately eight years of age. As a point of interest, a component of the 2016 budget will provide funding to test literacy and numeracy skills in Year One (Riddle, 2016), a stage when many students are still in the beginning reader phase and not ready to read.

Research indicates that children in Year Three are at the age when the average child is only just beginning to make cognitive connections between their concrete world and concepts. According to Piaget (Bhattacharya & Han 2001; Huitt & Hummel, 2003; Atherton, 2013) children aged between two and seven are in the pre-operational stage of cognitive development, where learning is defined by direct interaction with the local environment.

Young children learn to use language and to represent objects by images and words (spoken/oral). Thinking is largely egocentric and young children perceive their world by relating it to what is real. Learning during these years is concrete. Hence, when learning to read and create the cognitive connections that are necessary to associate meaning with symbolic language, young children still need a concrete experience. So learning to read is an holistic experience. It usually consists of oral repetition, images to connect a



A child reading in Brookline Booksmith by Tim Pierce



concept with a real/concrete object and a physical object (picture book) to provide an anchor for the reader who still requires something physical in order to create their reading circuit. Maryanne Wolf concludes:

We humans were never born to read. We learn to do so by an extraordinarily ingenious ability to rearrange our original parts — like language and vision, both of which have genetic programs that unfold in a fairly orderly fashion within any nurturant environment. Reading isn't like that. ... Each young reader has to fashion an entirely new reading circuit afresh every time. There is no one neat circuit just waiting to unfold. This means that the circuit can become more or less developed depending on the particulars of the learner: e.g., instruction, culture, motivation, educational opportunity (Wolf, 2009).

Books provide a physical/concrete object for children to relate to when learning to read. Books also teach beginning readers some important language skills such as the physical representation of whole (book & contents) which includes:

- parts of the whole;
- beginning, middle & end (concrete context);
- reading text goes from the top to the bottom of the page;
- we read from left to right in western society; and
- sequencing ie. one page/event occurs after another.

The book provides a physical context to assist children as they transition into conceptual learners. Text on a screen, however, accounts for approximately a third of an A4 page and exists as a single entity, ie. the user must do something extra to move through the dialogue or book and there is no whole structure or physical context available to the reader. Thus, the concept, structure and presentation of an ebook is very different to a book. If the ebook is interactive, it also introduces distracting elements or noise, which prevent the reading brain from focusing on making meaning from the text and/or images.

Research is telling us that reading or the decoding/making meaning from symbolic text is a very complex activity. The brain learns to access and integrate within 300 milliseconds a vast array of visual, semantic, sound (or phonological), and conceptual processes, which allows us to decode and begin to comprehend a word. The brain also recognises a word by its shape. Then 100 – 200 extra milliseconds occur to connect the decoded words to inference, analogical reasoning, critical reasoning and contextual knowledge. The reader

must then decode and analyse a sequence of words in the form of a sentence and then a paragraph of connected ideas and concepts which are all positioned to convey a certain meaning by the author.

The author's intended meaning may not always be clear to the reader who always deconstructs to make meanings which are relevant or relate to the reader's own personal needs and experiences. The apex of reading is when the reader's own thoughts go beyond the text (Wolf, 2008, 2009) or we imagine when we read. So while we appear to be genetically wired or predisposed for oral and aural communication, this is not the case for reading. While reading is a skill that needs to be taught, it is also a skill that needs to be maintained since the reader must create a new reading circuit every time new reading occurs. Reading is a skill that requires ongoing development. The development of a reading habit and introducing reading that increases in difficulty is a major responsibility of the TL and the school library. Hence, a major goal of schooling is to develop higher order literacy skills (Moats & Tolman, 2009).

There are, therefore, two parts to an elementary instructional reading program - the learning-to-read phase and the reading-to-learn phase. The instructional program develops readers who learn to read independently for pleasure and learning which, in turn, is supported by both instruction and the collection in the school library. Research over the last forty years has found that children who read for pleasure, particularly fiction, have improved academic, social, and economic outcomes (OECD, 2002; Clark & Rumbold, 2006; Dept. Edu UK, 2012; National Library NZ, 2014; Reading Agency, 2015). They have more sophisticated literacy skills and can engage with all types of media at a much higher level. Literacy, therefore, is an ongoing goal for the United Nations and a major part of the 2030 Agenda for all developing and developed nations (United Nations, 2015).

### **Literacy matters!**

Reading and the traditional literacy skills which include writing, speaking, listening and viewing are extremely important as foundation skills. However literacy also includes a sixth component that goes beyond the mechanics of reading. The sixth skill is comprehending, understanding or making meaning from what we have read. When children understand what they have read they begin to move into the reading-for-learning phase of literacy. The deeper definitions of literacy are inherent in the following definitions which were written long before the WWW was invented (Berners-Lee & Fischetti, 1999).  
(Traditional) Literacy is:

**Literacy also includes a sixth component that goes beyond the mechanics of reading. The sixth skill is comprehending, understanding or making meaning from what we have read.**

... the integration of listening, speaking, reading, writing and critical thinking. It includes a cultural knowledge which enables a speaker, writer or reader to recognise and use language appropriate to different social situations. For an advanced technological society such as Australia, the goal is an active literacy which allows people to use language to enhance their capacity to think, create and question, in order to participate effectively in society (The National Secretariat for the International Year of Literacy, 1990).

... the making of meaning and its clear communication to others. Truly literate people not only read and write, but regularly do so in order to sort out their ideas and put them in words, to fit them together and test hypotheses - ie. to make sense and meaning out of our world. Truly literate people acknowledge that they need to write things down, to talk them out, to read widely, to listen critically and to respond articulately. Truly literate people are thinkers and learners (Brown & Mathie, 1990).

... the foundation of effective citizenship, human communication and social integration in a literate society. Therefore it is important to foster the lifetime habit of purposeful and critical reading for information, education and recreation. Literacy is the foundation of learning in all areas of the curriculum (Holdway, 1979).

These definitions of the term literacy focus on the reader as expert, ie. they have developed high level literacy skills (mechanics of reading, writing, listening, viewing, speaking and understanding). Research about how the brain makes meaning from symbolic text reveals that reading and literacy are skills that require constant maintenance and which are also evolving as new formats and delivery modes become available. Since 2003 research has been telling us that high level traditional literacy skills are required before people can engage with technologies and make meaning from text, images and multimedia on screen. When people of all ages want to engage with text on screen at a deeper level they tend to print a copy for reading (Combes, 2009, 2012).

### **Reading from the screen**

Research has also found that there are some major issues when reading and making meaning from information on the screen. Julie Coiro's ground

breaking research occurred in 2003, before Google, iphones, ipads, ebooks and Web 2.0 technologies were developed. She found that children in middle school required high level literacy skills before they could engage with and make meaning from text (includes images and multimedia) on screen. Her work continues to produce some astounding results especially when the digital native label and associated attributes continue to be applied to young people (Coiro 2003, 2007, 2009, 2011).



<http://www.coloradovirtuallibrary.org/technology/digital-literacy-resources/>



Other research reveals that people read more slowly on screen, by as much as 20-30 percent. Reading on the screen requires more effort and is more tiring as the eyes compensate for the rolling of the computer screen. Workers switch tasks about every three minutes and take over twenty-three minutes on average to return to a task. Distractions abound online and task switching costs time and interferes with the concentration needed to think about what you read (Aamodt, 2009; Mark 2009; Liu, 2009). Research has found that users tend to switch simple activities an average of every three minutes (eg. reading email or Instant Messaging) and switch projects about every 10 and a half minutes (Wolf 2008, 2009). Other studies have revealed that multitasking is really a myth and is not conducive to learning, especially deep learning, critical analysis and effective memory retrieval. Task switching interferes with learning (Dzubak, 2008; Mark, 2009; Carr, 2010; Burak, 2012; Combes, 2012; Junco, 2012).

Instead of focused reading, users seem to suffer 'tunnel vision' when reading from the screen and only see certain parts of the text (Liu, 2009; Combes, 2012). Current research using eye-tracker software confirms that how we read from and engage with information on a screen is different to how we read print materials (Liu et. al, 2016). Other research indicates that it is the physicality of the book as a codex that makes navigability easier and helps the reader to create a coherent mental map of the text (Wolf, 2008, 2009). Most screen reading now takes place on smaller devices such as e-readers, smartphones

and tablets, which have been shown to interfere with intuitive navigation of text and actually inhibit people from making cognitive mental maps in their minds (Wolf, 2008, 2009; Flood, 2015).

Research is also finding that digitised classrooms aren't necessarily successful due to an off-campus reason. Students come to school with a culture of technology use that is predicated on play and entertainment rather than using the technology as a learning and investigative tool (Bauerlein, 2009, Combes, 2012). 'Snacking' (using the computer for something other than learning) by students where one-to-one laptops are in the classroom, is a common behaviour that disrupts learning (Rockmore, 2014). Carr (2010) reminds us that 'a growing body of scientific evidence suggests that the Web, with its constant distractions and interruptions, is turning us into scattered and superficial thinkers'. Jabr (2013) wonders why we are so intent on replicating the codex that defines a book on the screen. He reminds us that reading and engaging with information on screen is a different type of reading and online literacy or screen/digital literacy requires a new skills set to match a new reading paradigm (Liu, 2009; Jabr, 2013).

### Digital literacy

Taking into account the previous discussion, it is obvious that the term digital literacy or literacies actually refers to a multi-faceted set of skills. At the most basic level, to be digitally literate requires strong foundational literacy skills we usually associate with print materials. Anyone using technology must be literate (able to read, write (closely connected with reading), view, listen, speak and understand) first and even then, they will miss information on the screen due to the way we engage with information presented via a screen.

At another level digital literacy includes a range of competencies or skills required to navigate the digital environment. These include:

- computer literacy - how to use the computer hardware and software to download; organise, collate and store information, and present information via wordprocessing, spreadsheets and presentation (PPT) software or using Web 2.0 utilities (eg. Prezi, Voicethread, blogs, wikis);
- ICT literacy – how to use information communications software such as email, the Web and the Internet, including how to use browser technology efficiently and effectively;
- Web 2.0 literacy – how to use interactive one-to-many utilities and apps (applications);
- network/Internet literacy – knowing where you



- are in virtual space, ie. having a mental map;
- media/multimedia literacy – making meaning from images, graphs, infographics and multimedia; and
- information management – being able to locate, filter, select and evaluate information to meet your needs.

These skills are complex, evolving as new technologies are developed and often not taught to children or students in schools. As a result most people, not just young people, use technology in a very superficial manner (Combes, 2012). Locating authoritative (good) information and being able to make meaning from that information is the second part of the digital literacy skill set. However, we do not embed the teaching of these skills into curriculum programs, even though ICT capabilities appear at all levels of the Australian Curriculum. This is partly due to the assumption that our students already have these skills, ie. they are digital natives, so we don't have to teach them.

On a third level the term digital literacy refers to knowledge and a deeper set of understandings associated with standards and values, cultural mores and legal requirements. Digital literacy at this level is not about skills or competencies. It is about being able to apply concepts and understanding to engage in the digital environment in an ethical and appropriate manner. At this level digital literacy means:

- being able to fulfil legal obligations and societal rules such as observing intellectual property, copyright and plagiarism;
- being culturally sensitive when using technology;
- recognising access for the disabled (now a legal requirement);
- ensuring privacy (a legal requirement) and safety in this environment;
- all while being able to use the digital information you have found, understand and apply or re-purpose it to meet an information need or solve a problem (information inquiry, higher order thinking and problem-solving).

Lastly, digital literacy refers to a concept that was previously impossible when working in a world dominated by print. The concept is the idea of a global society and global citizenship, where people connect and move beyond national and language boundaries and cultural and religious differences.

### **The role of the teacher librarian**

This is a tricky one! Of course in an ideal world the teacher librarian (TL) would be collaboratively planning with teachers and designing curriculum that embeds the teaching and assessment of digital

literacy skills. Digital literacy skills are a subset of the much broader umbrella term or concept of information literacy. In today's information landscape you cannot be information literate if you do not have digital literacy skills. In reality it is difficult to get teachers to collaborate, especially when labels and terms such as digital native and digital literacy are thrown around with little or no understanding of what the terms really mean.

The information landscape is also an intimidating one for many adults. Our children and students have never known an information landscape that is not dominated by instant gratification, new and exciting ways of doing 'stuff', immediate communication and technologies that allow for ego and celebrity publishing where the most important person is the individual. Young people tend to approach these technologies with confidence and a culture of use that is based on experiential learning or trial and error based on success. This is a very powerful learning pedagogy. Many adults, however, are anxious in this environment due to a belief that as digital immigrants they are somehow inferior to the natives. What many teachers and TLs don't understand is that everyone uses the technology superficially. It takes careful planning and thinking to use and embed technology into the classroom so it becomes a teaching and learning tool. Students also recognise the value of their teachers and do not see or want technology as a replacement (Aldridge et. al, 2002).

Using technology for teaching and learning means assessing student outcomes and this is where the TL can work alongside the teacher in the classroom. Getting started takes extra planning and approaching a teacher who is willing to step outside their comfort zone. The TL should always take a reasonably developed plan with them when negotiating for collaboration. The plan should clearly outline what you will produce/develop (learning resources to scaffold student learning and an online presence or website if the technology is robust in your school), your instructional and assessment role.

Start small and plan well, including a thorough evaluation process by you, the teacher and the students. Having a debriefing session with students at the conclusion of a piece of curriculum is one way of including students in the learning process as well as teaching them reflective practice. At all times use your skills as a TL to provide extra resources for the teacher and the students, as well as becoming an expert in whichever tech tool you choose as a vehicle for teaching and learning. Don't be afraid to include the students as technology experts either. What you bring to the



If TLs don't continue to press for collaborative curriculum design and the teaching of digital literacy skills, we will not be graduating flexible and thinking students who are capable of engaging with further education or the workplace beyond school.

table as teachers is expertise in how to deal with and make meaning from information, a skill the students recognise they lack.

Lastly, the collaborative team should share the program with other staff members and TLs, even if you don't think it is anything particularly spectacular. A well-planned and executed program that includes strategies for initiating collaboration, provides details about what worked and more importantly what didn't work, will always have resonance with your peers. Each program you celebrate in this manner raises your status and visibility in the school, embeds the role of the TL and the library in the core business of the school (teaching and learning) and will lead to more collaboration with other teachers. If TLs don't continue to press for collaborative curriculum design and the teaching of digital literacy skills and understandings, we will not be graduating flexible and thinking students who are capable of engaging with further education or the workplace beyond school. We will not be graduating students with the capacity to become lifelong learners.

### Concluding thoughts

The information landscape of the twenty-first century is a very complex and evolving concept and it is currently populated by new and old information artefacts and people. Both of these characteristics ultimately change the structure of the landscape itself and how society views it. Therefore, developments in technology affect the landscape and the humans who inhabit it and vice versa. To engage successfully in this environment we all need to be digitally literate.

The term digital literacy, just like the term literacy, goes beyond the skills/competencies required to work in this environment. There are layers of meaning to the term digital literacy, and while it is used to mean many things, it is rarely defined and the competencies or skills rarely taught to our students. To be able to work in the digital environment a person also needs to have a high degree of literacy. Hence, a fundamental skill when working with digital tools and information is the ability to read, interpret and understand. Being digitally literate means being literate first

and having digital literacy skills or competencies second. Such competencies include navigation and information management skills to ensure up-to-date, relevant sources are located in an accessible format, and sources are well organised and documented to enable the efficient retrieval of information. Being digitally literate also includes knowledge and understanding of the ethical and legal use of information, maintaining security and privacy (your information and others); while at a much deeper level it is about understanding how to be a global citizen. Students who are digitally literate have a range of skills and capabilities which enable them to live, learn and work in a society that is increasingly dominated by technology and digital information.

The term digital literacy is often understood and used differently depending on the context and discipline. In education we should be focusing on the literacies rather than the media, because the technology will change. We need to be wary of making assumptions about the skill levels of our students, because research is telling us that reading, teaching and learning using technology and the screen requires a different literacy paradigm. Lastly we need to engage everyone in a conversation about the deeper layers of meaning that sit behind the term digital literacy. In this instance, when we use the term literacy as a descriptor, it is because being literate is fundamental to how we communicate knowledge and meaning, and this includes the digital environment.

**Dr. Barbara Combes**  
**School of Information Studies Lecturer**  
**Charles Sturt University**

\*\*This article was adapted from its original publication in Vol. 14, Number 1, 2016 edition of SLAV's *Synergy*

\*\*\* The full article with an extensive list of references can be found in the WASLA's Members Only section of our website ([www.wasla.asn.au](http://www.wasla.asn.au)).

## WASLA Library Awards

Looking for a challenge? Consider yourself a highly effective teacher librarian? See yourself as a leader in your school community and the profession as a whole? You need to complete an application form for the Teacher Librarian of the Year.

Evolving employment practices place greater emphasis on an individual's skills, knowledge and professional achievements. The added pressure required by the Teacher Registration Board of Western Australia, that sets out the Professional Standards for Teachers in Western Australia, demands that appropriate professional learning activities be addressed, as teacher librarians aim to improve their knowledge, practices and competencies.

The annual compulsory process of the Performance Management provides another vehicle to identify and then tailor individual professional development opportunities, and the motivation to extend professional skills and knowledge.

The task involved in nominating for this award allows you to compare what you are doing under three main criteria. The attainment of any award should not be easy; the greater the effort, the greater the recognition, especially when awards are judged by your peers. Opportunities to demonstrate your professional leadership skills and abilities range from presenting sessions at conferences or after school professional development workshops; submitting articles to professional journals, or actively participating on conference committees. This award is complemented by other legislation that dominates our working lives, such as the AITSL Australian Teacher Performance and Development Framework, which encourages teachers in their desire to grow and develop.

As a participant on both sides of this process I found it an extremely worthwhile exercise as it encourages a close examination of your professional life and comparing it to the three criteria. Weaknesses are identified and strengths consolidated. A comment I have most often heard is, "Wow, I never thought that I did so many different things."

Challenge yourself by closely examining and evaluating your professional career against the stated criteria. Nominations for the 2017 awards will close early in term one, next year. Application forms are available from <http://www.wasla.asn.au/> or look out for emails from current WASLA Vice President, Rebecca Murray.

**Jeff Herd**

## Associations Clubs WA Conference 2 – 3 May 2016, Rendezvous Hotel, Scarborough



The Associations conference was an opportunity for WASLA to explore, for the benefits of its members, some new and exciting opportunities for the association. Whilst a huge variety of associations across Western Australia were represented, WASLA was one of only a few associations who represented educational affiliations. There were a number of opportunities to listen to a number of speakers with experiences across a number of avenues. The main benefit of attending the conference was to learn about the changes to the newly updated Associations Incorporations Act and how WASLA will need to make some changes to the running of the association to keep in line with the new legislation.

The keynote speaker, Nigel Collin, was inspirational and thoroughly enthralling to listen to due in part to his passion for the topic and his belief that success boils down to consistently finding ways to improve everything that we do and find incremental improvements on a daily basis. He spoke about constant, everyday disruption and reinvention and challenged every attendee to spend 5 minutes a day sitting down to reflect quietly on something that happened during the day that could be improved upon tomorrow. Simple but powerful advice. His book, *The Game of Inches*, is a great read for those who want to add some spark to their everyday life.

The three main outcomes from attending the conference were to spend some time reflecting on some innovative ways to develop the association, ideas to assist in running events more efficiently and the chance to discover how the new legislation will affect our association.

Overall a valuable two days spent listening to like-minded people willing to share their experiences and expertise.

**Rebecca Murray**  
Vice President  
WASLA

Robert Favretto (author): *Home of the Cuckoo Clock* was spawned by my visit to Interlaken, in central Switzerland many years ago. Whilst travelling through the township, I was fascinated by the variety of cuckoo clocks displayed in shop windows. The clocks were beautifully handcrafted in all styles and designs ticking rhythmically and announcing the hour with the distinctive cuckoo call. It made me wonder how the cuckoo bird inspired the clock that bears its name.

The sights of the Swiss Alps fuelled my imagination and before long I had an idea for a story set in Grindelwald, which explores the concept of time. I later learned however that the cuckoo clock originated in Schoenwald, Germany. So this crucial amendment was made, underlining the importance of a good editor (Dmetri Kakmi) and the need for accurate research.

My central character is the mysterious cuckoo introduced as an outsider to observe the village beset with chaos. His visit and subsequent actions directly affect the main events and make him the hero of the story. Paul Collins (publisher at Ford Street Publishing) wondered if the cuckoo's involvement could extend through to the end of the book. Though it was difficult to re-introduce the bird without disrupting the flow of certain events, the dilemma was resolved when David illustrated the bird's presence to fill in the gaps, thus creating meaning beyond the text alone.

Franz Anton Ketterer, the designer and creator of the first noted cuckoo clock, is included as a key character alongside the cuckoo to give the narrative authenticity. Inspired by the cuckoo's actions, he continues the bird's legacy, bringing order to his community. David has furthered Franz's realism by likening him to iconic physicist Albert Einstein.



As a first time picture book author, I didn't realise how much is told through the pictures. Dmetri edited and refined the text to half its original word length, but still preserved the essence of the story; thus allowing David to be part of the creative process

and develop his own vision for *Home of the Cuckoo Clock*.

When I eventually received David's character and landscape roughs, I was amazed by his stunning artwork. The illustrations were beyond what I had imagined, and were a wonderful blend of realism and fantasy. David's work clearly added an extra dimension to the story. There was often something happening in the background of every scene, and I was pleased that his wonderful inclusions would arouse further interest and curiosity in young readers.

For example, David introduced Franz's granddaughter as an extra character. He felt that having a child in a few images (as a silent observer) would give kids someone to relate to. He also changed the cuckoo from male to female in order to hide eggs across the pages for children to find. This was a brilliant idea, until I realised that only the male of the species makes the cuckoo call. A female companion was subsequently added to the story to cover the egg symbolism.



Before deciding on the front cover, David provided two versions. Initially, Dmetri and I preferred the more conservative one of the cuckoo overlooking the village. However, after an exchange of ideas, we switched to David's fresh concept that showed the main characters and a picture of the cuckoo clock that plays with scale and distorts reality. This cover was ultimately more intriguing and captured the heart of the story, coupled with David's unique visual style. The only adjustment required was to correct the clock's time to coincide with the cuckoo's call.

Creating a book is a collaborative effort, and the constant editing was all part of the process. Both David and I were always happy to either rework the text or pictures to ensure a good fit. As a result, I am hopeful that we have produced an enchanting book that will capture the imaginations of many children, and sweep them away into a magical cuckoo-clock inspired world.

## The Collaboration between Author and Illustrator

David Eustace (illustrator): When I read through the first draft of Robert's manuscript, I had an almost immediate impression of how I could bring the story to life visually. One of the first images that came to mind when reading the descriptions of the little village in chaos was the iconic painting *Netherlandish Proverbs* by Pieter Bruegel (the elder). The painting depicts a chaotic sixteenth century scene full of absurdities wherein each figure illustrates a proverb of some sort. While my pictures are nowhere near as detailed as Bruegel's, *Netherlandish Proverbs* served as a good starting point conceptually. I wanted every character pictured in the book to suggest a story of some sort.

Initially I'd conceived the characters as caricatures with exaggerated features and larger than life heads. I've always enjoyed playing around with scale in my work. After seeing the concepts though, Robert and Dmetri both wanted a little more realism so I adapted them accordingly. The main character of Franz recalled the absent-minded professor type and I've based many of the characters on actual historical figures.

One of the biggest challenges for me was the depiction of the cuckoo who, though a central character in the story isn't actually present for much of the book. Robert has written the cuckoo as a thoughtful and mysterious observer of human life and after doing some research about cuckoos I decided that I wanted to play on the bird's elusive and enigmatic nature. Cuckoos have a habit of hiding their eggs in other bird's nests, for example, so there are spotted cuckoos' eggs hidden away in every picture. The other challenge I had visually is that the Common Cuckoo (which is native to Germany) has relatively dull plumage so I've taken some artistic license and made the cuckoo into a chameleon of sorts, blending in with the colours of the surrounding scene.



Initially, the main cuckoo character was a female and I'd illustrated her as such. Further down the line, when the artwork was almost complete

however, Robert discovered that it was actually the male bird that makes the distinctive cuckoo call. This discovery resulted in a slight re-working of the story and we also tweaked the artwork to fit.

Given this was my first time illustrating a children's book there was a learning curve for me and both Paul Collins and Dmetri Kakmi were very helpful in stepping me through the process. Taking into account the number of revisions to drawings is obviously a key consideration for illustrators. One change I've made as a result of the experience is to increase reliance on digital media in my workflow. While the initial drawings and basic render was completed in traditional media, my Wacom tablet has become indispensable and allows me to be more adaptable to changes along the way. I think if I was relying exclusively on pencil and watercolour techniques I'd probably still be working on the drawings now. Even though I work with a computer, my technique is still very traditional and as a result, quite time consuming so I need to be mindful of drawing in a way that allows me to adapt to feedback.

The collaboration process was an enjoyable one for me because from the start Robert's words were a natural fit with my art. There was a lot to work with visually from the mountainous landscape through to the village and the central theme around time and the tension between chaos and order.

I'm very happy with the way the book has turned out and think there is a lot of depth to the story. To me, one of the goals was to create a book that children would want to read over and again, discovering new things in the words and picture each time. As a child, I always loved the work of Graeme Base and the incredible detail of his illustrations. I remember spending hours and hours looking through the pictures in *The Eleventh Hour* for little quirks and clues. I'm quietly confident that *Home of the Cuckoo Clock* will offer a similar experience.

### Robert Favretto & David Eustace





***The Pause***  
 by John Larkin  
 Random House Australia , 2015  
 pbk., 319pp., RRP \$19.99  
 ISBN 9780857981707

**Reviewed by Lia de Sousa**

John Larkin's latest novel *The Pause* tackles the very serious and delicate issues of suicide and mental illness.

The reader is immediately thrown in the deep end with the opening chapter indicating that the main character, 17-year-old Declan, has decided to commit suicide and it's not long after this that we are confronted by this very act. The rest of the novel explores the reasons for his decision, the people in his life who are affected as well as those who come into his life as a result of his actions, in a split *Sliding Doors* style structure.

There is plenty here for keen readers to get stuck into. There's a lot drama and the action moves along at a quick pace with short chapters and a non-linear time frame. Declan's everyday experiences, such as teasing his younger sister at breakfast, waiting at the train station with his friends Maaate and Chris are all easily relatable for teens. He's rapid infatuation with Lisa and their intense relationship is likely another area of common ground.

This novel has been very well reviewed in numerous publications and it's one I thought I would greatly enjoy. However, for me *The Pause* felt a bit forced, the conversations that Declan had with his friends and family, especially his father, just didn't ring true for me. I was also put off by the characterisation of some of the adults, particularly Lisa's mother who is presented as a tiger mother on steroids. She beats Lisa with a cane for minor disobedience and is also emotionally abusive. Declan's Aunt Mary is similarly treated harshly by Larkin and her tragic actions seem to come out of nowhere.

What I found most troubling was the actual representation of suicide, or attempted suicide. The

reasoning behind Declan's decision, and then his reflection on it, again felt forced and rushed, but perhaps this is Larkin's point – that rash decisions have tragic and ongoing consequences.

I'm sure *The Pause* will still find many fans amongst young readers who will be engrossed by the writing and conflicts. I recommend it for middle to upper high school due to the subject matter.



***Becoming Aurora***  
 by Elizabeth Kasmer  
 University of Queensland Press, 2016  
 pbk., 223pp., RRP \$19.95  
 ISBN 9780702254208

**Reviewed by Natasha Georgiou**

This is a beautiful and touching novel about identity. Sixteen-year-old Rory has found herself in the wrong group of friends as she searches for belonging and acceptance. Her friends that she has grown up with in her regional Queensland town have changed. As the town has changed with a growing number of Asian and Middle Eastern immigrants, "boaties" as the group calls them, there have been a growing number of racially motivated attacks against them. Rory has been caught up in one of them and is now paying the price.

Her community service in a local nursing home leads her to meet a retired boxing legend, Jack. This friendship along with a chance encounter with a young Iranian boxer, Essam, challenges Rory's prejudices and encourages her to face her fears and insecurities. Can she finally become the girl her dad called Aurora?

This is the first novel by Elizabeth Kasmer and it is a sophisticated story about finding yourself, peer pressure, race, grief, acceptance and hope. It is difficult not to shed a tear or two whilst reading as you are caught up in the stories of Jack, Essam and Aurora. It is highly recommended and would suit high school students.

## Reading Rocks



***Valdur the Viking and the Ghostly Goths***  
by Craig Cormick  
Ford Street Publishing, 2016  
pbk, 104pp., RRP \$12.95  
ISBN 9781925272420

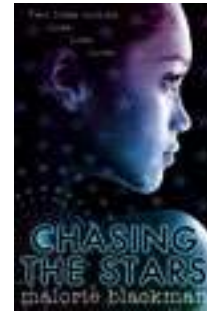
**Reviewed by Deni Sallie**

*Valdur the Viking* follows the adventures of Valdur, who sails the high seas with his father, the ship's Captain. Valdur is not only a viking, but a boy who also just happens to be a ghost! A daring rescue mission is set in motion when their arch-enemies, the Goth pirates, board their ship and kidnap most of the crew, including the Captain. So Valdur, along with his trusty pet dragon-dog Ragna and the few remaining crew, set out to find the Goth pirates and rescue their crew before it's too late.

The author keeps the reader ensnared with great characters, who have comical names and equally humorous conversations. They are likeable and all contribute to the overall enjoyment of the book. The plot offers twists and turns with every page, all the way to the end of the book when we discover why the crew were kidnapped in the first place! And it's not what you may think! The author uses vivid imagery to transport the reader to a life on the high seas and in amongst all of that, throughout the story Valdur offers fun historical facts about what the life of a Viking was really like.

What I enjoyed most was the relationship between Valdur and his father. Despite his absence during most of the book, Valdur always knew how much he meant to his father and that he was loved. This was a driving force to overcoming the many challenges that Valdur had to face.

*Valdur the Viking* is a fun, fast paced, action-packed book well suited to primary school readers.



***Chasing the stars***  
by Malorie Blackman  
Penguin Random House, 2016  
hbk, 496pp., RRP \$44.61  
ISBN 9780857531414

**Reviewed by Alison Hanham**

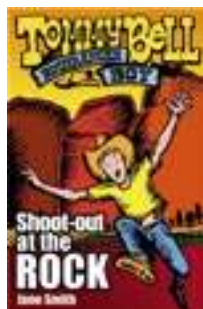
*Chasing the Stars* is an engaging science fiction novel for teens. Eighteen year olds, Olivia (Vee) and Aidan are twins and they are the only survivors of a deadly virus that killed the rest of the crew on Earth vessel space ship, E.V. Aidan. Their father was the commander and their mother part of the crew. Vee now commands the ship. They are planning to return to Earth but on route they come across a distress signal from a human settlement on a planet controlled by the Mazons. The settlement is under attack and facing certain death until Vee and Aidan are able to rescue twenty two of them.

The rescued group are called drones who are fugitives from the oppressive Earth government who want to go to Mandels Prime, a safe planet. Their leader is Catherine and her son is Nathan. Vee and Nathan are strongly attracted to each other, love at first sight but jealousy, lies, class and mistrust look set to stop the relationship. Catherine and Vee want to take the ship in different direction can Vee win over Catherine's trust?

That aside you then have the mysterious deadly accidents occurring on board ship. Are they accidents or is something more sinister at play – murder but who and why? Malorie Blackman has said that the novel "is inspired from *Othello*" with Vee being Othello but don't expect it to be following *Othello* too closely. Although knowing *Othello*, it does help to understand why Vee and Nathan seem so blind as to who to trust.

There are enough twists to add intrigue and keep the plot flowing and the reader guessing about what they think is going to happen. There is some predictability but overall I enjoyed this sci-fi novel with its aspects of romance, adventure and mystery.

## Reading Rocks



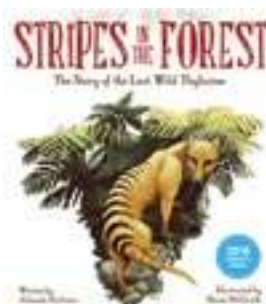
### ***Tommy Bell Bushranger Boy: Shoot-out at the rock***

by Jane Smith  
Big Sky Publishing, 2016  
pbk, 100pp., RRP \$12.50  
ISBN 9781925275940

#### **Reviewed by Julie Kelly**

“But history’s boring,’ Tommy tried to explain...” Is stealing and violence over a donut right? Tommy has been banished to his grandparents’ farm for a very uncool holiday. But with the discovery of Captain Thunderbolt’s hat and accompanied by his horse Combo, Tommy is magically transported into bushranging days. He discovers that a bushranger’s life is dangerous and uncomfortable and Captain Thunderbolt teaches him that even convicts have a moral code.

Each book cleverly incorporates a parallel story from Tommy’s 21st century life that tests his friendships and develops his character. I recommend it to boys and girls ages 7-11 who like adventure. A great book for reluctant readers with lots of action.



### ***Stripes in the Forest: the story of the last wild thylacine***

Written by Aleesha Darlison and illustrated by Shane McGrath  
Big Sky Publishing, 2016  
pbk, 32pp., RRP \$14.99  
ISBN 9781925275711

#### **Reviewed by Julie Kelly**

A female Tasmanian tiger is threatened by hunters as she tries to protect her family. The book begins with white settlement of Tasmania and finishes in modern time. The language is poetic and very powerful; “Stripes in the forest, stealth in the shadows.”

The illustrations are evocative in natural tints. The hunters are quite menacing, so I would recommend the book to older children, from seven years upwards.

The story concludes on a note of hope that we can learn from the past to protect threatened species in the future. “I am the last of my kind. Or am I?” It is a poetic plea for how we can protect our threatened species in the future.

National Threatened Species Day commemorates the 80th anniversary of the death of the last known (captive) thylacine. Includes Thylacine facts.



### ***The Other Side of Summer***

By Emily Gale  
Random House Australia, 2016  
pbk, 313pp., RRP \$16.99  
ISBN 9780143780113

#### **Reviewed by Rebecca Cain**

*The Other Side of Summer* is a beautifully crafted prose that follows Summer and her family after a tragic loss, the reader follows them through the lowest point and watches as they rebuild their lives and reconnect as a family.

The novel begins with the aftermath of a tragedy which has caused Summer’s family to fall apart. The mother has withdrawn and remains in her room, Summer shuts out her best friend Mal and her dad is at his wits end. In wanting to keep the family together Summer’s dad makes the decision to move the family to Australia, leaving their mother in the UK.

Moving to Australia would seem to create a huge gulf between Summer and her mother but it’s this space that they need to start to heal from



## Book Reviews

the tragedy. For much of the narrative, the only meaningful connection Summer has is with a guitar that holds sentimental value. Summer shuts everyone out and will not make friends with people at her new school despite the constant requests from a persistent Becky.

This contemporary fiction brings a breath of fresh air to readers of young adult fiction, dealing with issues such as grief, mental health and family this is a novel worthy of any collection.



***Footy Dreaming***  
By Michael Hyde  
Ford Street Publishing, 2016  
pbk, 186pp., RRP \$17.95  
ISBN 9781925000993

**Reviewed by Alison Hanham**

*Footy dreaming* is set in country Australia in a town called Marshall which has a strong Australian Rules football culture. There are two rival clubs, the Mavericks and the Kookaburras.

This story is about two promising young players who love the game. Ben plays for the Kookaburras just as his Dad did and he lives with his Dad and sister. Noah is aboriginal and plays for the Mavericks and he lives with his Mum and Dad and older brother Chris. Both boys are hoping to be selected for the Bushrangers Development Squad which leads to the Bushrangers under 16 team, then the under 18s, then the national draft and the AFL. They both dream of playing at the Big G.

The rivalry between the two clubs sees some unsavoury behaviour and racist comments when the teams play each other, most of it directed at Noah. This leaves Ben disillusioned about his club and his Dad who seems to support the racism.

Ben and Noah develop a friendship when they bump into each other whilst out fitness running. There is also some female friendship with Millie who likes Noah.

A rewarding story that covers Aussie rules culture including aspects of sportsmanship, club loyalty

and mateship. It also gives an insight into the Aboriginal culture and the importance it places on family.

Suited for upper primary and lower high school students and will be popular with students who love Aussie Rules



***Chasing the Break***  
by Michael Panckridge  
Ford Street Publishing, 2016  
pbk., 128pp., RRP \$14.95  
ISBN 9781925272482

**Reviewed by Sarah Betteridge**

Michael Panckridge's Legends series returns with new, bright covers and well-spaced print. As a boy, all Michael needed was a bat or a ball and he was much more comfortable playing a game than reading about it! The adult Panckridge became a secondary school teacher and, inspired by his love of sport and desire to engage reluctant readers, he wrote the Legends series. These fast-moving, sport-orientated short novels are easy reads and sure to interest both boys and girls who like sport. They are absorbing stories with believable characters that readers can relate to. Each story is self-contained but there is an overall story arch to the series.

*Chasing the Break*, the first in the series, introduces us to Mitchell Grady, the likeable new kid starting at his third new school in five years. An old hand at fitting in, he is also a keen sportsman, so is excited by the prospect of a school that is sports crazy. On his first day he finds out that they will soon head off for the annual beach camp to battle each other and the surf. He also meets Travis Fisk, a big kid who is used to getting his own way and who was last year's Legend of Sport in the school's traditional Sports Legends Competition. The gauntlet is thrown down early on in the series and Mitchell quickly learns he will have a battle on his hands if he wants to be the Legend of Surf.

The Legends series is great for ages 10 to 12, especially boys who are keen on sport.

### Library Upgrade at Esperance SHS

The current Esperance SHS Library building opened in 2000. Like all libraries, it was time to review its purpose and functionality. Firstly, discussions took place in 2014 and included consultation with staff and students. A new library plan was formulated with the most important aim of creating a welcoming space for staff and students. Major planning took place in 2015, in regards to physical changes that were needed to bring the plan to life. An injection of colour and a text rich environment were seen as priorities, as well as reconfiguration of areas. A frenzy of work occurred in the last week of 2015 in preparation for major restructuring in the Christmas holidays.

A magnificent mural was painted to one of the internal walls by Perth artist Esti Nagy. Esti has close family connections with Esperance and understood the beautiful, natural environment in Esperance. Esti translated this into a mural featuring a giant humpback whale and some other whimsical sea creatures. Staff and students alike love our mural.

We introduced colour and text by creating three new “word walls”, including inspirational text to the circulation desk. We also added some great sea themed wall decals throughout the library including a giant crab, starfish, turtle, seahorse and a wave. Colourful, bay-end panels were added to our bookshelves to increase the space for displaying front facing books.

We removed five computer carrels that took up lots of space and made it hard for teachers to supervise students. We recarpeted the old carrel area and purchased twelve new lounge chairs to create a new, comfortable reading space. There is enough seating to accommodate a large class. The purchase of ottomans for students to put their feet up on was very important as we don't have to ask students to take their feet off the furniture! Some additional booth seating, in two locations, has created two cosy nooks for friends to sit in. More beanbags were purchased – they sit near some windows that catch the afternoon sun. Not one person has been caught sleeping in them yet!

A new computer lab space was created with 32 computers for student use. This area is sectioned off by a half wall so the library still retains its wide open feel. The laboratory space incorporates a data projector and speakers. We recognised the need for additional technology and introduced two iPads as dedicated OPAC search tools. These iPads are wall mounted.

We regularly have over 100 students visiting the library at lunchtimes. New activities that students are enjoying are colouring-in and building Lego. Old favourites like Uno, chess and card games are still enjoyed daily.

Our core business is still providing books for our students. We maintain reading areas for our avid readers and we have increased our fiction section considerably. Other new additions that the students are enjoying are the 30 new dedicated audio books available for student borrowing. Based on current borrowing rates, we will increase the number of audio books.

Where to next? We will consolidate on the excitement generated by new student interest in the library. This supports both the Western Australian Curriculum and our school's priority of Literacy. We will start to create and provide resources for cooperative learning activities. We have purchased writeable tables for one room and this will become the cooperative learning centre, with resources and expertise available to help staff plan for activities.

Our overall aim is to strengthen the relationship between the library and the rest of the school, to meet the changing needs of teachers and students. Of course, we also want students and teachers alike to spend time reading to help them relax, learn, become more empathetic and give their brain a work out!

**Hillary Duffy**  
Teacher-in-Charge of the Library



## Around our School Libraries



### Book Week at Boyup Brook

On August 24, we held our Book Week Fancy Dress Parade. Three of the EdConnect Volunteer Program Mentors were invited to come along for the morning to be Judges for the highly anticipated event. It was great to see the fantastic costumes worn, from the Goodies, Cooch with his companion DOG (Footrot Flats fame) to the Mad Hatter.



While our wonderful judges confirmed their decisions of the prize winners, Deputy Principal Mr Jamie Mawer and Middle School Teacher Lillian Oldham put on a surprise dance during the storytelling of *Little Piggy's Got No Moves* by Phillip Gwynne.

The Early Start children even came to join us and the judges found it very difficult to choose winners but they were:

- Early Start - Alex, Darcy, Indi, Angel and Jack.
- Kindergarten - Brooke Waller and Nate Mader
- Year PP/1 - Maddie Gardiner and Tavian Tripp
- Year 2/3 - Indi Forbes and Toby Hilder
- Year 3/4 - Nicole Turner and Zac Knapp
- Year 5/6 - Tara Thomas and Josh Miller
- Staff – Shae Greig, Cindy Godwin and Donna Gentle

**Carol McMeikan**  
Library Officer



## Celebrating Book Week 2016

### Duncraig SHS

Book Week was another huge success in 2016. The celebrations at Duncraig SHS incorporated a number of exciting activities during the week. The library team worked tirelessly in the weeks prior leading up to the event creating a synergy of this year's theme *Australia: Story Country*. The event was promoted through daily notices, staff emails, enthusing all the classes booked into the library for a regular reading programme, attending department meetings and "Book Week is Coming" banners in the library.

Our talented library officer created the elaborate CBCA display in the fiction area. This is where all shortlisted book covers were displayed.



Another drawcard to the event was the huge backdrop called *Outback Australia* with huge cut outs of sheep and kangaroo (Hired from Propander) hay stacks, metal chicken, wombats and books on Aboriginal folklore displayed. The landscapes stimulated students to peruse the books chosen for this theme and it was great to see many students borrowing these books.

All year 7 English classes were booked in the library reading area for "You be the Judge" competition. Through a round robin activity, students examined all the short listed books and selected their winner in each category. 240 students participated with energy and excitement. The top three students were thrilled to be awarded gift cards.



Tuesday's special event was organised specifically for the 200 Year 9 students from English and HASS classes. The Moorditj Dancers from Wesley College did an amazing performance of stories through dance. It was pleasing to see students' exemplary behaviour throughout the performance. Our guests were then invited to join us for morning tea in the library, which was prepared by our Year 12 students in Food Science and Technology.

On Wednesday, the much awaited West Oz Wildlife team arrived with cuddly koala Yarra, a dingo, lizard and a snake and set up camp in the library for the day. Many animal lovers who we had never seen in the library visited during recess and lunch break to pat the animals and take a selfie, which included our Principal, Steve Spice, and the Library staff also saw this as a perfect opportunity to have a photo shoot with the animals in front of the Outback display.



Big thanks to the Principal of our Duncraig Education Support Centre (DESC), Carol Clarke, who kindly agreed to pay for the West Oz Wildlife event. The presentation on the endangered animals and how they survive in the wild was well received by students and teachers.



Thursday's event was our annual Book Quiz where students made up a team of five including one teacher and four students. This was run at lunchtime and we had 10 tables booked. The winners were our current year 12 students who

## Australia: Story Country

have been the winners for the past three years. They were chuffed to each receive a box of chocolates for their efforts.

Leading up to Book Week we had a “Design your own Book Mark” competition, which was open to all students. Some stunning entries were received and the prize winners were awarded gift cards for their wonderful work.

Keeping inclusivity in mind this competition was extended to the DESC students as well who also received cards for their fantastic efforts. The winning bookmarks will be laminated and available to distribute to all students at the circulation desk. The DSHS library staff and classroom teachers were thrilled to witness the joy of Australian literature created through the events of Book Week 2016. Students were excited and stimulated by the display of narratives on offer. It was fantastic to see the huge number of books borrowed this week and fresh faces of students we welcomed to the library throughout the week.

Thank you to everyone that participated, including our photographer Jayden Brand, our school Chaplin, and an extra special thanks to the library staff who contributed many extra hours to make the event such a huge success.

**Jasleen Singh**  
Teacher Librarian in Charge

### Books on Blankets

I love that moment when something you have planned goes better than expected and far better than you stressed over! This year we held our inaugural *Books on Blankets* day for Book Week. Our students needed to bring a book to read or share, a cushion, a blanket and a gold coin donation for Operation Christmas Child. They also wore PJs, tracksuits or onesies.

We went into our hall in two groups, Pre Primary-Year 2 plus Year 6 and Years 3-5. We also had four Year 11 students join our reading. This split the groups into roughly 225 students. Parents were invited to join our reading groups.

The Pre Primary-Year 2 group were absolutely amazing. The sharing of books with each other, the older students reading to the younger students, parents and teachers on the floor with the students reading were all a delight to behold. They were all snuggled on or under their blankets, some with a stuffed toy. I was so impressed with our Year 6 students who read to the younger ones

and allowed them to enjoy books that they too had brought with them.

We were then joined by the Year 3 to Year 5 students and had three prizes presented to students for the Scholastic *Read More in May* competition. I think this got a few of our students interested for next year! \$100 vouchers are to be treasured.

The younger students left and the older ones stayed. I was once again blown away by the involvement of the children and how seriously they took the experience. After allowing them about five minutes to settle, I announced that it was now quiet reading time and the hall went silent. The students, teachers and parents all read for approximately 20 minutes at which point some started to get a little restless, but the majority stayed reading till the end. Each group had a reading time of about 30 minutes.

Thanks to the teacher who suggested it. Sometimes a stray conversation leads to great things.

**Louise Koch**  
Junior School Teacher Librarian  
Tranby College



## Celebrating Book Week 2016

### Dress as a Pirate Day

When Tuart Hill PS decided to celebrate Book Week by holding Dress as a Pirate Day, the whole school got behind the idea and the campus was awash with bearded buccaneers, cutlasses, eye patches and parrots! The staff really led the way not only by dressing the part but really getting into character.

Norman Jorgensen was the guest author in residence for the week and he presided over the costume parade where eager participants enthusiastically walked the plank (a carpet covered catwalk) before leaping into the ocean of blue (gym mats) and encountering Bruce, the inflatable shark!

Pieces of eight were awarded to the best costumes and the staff got a resounding chorus of "Aaarghs" from the students as they took their turn walking the plank. The rest of the day was spent on a huge treasure hunt around the school, telling and reading stories, playing pirate games such as the cannonball stomp, making maps and generally having lots of fun.

**Jan Nicholls**  
CBCA WA Branch



### The Week that Was...Book week 2016 - Australia! Story Country

Penrhos College Junior School Library was once again a hive of activity during Book Week. Our displays included wonderful artwork produced by the Pre-primary girls and inspired by *Possum Magic*. Our Year 5 classes worked tirelessly to produce their "Book In a Box" which they used to retell the story of the book they had chosen. Some of these were also dioramas showing the main scenes of the story. These also made up a wonderful display and created much discussion among the classes.



On the Tuesday, I had the privilege of accompanying two teams of Year 6's to MLC for the annual *Reader's Challenge*. This is a fantastic quiz based on the Younger Reader and Picture Book categories of the Shortlist. Although we didn't win, I was very proud of how enthusiastically the girls took up the challenge to read all the books and become involved, considering they also had their camp the week before.



# Australia: Story Country

During lunchtime on the Wednesday, our Year 5's and 6's were lucky enough to be entertained by our very talented Senior School students of Speech and Drama. These girls presented short dramatic scenes from some well known Australian stories.



Thursday night saw the beginning of our first "Parent's Night In - Reading Hour" event for which we opened both the Junior and Senior school libraries. This was a wonderful opportunity for our parents to join their children to find a comfy place in our library to share their love of reading. It was a very successful evening not to mention the popularity of our supper of Milo and Tiny Teddies beforehand!



To finish off our week we held our annual Book Week Character Parade on Friday morning. This showed a colourful and creative interpretation of many wonderful book characters including the 'crayons' from *The Day the Crayons Quit*.

Overall it was a fantastic but very busy week!!

**Gianna Richards  
Junior School Teacher Librarian  
Penrhos College**

## Willetton PS

Willetton Primary School celebrated Book Week 2016 with a typical Willetton feel.

Our students were fortunate to participate in a number of activities. All classes joined in on their "Decorate the Door" activity. Students had short listed books read to them in the library and given art activities to take back to class. Some of our classes visited the public library for an 'Audience with the author' with Chris Owen and James Foley.

Finally, on Friday we all dressed up for the Book Week assembly parade. This was followed by our Year 5/6's who had the pleasure of a visit to our library by Justin D'ath. He discussed his life and how he approaches writing children's novels.

We all had a great time highlighting Australia's Children Literacy.

**Donna Cobban  
Library Officer**





# Book Week 2016



Ocean Reef Senior High School



Perth College



Chisholm College

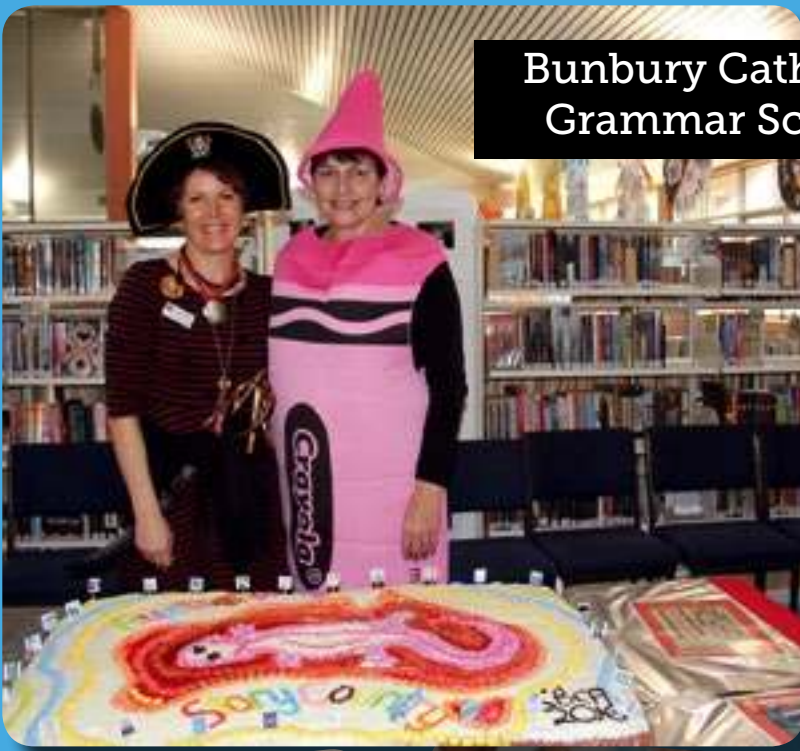


This year's Book Week was celebrated across both school libraries. Members of the Senior School Book Club volunteered their time to review and display the short listed and notable titles in the various categories. Students were also involved in an Aussie themed pioneer jigsaw challenge, storytelling and animated film sessions during this week. Some primary teachers held their own traditional, in-class book character dress ups and all primary students were eligible to submit colouring-in posters and in return, they were rewarded with an end of Book Week Aussie Sausage Sizzle, hosted by the Library staff and Guidance Teacher.

**Phyllis Paioff**  
Library Technician



**Bunbury Cathedral  
Grammar School**



**Wyalkatchem District  
High School**



**Wilson  
Primary School**



**Methodist Ladies  
College**



To celebrate Book Week this year we started with a morning tea to reward years 5 and 6 students who had reached reading targets. They also visited Bentley Library where author, Justin D'Arth entertained us with stories about his life, told us about his books and taught us about the writing process. All of the staff and students who attended thoroughly enjoyed the outing. We also had a raffle where all you had to do to enter was write down your favourite book. This information will be used to create a new library display. We held our annual dress-up day which was well supported by staff and students.

**Mandy Lun  
Library Officer**

Christ Church Grammar School



Mercy College



Good Shepherd Catholic School

This year Christ Church Grammar School's Senior Library decided to fully embrace the National Book Week theme, by channeling Alf Stewart and all things ocker. We put together a front of the library display consisting of a montage of symbolic Australian places, plus some Aussie icons such as Jimmy Barnes and pies thrown into the mix. Our book displays provided students with a variety of Australian stories, including YA and adult Australian 'classics' plus books that reflected the multicultural nature of Australian society.

The major celebration was a 'barbecue' lunch, although we did not have a real barbecue and esky we kept food to meat pies, chips and ice-cream and students entered a raffle by telling us their Ripper Aussie Reads. This was a great success and thoroughly enjoyed by all.

Lia de Sousa  
Head of Senior Library



Eaton  
Community College



Santa Maria  
College



Our Lady of  
Good Counsel School



St. Brigid's  
College

## What is Happening Around our Libraries?

### Book Week at St Hilda's Anglican School for Girls

There was something for everyone in Book Week this year. Two Year 6 teams took part in the Reader's Book Challenge at MLC based on the Children's Book Council shortlisted books. Kindy and pre-primary students paraded as their favourite book character, carrying the book that depicted their character. Year 7s were taken to the Junior School to admire the Book Week costumes and read picture books to the children in the Early Learning Centre. On their return they devoured a large Book Week cake. Year 10s and 11s were fortunate to hear both Kate McCaffrey (*Saving Jazz*) and Brendan Richie (*Carousel*) discussing their latest books. Daily book quizzes were run for both junior and senior school students with book related prizes and staff had a Book Week morning tea and participated in an entertaining quiz based on Shakespeare's insults.

**Sandra Naude**  
Head of Library & Information Services



### WASLANet – Our Listserv

Our listserv has been in operation since the 1990s and during that time it has continued to be a conduit between WASLA and library staff. The listserv was set up as a free service to our members, and was originally hosted by EdNA (Education Network Australia). When EdNA closed, WASLA sourced an alternative – an almost seamless transition, although WASLA now funds the hosting and administration of the list. The listserv has always been moderated by WASLA.

At our Annual General Meeting in 2012, the membership voted on aspects of the listserv, including a name change (originally set up as watnet – to reflect our Western Australian wattle), to WASLANet - to indicate the parent organisation. The membership also voted on the listserv continuing to be an open list, available to anyone for the sharing of school library, education and library information. The alternative was for the list to be a members' only list.

Today, WASLANet continues to be funded, maintained and moderated by WASLA, and remains an open listserv. The function of the listserv has also not changed, and the instruction on the WASLA website reads:

*"This list has been set up by WASLA to encourage discussion and sharing among Western Australian Teacher Librarians, Resource Teachers, Librarians, Library Technicians, Assistants and Officers. It is intended to provide information and networking opportunities at a local level. It will provide for the "torn pages" and video requests, WASLA endorsed PD notices and discussion on local issues which do not normally require national listings. The list is moderated with messages distributed as sent. Robust discussion is encouraged. However, if discussion deviates too far from the issues or*

## WASLA News

*becomes too personal you can anticipate a firm reaction.*" <http://www.wasla.asn.au/waslanet/>

There are few guidelines for using the list, other than the usual recognised protocols and etiquette we expect when using electronic communications, including that a professional approach to the topic be used. There is no room for personal comment, but if it is a library issue, many of us will be interested, and your posts are welcomed. Collected responses to queries are encouraged also, as this sharing of information is valuable.

Note that no advertising is permitted. WASLA has an advertising policy and the guidelines and pricing for advertising on WASLANet are available on request. All requests will be evaluated for suitability to the list participants.

**Val Baird**  
Treasurer

### A message from the WA Young Reader's Book Awards Committee:

We are collecting nominations for the 2017 short list until the end of term 4. There are three categories – Picture Books, Younger Readers and Older Readers. Please encourage your students to nominate books they have enjoyed. The only criteria are that the author is living and the book was published in the last five years.

Nomination forms can be found on our website <https://wayrba.org.au>



## WASLA Recommends...

### WOW Websites

#### Teaching with graphic novels

<http://www.edudemic.com/teaching-graphic-novels/>

#### Creative Commons photos for school

<http://www.photosforclass.com>

#### Kansas May Criminalize Educators for Distributing "Harmful Material"

<http://www.slj.com/2015/02/legislation/kansas-may-criminalize-educators-for-distributing-harmful-material/>

### Around the Blog-o-Sphere

#### New school librarian? 10 things to do first

<http://www.readerpants.net/2016/08/new-school-librarian-10-things-you.html>

#### Why Diversity and Representation in Literature Matters

<http://forreadingaddicts.co.uk/authors/diversity-representation-literature-matters/13542>

#### Afghan Teacher goes the Extra Mile

<http://forreadingaddicts.co.uk/video/afghan-teacher-goes-extra-mile/13822>

### PD & Advocacy

#### ALIA calls for more TLs following NAPLAN results

<https://www.alia.org.au/news/14553/alia-calls-more-teacher-librarians-following-flat-naplan-test-results>

#### Challenge Policies Essential for All School Libraries

<http://cblidf.org/2016/09/challenge-policies-essential-for-all-school-libraries/>

#### Student Success and School Libraries

<http://www.ilovellibraries.org/school-libraries/school-libraries-and-student-success>

## Birds of a Feather

On Saturday September 10, WASLA's annual PD was held at Helena College, located in the picturesque Darling Ranges. This event is a popular half-day ideas sharing session, aimed at all library staff, which is presented by local school library professionals.

The first part consisted of six 15 minute presentations. The topics and presenters were:

- Alison Hanham's Makerspace – Warts and All (Kennedy Baptist College)
- Adelle Wilke's Formative Assessment (Scotch College)
- Ann Strautins' International School Library Month Bookmark swap (All Saints College)
- Ainsley Bakitch's Alternatives to LibGuides (MLC)
- Vanessa Sewell's Principles of Design for your Web OPAC – how to make the most of your Web OPAC front page (MLC)
- Maureen Smith's How I use Padlet (St Norberts College)

All of these sessions were very interesting and I took away the following ideas:

- Your school library makerspace can be small or big, you just need to buy whatever resources your budget can manage, find an area in your library to set-up and then advertise. You will soon learn that some ideas will be more popular than others, depending on your students' interests.
- There are a few interesting and free online formative assessment tools, such as Quizlet, Socrative, Propovs and Libwizard. I particularly liked Socrative and I will be sharing it with my teaching staff. Online testing tools will become more important since the introduction of the OLNA and students need to learn the skills of sitting timed online tests.
- What a great idea to have students connect with other students somewhere else in the world and share their culture with them through the ISL bookmark swap.
- My school can't afford LibGuides so I was impressed with what the staff at MLC have done using the free web platform, WordPress. They have created a modern, user friendly and attractive library site. They also shared how they use action research to see the effectiveness of their library pathfinders. A copy of the presentation can be found here: <http://ainsleybakitch.weebly.com/standard-7.html>
- Since, Maureen showed us how she utilised the free online collaboration tool, Padlet, I have used this with my Year 11 study skills class.

The students embraced it but be warned that if students use this tool anonymously expect to see silly responses even from the best of students.

One of the best parts of these days is the opportunity to network with others. Most of us work in isolation so to have these opportunities to talk to others about what is happening in their schools is very valuable. The morning tea break gave us this opportunity plus we could also check out Rebecca Murray's school library. Ideas for library design are always welcomed.

The second part of the session was a choice between two one hour workshop sessions:

- But it's for education so I can copy it! Copyright in your school by Jonathon Dutton (Perth College), or,
- Augmentation for real - updated by Leonie McIlvenny (Iona College) and Rebecca Murray (Helena College)

I chose to go to the Augmented Reality session. If you still have no idea about this new technology, it is important that you find out. Currently, in the education realm, it can be quite gimmicky but there are signs that augmented and virtual realities will be utilised in the classroom in the near future. As library professionals we need to be aware and understand the new trends in education so that we can help teachers navigate the pitfalls and benefits of this new technology.

Jonathon's session was popular at the recent School Library Conference and it was again well-attended at this session. It is important that we know about the current copyright laws and that we abide by them as educational professionals. It is also part of our responsibility that we teach students about how to properly use and cite resources, both physical and digital, to avoid breaking copyright laws.

If you are interested in seeing some of the presentations and powerpoints from this year's Birds of a Feather, you can find them in the members only section of the WASLA website (<http://www.wasla.asn.au/members-only-resources/>).

**Natasha Georgiou**  
**Teacher Librarian**  
**Sevenoaks Senior College**





Post all forms to:  
WASLA Inc. Membership  
P O Box 1272  
West Perth WA 6872

**WESTERN AUSTRALIAN SCHOOL LIBRARY ASSOCIATION INC.**  
2017 Membership Form (including Renewals)  
TAX INVOICE

ABN: 14 788 316 426

Membership operates on a January to December basis – calendar year. Your membership includes:

- automatic membership to WASLA Inc.
- notice of activities from the local association
- one subscription to the WASLA Inc. professional journal *IC3*
- online resources from the members only area of the website
- attendance to all WASLA Inc. activities at the member rate (note: attendance for 2 persons for Institutional membership)

**A copy of this form must be sent to the Executive Officer along with payment: [wasla@wasla.asn.au](mailto:wasla@wasla.asn.au)**

**MEMBERSHIP FEES**

<input type="checkbox"/> Institutional	2 person membership	\$165.00	\$ _____
<input type="checkbox"/> Teacher Librarian/Teacher	1 person membership	\$95.00	\$ _____
<input type="checkbox"/> Library Technician/Library Officer	1 person membership	\$75.00	\$ _____
<input type="checkbox"/> Other: Fulltime Student / Unwaged / Retired	1 person membership	\$60.00	\$ _____
TOTAL FEE PAYABLE (includes GST)			\$ _____

**CONTACT DETAILS**

Name/Contact: \_\_\_\_\_ Position: \_\_\_\_\_  
School (Institutional): \_\_\_\_\_  
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Other memberships:  ASLA  ALIA  AISWA Libraries  ACS  IASL  CBCA WA

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