ic3

Information
Collaboration
Communication
Celebration

*It's never too early to
get into reading!*

In this Issue:

Editorial

Welcome to the first issue of *ic3: information, collaboration, communication, celebration.*

This new journal — a collaborative professional publication produced between the Western Australian School Libraries Association (WASLA) and the Australian Independent Schools of Western Australia (AISWA) Libraries organisations — has been created as a new resource for members of both associations.

This journal is intended to provide advocacy and professional support for school library staff, as well as celebrate our achievements and professional activities.

With an editorial team comprised of committee members from both associations, *ic3* will draw content not just from local events and contributors, but from across Australia and the world, if relevant to our readership.

The journal will be distributed to all current members of both associations and will also be available by subscription to non-members. Elements of each issue will be made available on the WASLA website to reach a wider audience to celebrate and advocate the importance of school library staff.

ic3 will be released three times per year, in Term 1, Term 2 and Term 3.

The editorial team is always willing to consider appropriate unsolicited submissions for journal content, and we are actively seeking academic articles for peer review, as well as advocacy and event information and reporting. Visit the WASLA website for more information about submissions and subscriptions to *ic3*.

We look forward to bringing our readers ideas, information, events and acclamation regarding the work we all undertake in school libraries, and anticipate many years of helping to further the professional journeys of school library staff everywhere.

Tehani Wessely
Editor

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Vol. 1, 2011

Creating literacy spaces and community in remote areas through the use of school libraries

Brenda Clover
Head of Library, Perth College: An Anglican School for Girls
[Peer Reviewed Article]

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Recent reports indicate that literacy levels in Australian schools have been falling. Why is this significant? Literacy is an essential skill that has huge ramifications for long-term success and for the betterment of the individual. However, there is a worrying trend in the falling literacy levels of indigenous students attending remote schools in Australia. The literature suggests there have been attempts to address this ongoing issue of declining literacy levels, even though there has been a large amount of funding from the Commonwealth government and private agencies. While funding has been provided to assist indigenous learners, this does not appear to be making a difference. It is clear that funding alone cannot address the issue of declining literacy rates.

This paper is designed to launch a conversation about literacy education and the role of school libraries and their importance in the acquisition of literacy skills in remote area, indigenous communities. It proposes a new model for the delivery of literacy programs in remote schools in Australia using the school library as a vehicle to build community, which will in turn increase student literacy levels and ultimately the literacy levels of the general population.

Introduction

In recent years it has been reported that the literacy levels in Australian schools, particularly in remote areas, have been falling. Why is this significant? The Organisation for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA) report *Reading for Change* illustrates the importance of reading to be able to function as an informed citizen in today's society, for social, financial and educational independence. This report maintains that people who score lower in the PISA testing "are at risk in adulthood, facing increased chances of unemployment, reduced prospects of having a well-paid job and a limited likelihood of engaging in future learning" (OECD 2002, p. 3). Ultimately literacy levels have huge ramifications for long term success and for the social and economic betterment of the individual.

The OECD report confirms that Australia has a declining literacy level in schools. What is not mentioned is that the literacy levels are much worse in indigenous (Aboriginal and Torres Strait Islanders), remote area schools, particularly in the Northern Territory (Robinson 2008). There have been attempts to address the ongoing issue of the decline in remote area, indigenous student literacy levels in Australia and significant funding from the Commonwealth government and private agencies such as the Ian Thorpe Foundation has been provided. However, this funding has resulted in little or no improvement in the literacy levels of the target groups according to the national testing data. This data indicates that while literacy levels for indigenous students are lower in general, there is a significant correlation between the lowest literacy levels and geographic location. Indigenous students who live in remote areas have the lowest literacy levels across the nation (Commonwealth of Australia 2007). The question that needs to be asked, therefore, is why increased funding and the development of specific school-based literacy programs appear to have made little difference to the literacy levels of this group.

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Since it would appear that funding alone cannot address the issue of declining literacy rates amongst remote area, indigenous students, the purpose of this paper is to examine some of the issues associated with teaching literacy skills to this group, and to launch a discussion about tackling the literacy problem through community-based programs that include the school library as a focus. It will only consider current research which examines Aboriginal and Torres Strait Islander cultures, but acknowledges that indigenous studies and intervention programs conducted overseas may contain information that could be adapted for use in programs in Australia. An extensive exploration and comparative analysis of the research literature is beyond the scope of this paper. The paper also briefly examines and compares Western-cultural learning styles and traditional indigenous learning, and considers how the differentiation between these two cultures, indigenous and western, affect the acquisition of literacy as taught in Australian schools. The research examined provides a basis for the development of some strategic suggestions to guide the future development of literacy programs that will make a difference to literacy in remote indigenous communities.

Literacy and school libraries

It has been well documented that school libraries and easy access to reading resources play an important part in the improvement of students' literacy test results (Krashen 2008). A study in Ohio provides conclusive evidence supporting Krashen's work and "reveals that 99.4 percent of students in grades 3 to 12 believe school libraries and their services help them to become better learners" (Lau Whelan 2004). Students benefit from well resourced school libraries staffed with trained Teacher Librarians who provide professional support. "Children become better readers by reading more, and the library is a major source of books for children" (Krashen 2008). While there have been numerous studies conducted overseas, there is little current information about Australian school libraries and the role they play in the development of literacy.
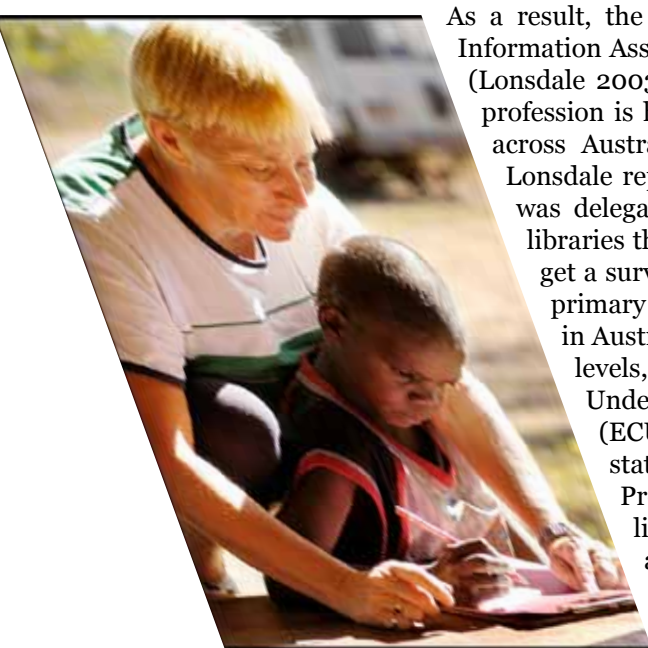
As a result, the Lonsdale report was commissioned by the Australian Library and Information Association (ALIA) and the Australian School Library Association (ASLA) (Lonsdale 2003). A major finding in this report is that the Teacher Librarian (TL) profession is hindered by a lack of national data about the state of school libraries across Australia and their impact on school communities. In response to the Lonsdale report, the ALIA/ASLA Policy Advisory Group (PAG), formed in 2002, was delegated responsibility for collecting statistical information about school libraries that could be used for advocacy for the profession. The first step was to get a survey completed for as many schools as possible on a national level. The primary aim of the survey is "to build an accurate *snapshot* of all school libraries in Australia by gathering useable and ongoing data about collections, resource levels, budgets and personnel" (ASLRP 2008). In 2007 a Memorandum of Understanding was signed between ALIA, ASLA and Edith Cowan University (ECU) to develop and implement a series of national surveys examining the state of school libraries across Australia, and the role of the TL in schools. Preliminary findings about the state of teacher librarians and school libraries is now available and indicates that school libraries in Australia are currently under threat (ASLRP 2008).

The second phase of the project will enable the key stakeholders to "use the data collected in this survey to link to national data from Department of Education Science and Training on students' literacy learning outcomes" (ASLRP 2008). The data from this project will then be used nationally and internationally and will contribute to a large body of research and information that exists on the importance of well-resourced and professionally staffed school libraries in the development and maintenance of literacy for students.

The importance of school libraries has also been addressed in a submission to the Minister of Education by representatives from ECU, the President and Vice President of WASLA and the convenor and secretary of the ALIA WA Library Technicians group. The report, *Education in an Information Society: An analysis of the learning support provided by teacher librarians, libraries and library paraprofessional staff in Western Australian*

Government Schools (Combes, et al. 2008), stresses the rapidly changing nature of technology; its influence on information; access and accuracy issues; and the skills students require to be literate and information literate in the twenty-first century. In addition, it provides a summary of the research literature and highlights the importance of having qualified staff in school libraries to support the acquisition of literacy outcomes and the development of strong curriculum programs which embed both literacy and information literacy. A major recommendation is the inclusion of a qualified TL in all schools, since all the research literature indicates that strong, well resourced and staffed school libraries add value and make a significant difference to student academic achievement (Combes, et al. 2008). While there is a wealth of research available which supports the notion of the school library as a major factor in the acquisition of literacy skills for all students, and there have been concerted efforts over the years to advertise this fact to politicians, educational administrators and Principals; school libraries are currently in a state of decline in Australia and around the world.

Literacy in remote areas

Recent reports in the media indicate that the literacy levels of indigenous school children in the far north of Australia are still in a state of decline. Researchers report that "up to 45% of Aboriginal children in New South Wales have literacy problems as opposed to only 16% of other children" (Dunn 2001) and there are indications that that literacy levels of indigenous Australians across the nation are below that of non-Aboriginal persons (Dunn 2001). Declining literacy levels, particularly in remote areas, continues to be a major problem even though considerable funding has been injected into a wide range of literacy programs designed to address the issue of indigenous illiteracy. National testing results indicate that despite additional funding, there has been little or no improvement (Clancy & Simpson 2002), in fact literacy levels continue to fall.

The critical nature of literacy levels amongst indigenous Australians has also been highlighted in the popular media, where the federal government admitted it is "concerned about the high number of indigenous and disadvantaged students failing to meet literacy and numeracy benchmarks" (Crawshaw 2008). A report in *The Australian* indicates that "some 5000 indigenous teenagers and another 5000 young men and women in their twenties are unable to speak English, and are illiterate and non-numerate" (Hughes, cited in Powell 2008, p.2). Simple literacy for everyday life including being able to read "road signs, menus, or instructions on packages of medicines, cleaning materials and other packaged goods" (Hughes, cited in Powell 2008, p.1) eludes these individuals and seriously impacts on their capacity to function in all levels of society as informed citizens.

The *National Report to Parliament on Indigenous Education and Training* deals with the progress of indigenous education across Australia and includes the national testing results for reading, writing and numeracy, national benchmarks and a detailed analysis of the results. The outcome of the reading, writing and numeracy tests for years 3, 5 and 7 clearly demonstrates that indigenous students score much lower than non-indigenous students and not surprisingly, that students in very remote communities score much lower than remote, provincial and metropolitan areas (Commonwealth of Australia 2007, pp. 52-53). These results indicate that despite Commonwealth and state education department and private initiatives, literacy in remote indigenous schools is an ongoing problem.

Two week vocational courses run in the Northern Territory for indigenous groups who cannot read or write English, are an example of current, federally funded programs. However, students graduate with very few skills due to the length of the courses, the fact that they have very poor literacy skills upon entering the course, and the content is irrelevant to indigenous lifestyles and their learning styles. As a result, participants do not graduate from these courses with skills which will enable them to move out of their current poverty cycle. The latest Productivity Commission figures show that in the Northern Territory, most indigenous children fail almost every benchmark test for literacy and numeracy, with failure rates up to ten times higher than the national average (Tomazin 2008). The issue of poor literacy in indigenous communities extends far beyond economic poverty, as it also includes a deficiency in social and informational ability (Hughes, cited in Powell 2008). Poor literacy means that young people in these remote areas have few opportunities to make a difference in their communities. They also have fewer life choices. As a result of poor literacy levels, there is continuing social poverty and associated problems in health, alcohol abuse and employment.

Historical influences on indigenous literacy

The introduction of protective legislation (up until the early 1950s) resulted in indigenous children being taught by teachers with few qualifications in segregated schools, where they were often not allowed to attend school after Year 3. Indigenous children were instructed entirely in standard Australian English, with no acknowledgement of the children's primary dialect or mother tongue. For these students, English was a second language and the focus on reading and writing did not link with the children's primary method of communication which was speaking and listening with the focus on orality (Dunn 2001). While education facilities have improved since the 1950s, current literacy test results quoted previously, indicate that the teaching of literacy has not significantly addressed the gap between indigenous and non-indigenous students, particularly in remote areas.

Before schools can address any of the issues with the education of indigenous children it is important to recognise that historically, indigenous people have:

> ...experience[d] a combination of racism and oppression. ... This position has its roots in past and present political and social oppression and in continuing social exclusion (Hollingsworth, 1998) and has a direct bearing on **literacy** levels (Lankshear, Gee, Knobel, & Searle, 1997) ...Effects of poor literacy teaching in the past result in negative attitudes toward schooling and have a direct bearing on poor literacy standards amongst Aboriginal people in the 1990s. (Hollingsworth & Lankshear; Gee, Knobel, & Searle, cited in Dunn 2001).

The lack of involvement and resistance to education does not mean that indigenous parents do not care about their children's education, nor are these children illiterate in their own culture. Although education has improved for indigenous children, the parents and grandparents of the current generation are not predisposed to consider western style education as relevant or meaningful, since their own experiences were far from positive. It is difficult for teachers trained in a pedagogy based on a western style of teaching, to comprehend that literacy as defined by Australian educational standards, is not a part of everyday life in many remote indigenous homes (Dunn 2001). To address the issue of falling literacy levels in indigenous communities, we need to look closely at how indigenous people learn and are literate in their own communities first.

Indigenous learning styles

One of the expectations of the Australian education system is attendance at school, and there are several reasons why this may be a problem for indigenous communities including "circumstances of poverty, poor health, high mobility and shocking histories of past engagement. But the often alien, and unbending, characteristics of Western-style formal education and training are pre-eminent among them" (IESIP SRP National Coordination and Evaluation Team 2000, p. 2). A primary issue with the current Australian education system for indigenous children is they come to school where instruction is in Standard Australian English only, while their primary discourse is indigenous English or mother tongue. Schools in Australia are generally inefficient in addressing more than Standard Australian English and providing a bridge between two different languages to meet the literacy needs of students, and this is extremely evident in indigenous education. This factor has a huge impact on the success of the indigenous child at school. "Significant differences between home language and school language, which ensure that those children who come to school with language patterns closest to the language of instruction, experience more success in literacy learning and in school in general" (Heath 1983, cited in Dunn 2001). Traditional teachers do not know how to use the knowledge and cultural literacy indigenous students bring to school, to assist them with the development of English literacy skills.

The upbringing of indigenous children is very different to that of Western children. The development of emergent literacy in Western culture, centres around print using reading and viewing, whereas literacy development in indigenous culture focuses on orality with speaking and listening being the primary method of communication. Indigenous children are often not exposed to books and other forms of print media and are not aware "that print carries meaning, [nor do they know] how books work (front, back, which way to turn the pages)" (Hall 1987, cited in Dunn 2001). If an indigenous child needs an answer to a question, they will go to another person and verbally ask the question to get the information they need. Australian society and the current education system are reliant on individuals' finding relevant information for themselves, generally from written material. Exposure to print from

an early age assists in the development of traditional western literacy based on reading and viewing (Strickland & Morrow 1989a 1989b, cited in Dunn 2001). Many indigenous students are not exposed to print materials until they arrive at school, particularly those living in remote areas.

Indigenous communities have a different style of learning which our current education system does not address adequately. "Amongst more traditionally oriented Aboriginal people in Australia, learning is essentially informal and holistic rather than formal and lock-step as is Western learning" (Harris 1990, cited in Dunn 2001). Traditional education in Australia is based on assumptions about Western cultural knowledge and traditions, and learning styles. One of the issues for indigenous learners is that the "middle class white teachers who teach them, have little or no knowledge of the kinds of skills Aboriginal children have that might be used to scaffold literacy development" (Dunn 2001).

A review of the literature indicates there has been very little rigorous research on indigenous literacy, particularly in the context of remote area communities. Whilst there are a number of books and several government reports aimed at addressing issues in this area, the majority of these are over 10 years old. Research indicates that indigenous children favour a different learning style to western children, and therefore will not achieve the same success with the basic reading, writing and arithmetic that the western style education promotes and values. On the other hand there are numerous books and articles on literacy, teaching children how to read and tackling how to address literacy deficiencies. These focus on the traditional 'western' style of teaching and learning, with no mention of the indigenous learner.

There are a few case studies in the literature which clearly demonstrate that indigenous learners can have success in literacy learning, particularly when the teaching focuses on utilising their learning style and acknowledges their personal cultural history. Chris Sarra, Cherbough State School's first indigenous Principal, acknowledges his success in achieving high student learning outcomes, good attendance levels and improved student behaviour, comes from his ability to relate the school community to his own indigenous background. Valuing indigenous staff and community members so they are active participants in the school community is a major strategy for success. Understanding the learner and how they construct meaning, creating a supportive and active school community, acknowledging and building on social and cultural contexts, has generated worthwhile learning partnerships between the school staff, students and the indigenous community (Sarra 2003). Taking the school and making it an integral part of the indigenous community is one strategy that is working.

Dunn succinctly summarises how schools can achieve improved literacy outcomes, not just for indigenous children, but for all students including the increasing numbers of immigrant and first generation Australians who do not have Australian English as a first language.

> … if literacy teaching skills are used appropriately for the social context in which the teacher and the school are operating, then literacy development will be both meaningful and relevant. Thus accurately assessing the nature of the literacy experience of Aboriginal children, empowering parents, and creating positive interactions with Aboriginal communities will support the literacy development process (Dunn 2001).

Holistic strategies for literacy improvement: Opening the discussion

For some time is has been recognised that "for an individual to become literate, literacy must be functional, relevant and mindful for individuals and the society in which they live. It must be able to meet the needs of individuals for their own social purposes and goals" (Schieffelin & Cochran-Smith 1989, cited in Dunn 2001). To address indigenous illiteracy in remote areas, the provision of staff and funding for these schools is not enough. For literacy skills teaching to be appropriate and relevant there are two things that need to occur. In the first instance there needs to be a shift in the values and attitudes of staff in the education system. For this shift to occur,

educationalists need to acknowledge and value cultural skills and knowledge which will assist in the achievement of literacy outcomes in indigenous schools. "Such attitudes will be informed by balanced and accurate knowledge of the continuing racism and oppression experienced by Aboriginal people in Australia" (Dunn 2001). In the second instance the teaching skills and learning experiences of the students need to be relevant and in context. The parents and students must come to value and recognise the relevance of becoming literate according to western cultural expectations. When parents, members of the local community and the school actively work together to create an holistic and inclusive learning community, literacy will be a natural outcome.

The Home/School/Community Liaison (HSCL) Scheme is "a good example of innovative central government initiatives" that was developed in response to meeting the educational needs of disadvantaged students in Ireland. Parental involvement was critical to the success of the program, which included the employment of qualified TLs in a number of chronically disadvantaged schools where the literacy levels of students aged 12 - 13 years tested well below 8 years of age. The schools were located in areas of severe unemployment (greater that 80%) and had previously had very poor or no library facilities. The TLs in the project developed an inclusive community approach that included students and parents in the design and development of their school libraries. As a result, the school communities involved in the Irish project adopted a new sense of ownership and pride in their schools which transferred to their children. Reports from the project were presented at the 2004 International Association of School Libraries conference in Dublin. During one of the keynote sessions, the TLs in the project indicated that literacy levels had risen dramatically within the first twelve months of the project and a major outcome was the involvement and improvement of parental literacy in these communities.

"It is clear from the Irish experience that educational initiatives based in schools can raise the educational level of the adults involved, and result in a general sense of empowerment in the local community. Parental involvement, especially in areas of socio-economic deprivation, does not just benefit the children and the school - it is a crucial aspect of lifelong learning" (OECD 1997, cited in Department of Education and Science (Ireland) 2005, p. 40).

While the context is different, the lessons learnt from the Irish project could be transferred to indigenous schools in remote areas in Australia. Direct involvement by community members, the valuing of indigenous culture and the importance of literacy as a conduit for maintaining that culture, represent important strategies to create an holistic approach to education in remote areas where the only infrastructure may be a petrol outlet, a community shop and a school. A strategic plan for the improvement of literacy in indigenous remote area schools might include the following steps.

1. Pre-service education about indigenous cultural differences and learning styles, with particular emphasis on practical classroom applications.
2. Follow-up and consistent support for new teachers in remote areas.
3. The development of culturally sensitive, outcomes-based curriculum that incorporates indigenous contexts and assessment processes that accurately measure students' literacy levels in these communities (Sarra 2003).
4. The employment of professional and para-professional indigenous staff in schools (Sarra 2003).
5. Community access to well resourced school libraries that include indigenous materials or the facility to provide opportunities for students, parents and community members to create local materials in mother tongue and/or indigenous English which support the curriculum.
6. Access to qualified teacher librarian professionals, to train parents and local community members to run school libraries and provide guidance on a regular basis (Sarra 2003).
7. Using the school library as a centre for literacy and information, employment for locals and as a meeting place for the community.

While many remote areas in Australia do not have access to community centres and other public amenities, they all have schools and school libraries. The use of the school library as a focus for community building as well as providing access to reading materials and formats that bring the indigenous learning styles (non-textual) and education (Western cultural based on written text) together, is one way of building the bridge between indigenous culture and education. Increasing parent involvement by training and employing indigenous parents to run school libraries in remote areas with the assistance of qualified peripatetic TLs, will encourage indigenous communities as a whole to value both western style literacy, as well as their own cultural literacy. These parents require professional support that is sympathetic to indigenous culture, while being treated with respect for the skills, knowledge and role modelling they bring to the staffing component of the school. When indigenous parents are actively involved and value the teaching-learning process, they and their children will also learn the value of literacy. As in the Irish project an additional outcome could well be the improvement of literacy levels across the community. Once established as a community centre, the school library and its resources can also be used for the economic and social benefit of the community, as decided by community members.

Conclusion

It has been well documented that there are significant problems with the level of illiteracy amongst indigenous people in Australia, which has a major impact on their ability to contribute as well informed citizens in a western cultural society. Improvements in literacy levels start with the education of children, but we need to make sure schools and teachers get it right. Current and past curriculum and teaching methodology, plus significant funding, has not resulted in raising literacy levels for indigenous students. In fact the opposite is true, with continually falling literacy rates being reported among indigenous students living in remote areas. A solution to this problem is complex, long term and must address the historical factors surrounding the negative opinion of education and literacy as experienced by members within indigenous communities. The involvement of indigenous people at both the professional and para-professional levels to design and develop relevant curriculum that recognises indigenous learning styles, and run learning programs in remote schools is a major strategy. Using the a well stocked school library with suitably qualified professional support as a vehicle for building community and literacy, both western and indigenous, is suggested as one way of tackling this problem in remote areas. Only when education is truly holistic, involves everyone in the teaching-learning process and schools become learning communities, will literacy in remote indigenous areas improve.

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Practical Advocacy

In my school I have chosen to take on a significant degree of responsibility with respect to three areas of the Intranet. I chose to take these duties on because:

1. It was a priority for the principal and the school to develop an Intranet;
2. I had the necessary skills, and what I didn't know I could learn;
3. I could see direct benefits in terms of:
    a. Increasing my profile within the school;
    b. The promotion of library services, educational programs and facilities;
    c. Closer involvement with the curriculum across a wide variety of learning areas;
    d. Collaborative opportunities with teachers in the planning of new curriculum and assignments; and
    e. Being able to structure the Virtual Library in a manner conducive to effective learning

I am responsible for the maintenance, development and training in the use of the Copyright, Virtual Library and Library sites.

Involvement with the Copyright site allows me to be involved in the new teacher orientation as I brief them on the location of the site, its use and their responsibilities as employees of the school. I find that this contact enables me to establish a supportive role with them and I find that I am included in a considerable amount of their curriculum planning and teaching.

Developing the Virtual Library site and training staff and students in its effective use has enabled me to:

1. Expand my knowledge and understanding of the needs of the various learning area programs, initiatives and projects taking place within the school;
2. Establish collaborative working relationships with many Heads of Department and teaching staff;
3. Look to the future and to investigate the Australian Curriculum and how it should be supported by the Virtual Library and thereby giving me a greater understanding of this initiative by the Federal Government;
4. Integrate the Library site and embed links in such a way that it is an integral and frequently visited part of the school Intranet

Now the key to all this is that to access the Virtual Library and its major components all staff and students have to come through the Library site. This means that the Library site (which is pretty basic due to the limitations of the software we use) is viewed by a lot of people on a daily basis. Yes, I could do it in Dreamweaver or some other software package but, for technical reasons, I would then lose the substantial benefits of being deeply integrated into the school Intranet.

I have deliberately created reasons for staff and students to use a wide variety of different sections, and have imbedded links to this site across the school Intranet.

My involvement in this and other school based initiatives and projects within the school have definitely increased my "sphere of influence", profile and "street cred" considerably. So from the point of view of "practical advocacy" it has been extremely successful.

Greg Lindorff
Christ Church Grammar School

Library Lovers Day — Feb 14

On 14 February we celebrated Library Lovers Day in our schools. WASLA invited staff to send in photos and activity details to share, holding a competition from which we chose two favourites. The winners received free entry to the Takeaways for the Mind PD session on Saturday 26 February.

The entries we received were excellent and all are reproduced here! We have such talented and innovative staff in our school libraries and we love to show them off.

St Norbert's winning
Library Lovers Display

Armadale Primary School's
winning Library Lovers Display

Perth College's Library Lover's Display

Highgate Primary School's
Library Lovers Display

All Saints College Junior Library
Library Lovers Display

Donnybrook Library Lovers Display

Counting down to the National Year of Reading 2012

The countdown has begun for the National Year of Reading 2012

Wouldn't it be great to have something that focused everyone's attention on the school library? Wouldn't it be great to have something that galvanised parents, teachers and students into action; something that showcased the really important role that libraries play in the school community. Well, here it is — the National Year of Reading 2012.

It started with libraries back in 2009 when the idea was first discussed at the ALIA Public Libraries Summit in Canberra, but since then it has expanded to include authors, publishers, book retailers, media organisations and government — and there are some really big name corporate sponsors looking at coming on board later this year.

It's an ambitious campaign to help turn Australia into a nation of readers by supporting a universal appreciation of the benefits of reading and promoting the idea of a reading culture in every home, school and community.

The countdown began on 14 February 2011, with the announcement of William McInnes as patron and the release of a whole new set of resources, including a campaign guide, on a National Year of Reading wiki www.love2read.wikispaces.com.

Of course, the public launch is still a while away. The real fun and activities will begin on 14 February 2012.

Western Australia has been a prime mover in the National Year of Reading since its was

first mentioned at the Summit. State librarian Margaret Allen was there on the day in Canberra and she has since been a driving force behind the campaign's development. As president-elect of ALIA, she will be acting president for the first five months of 2012.

A highlight of the campaign will be the launch of The Reading Hour, like Earth Hour, encouraging families not only to join together for a simultaneous reading session around Australia, but also to continue the idea of reading together for an hour or so a week — whether that's 20 minutes three times a week or 10 minutes nearly every day.

Another major national initiative will be a One Country Reading program, based on Alison Lester's much-loved book *Are We There Yet?* This will be a gift for teacher-librarians in primary schools. Just think what fun you can have with it. And for secondary schools, the theme of travel and experiencing different places around Australia has lots of potential.

Alison Lester

Alison has said, "I am absolutely stoked that *Are We There Yet?* has been chosen. It is a book that celebrates Australia and hopefully it will help get the country reading." She has agreed to let the artwork for the book be used in ways to promote the National Year of Reading through school libraries.

For teenage students, there will be an online peer-to-peer book recommendation project, with the opportunity to make a book trailer for your favourite title and enter it in a competition to win a suitably high-tech prize.
The National Year of Reading team is talking to other literacy promoters, including the organisers of the Premiers' Reading Challenges and their equivalents in the Territories. The aim is to create opportunities for teachers and teacher-librarians to make a noise, without imposing a great deal of extra work.

Here are just a few thoughts about what you could do over the next few months:

Are we there yet?

1. Alert your principal and teaching colleagues to the National Year of Reading and the exciting opportunities it could yield. There's a Powerpoint presentation, flyer, logos and animation available to download from the www.love2read.org.au website, to help you make the case for being part of this major national initiative. You can even buy yourself a branded mug to keep the message alive in the staff room http://www.cafepress.com.au/NationalYearofReading2012.

2. Ask your students what they would like to see happening in the National Year of Reading.

3. Get in touch with colleagues in nearby schools and public libraries and arrange to meet for coffee to talk through the National Year of Reading and how you can use it to best effect in your neighbourhood. Several heads are better than one when it comes to sparking ideas — and if you can share any extra workload, that's even better. You might even decide to form a local steering group. See the wiki www.love2read.wikispaces.com for more information.

4. Together, or individually, approach local sponsors — a few hundred dollars could come in handy.

5. Put a line under your email signature saying "I'm supporting the National Year of Reading 2012 — www.love2read.org.au."

6. Find out if it's possible to link from your school library web page to the National Year of Reading website.

7. Become a fan of the National Year of Reading on Facebook http://www.facebook.com/pages/Love2read/122105507810855?ref=sgm and stay in touch with what's happening.

8. Approach a couple of local heroes, especially sporting giants, and see if they would be willing to be your National Year of Reading school ambassador.

9. Set up a National Year of Reading planning group involving teachers, students and parents.

10. Think about how the National Year of Reading could tie in with other things you have planned — maybe Children's Book Week — and create something special for February 14, 2012. It will be a double celebration of Library Lovers Day and the launch of the National Year of Reading.

The Australian National Year of Reading is based on a successful campaign in the UK in 2008, which saw:

- 6,000 National Year of Reading events registered on the website
- 2.3 million new public library members
- 12% more children from lower socio-economic groups becoming library members and 5% more parents from these groups saying they read with their children every day (20% compared with 15%)
- 23,000 more boys taking part in the Summer Reading Challenge

We're hoping for a comparable level of success in Australia and we have the benefit of a longer planning period.

You can find out more on the website at www.love2read.org.au and there's a link from there to the Love2read Facebook page and Twitter.

While 2012 may still seem a while away, we all know how quickly the terms slip by. Let's put the National Year of Reading on our action list now.

Sue McKerracher
National Year of Reading — 2012

The Library Board of Western Australia Award for Excellence.

This Award recognises excellent achievement relating to the provision of library services by any person, library or organisation in Western Australia.

It will be awarded for a particular service, event, program, piece of research or partnership rather than long and meritorious service.

With prize money of $5,000, nominations close Wednesday 27 April, with the winner announced in Library and Information Week (23-29 May 2011).

Details about the Award including the selection criteria and entry form are available at:

http://www.slwa.wa.gov.au/about_us/legislation_and_the_library_act/award_for_excellence

For more information regarding the Library Board of Western Australia Award for Excellence please contact Julie Ham on (08) 9427 3304

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

WASLA Recommends...

WOW Websites

SLIME Kids
Packed with book trailers and language arts-related games, School library media Kids is designed to provide an interactive learning experience to get students motivated to learn on their own!
http://www.slimekids.com/

Book Trailers for All
Created as a way for people to share their self-created book trailers.
http://booktrailersforall.com/

Research Tools from Joyce Valenza
Tools, tutorials, and all sorts of resources to help successfully navigate the research process!
http://sdst.libguides.com/researchtools

PD & Advocacy

Common sense Librarianship
http://davidrothman.net/2011/03/02/common-sense-librarianship-an-ordered-list-manifesto/

The NCCE Conference TL Summit: notes & video
http://2011.ncceconnect.org

Points of Inquiry: A Framework for Information Literacy and the 21st Century Learner
http://bctf.ca/bctla/pub/index.html

The Reading Bill of Rights
http://www.scholastic.com/Read-EveryDay/read.htm

ASLA XXII Bienniel Conference
Sydney, 2-5 October, 2011
http://www.asla.org.au/pd/conference/

Top Tip — Series books

Sick of searching for the order of a book series? Which titles follow which? Which was first? Try this idea, from Library Assistant Lee Woodland at Kolbe Catholic College.

- Grab a couple of packets of acrylic photo frames with magnets.
- Design a template using your preferred design program with the series title, author and space for book titles, made to fit your frames.
- Fill in the blanks for your popular series books, print, and fit to frame.
- Attach the completed frame to a metal bookend and use as the bookend for the series!

Looks great, you can match to your own library decor, and they are easily changed and updated as needed!

Unshelved Bookclub

Looking for something a little different to pique interest in books? Check out the *Unshelved* Book Club!

Unshelved is a daily webcomic strip set in a public library. Dewey and his co-workers depict (often too accurately!) the struggles faced by library staff all over the world on a daily basis. As a weekly feature, creators Bill Barnes and Gene Ambaum showcase a different book, frequently those we find in our school libraries. Recently they Book Clubbed *Leviathan*, by Scott Westerfeld (right), and it's a great way to get patrons interested in new books.

Consider a display of Book Club strips that students can read and then choose to take out. Why not make bookmarks from favourite strips; you could even do this as a lunch time activity! Link to *Unshelved* through your library webpage, and feature favourite strips on the home page. So many opportunities to have a giggle and get more people reading at the same time.

Unshelved encourages school libraries to download and use their strips in libraries, free of charge, so it's well worth a look!

"Leviathan" Book Club strip used with permission.
http://www.unshelved.com/2011-3-25

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.

Introduction
Who was Pandora and what can she teach us? Pandora was the first woman on Earth in Greek mythology. She was endowed with every charm, including curiosity, and one assumes, intelligence. Pandora was created by Zeus as an act of revenge on Prometheus who stole fire from heaven and gave it to man. She was given to Prometheus' brother as his wife, along with a box that Zeus forbade her to open. Of course Pandora opened the box and let out all the evils of the world. Only hope remained inside the box (Encyclopedia Mythica, 2001). A Pandora's box may be interpreted to mean 'a gift that appears valuable, but in fact will inflict no end of misery on its owner. ... To open a Pandora's box means to unwittingly unleash chaos on yourself and those around you (Ask Yahoo, 2003). Interestingly, the name Pandora also means 'one who gives all gifts'.

The legend of Pandora can be interpreted in two ways. It is a cautionary tale about curiosity and listening to your elders, or it is all about accepting challenges, exploring and taking risks. I prefer to think of Pandora using the latter

interpretation. She was a modern woman, an explorer and a risk taker who was open to new challenges and new knowledge. Opening the box was the first step in accepting the challenges, issues and rewards that always accompany new knowledge. But beware, Pandora's tale is also a cautionary one, because opening the box resulted in certain uncomfortable repercussions.

If we all take a leaf out of Pandora's story and open the box labelled Teacher Librarian (TL) in the twenty-first century, what sorts of challenges, issues and rewards will we find, and more importantly, what strategies can we use to control the contents of our box? Firstly, what are our challenges? It is important to label these challenges/issues so we know exactly what we are dealing with, before seeking out solutions and strategies. Attached to these challenges are personal and professional issues that may be confronting and uncomfortable, and require us to re-evaluate ourselves and our performance. Our challenges are:
- Technology
- Time and workload
- Status and role

Challenge 1 — Technology and the changing nature of information
The information environment has changed radically during the last twenty years and technology is now a significant factor in how we work, play and learn. For young people especially, technology is an integral part of their everyday landscape. Many young people have never known a world without instantaneous access to vast quantities of information using a multitude of formats, text types, graphics and multimedia. They are the ultimate consumers and for them, technology is transparent and a part of their social, economic and educational landscape. They have no fear of technology. Adults observe and marvel at their seemingly effortless and sometimes simultaneous use of a wide range of technologies, often without referring to instruction manuals.

The speed of technological development and the convergence of technologies are often quite frightening. We have information being produced in an ever-expanding range of formats such as electronic, print, photographs, maps, architectural plans and models, databases, CDs, CD-ROMs, DVDs, videos and web-based materials. Other formats include streaming video; podcasts; teleconferencing; videoconferencing; multimedia; interactive, multi sensory, haptics; 3-D stereo-sensory visualisation systems/simulations and avatar inhabited virtual worlds; email, chat; mp3s and PDFs. We can now access information via webcams, mobile phones, ipods, iPhones and smart phones or laptop computers that fit into your top pocket as a laser device the size of a pen. Using Bluetooth wireless technology, this device produces both a virtual monitor as well as a keyboard on flat surfaces so

you can carry out the normal operations you do on your desktop fro anywhere. Of course there are still the traditional media such as books, big books, kits, realia, audiocasettes, charts, pamphlets, brochures, displays, newspapers, magazines, journals, TV and radio. Just because we have the Internet and digital media, doesn't mean that these traditional media formats have disappeared. In fact we are now publishing more in print than we have at any time in our history. A major result of developments in technology has been the increased depth and breadth of our library collections and this facet is likely to proliferate in the future.

So our first challenge as TLs is to come to terms with this changing information landscape. Our second challenge is to assist others to make sense of this sea of information that is growing exponentially. For many of us, these are fundamental challenges to overcome. We are members of a greying profession. Many librarians and TLs consider they have already had their major flirtation with technology in the form of automated catalogues, the introduction of (Web)OPACs and the convergence of information telecommunications technologies (ICTs) that were a feature of libraries in the 1990s. In many schools the integrated automated library system is the only example of a fully functioning database that has intranet and Internet facilities and is available for students to learn how to access information electronically in a relatively safe environment. Even a stand-alone automated catalogue requires students to use the same skills to be able to find information electronically as those used to search the Web — a salient fact rarely advertised by the TL and acknowledged by administration, teachers or students. Many TLs are reluctant to move out of their comfort zones again and accept the new challenges continuing advancements in technology pose for educational environments and school libraries.

In many cases TLs have become library managers, rather than teachers. While the day-to-day management of the library's systems is essential for the smooth running of the facility, it is one that can be left in the capable hands of a trained library technician (or a competent library officer depending on your staffing). The TL should be acting as a manager in this role, rather than a hands-on technician. The first step towards taking up the challenges posed by technology is to accept that your role is not the day-to-day management of the library — it is so much more.

The second step is to get serious about gaining and updating your technology skills. This can be daunting, exhilarating and incredibly satisfying once you get started. It re-connects you to what is happening in the world of information, acts as intellectual stimulation when you re-engage with your peers and leads to lifelong learning — something educators,

schools and teachers often preach about, but rarely model in actual practice. You can access formal short courses or self-initiated Web tutorials in how to use wordprocessing, PowerPoint and desktop publishing programs or you can learn how to create Web pages and use collaborative tools such as Moodle and chat. You can access tertiary certificates to upgrade your qualifications, or complete a Masters degree on evidence-based practice in your school.

The completion of formal courses is a commitment to personal professional development that goes beyond attending conferences and sharing best practice, although these are very important as well. Of course Rome wasn't built in a day and updating yourself will take time. You also want to avoid becoming the network technician — this is not your role either. If schools are serious about the provision of technology and the educational benefits that it can provide for students, then they will fund the appointment of a network technician. You do not want to suddenly become manager of the network as well, where you spend your days troubleshooting broken equipment, disciplining students/staff for inappropriate use or documenting missing mice, malfunctioning screens and broken connections. In your role as information specialist you do, however, want to have a say in policy development, the implementation of learning technologies and how they are to be integrated in curriculum programs in the school and how the network is used for access to information, resource-based learning and curriculum development. To do this successfully you have to have some knowledge of what is happening in the world of information outside the school.

Strategy 1 — Learn to prioritise
Determine what you need to update yourself and set in motion a realistic timeline. You need to enjoy yourself, otherwise your learning will become as tedious as some of the programs we inflict on our students.

Strategy 2 — Be realistic
Partners, family obligations and real life surprises need to be accommodated. We are not superwomen/men. If you are not realistic about what you can do, then there is a real possibility of burn-out, non-completion and a real feeling of failure. When this happens, it is even harder to accept the challenge and begin again.

Strategy 3 — Become a strategic planner
We plan our teaching programs; daily, weekly and annual school calendars; and for technology upgrades, but we rarely strategically plan for ourselves. Use those skills you already have to write down a personal

strategic plan. Include all aspects of your life, personal and professional. Revisit the plan every six months to reflect on, and evaluate your progress. While you may not reach your goals every time, at least you know what your goals are, and sometimes you will be successful. You will find a personal strategic plan on the WASLA members only part of the website under policy documents to help get you started. Revisit the plan every six or twelve months, tick off your accomplishments and celebrate with wine, chocolate or a special dinner. Revisit the things that haven't been completed — perhaps you need to chunk these into smaller goals. Update the plan and come back to it in six/twelve months time.

Strategy 4 — Learn to delegate and collaborate

Learn to delegate those things that someone else can do, so you can get on with your real job as TL. Resist the urge to check their work. Delegation means handing over responsibility, empowering others and managing their work. If your library technician or officer has the skills to put up displays, produce brochures and signage, download catalogue records or put things onto the website, then let them do it. You develop the annual operational plan and the content, decide the timelines and performance manage staff. If you don't have the technological skills you require to complete a task, such as developing a website for a piece of integrated, interactive online curriculum or a WebQuest, then collaborate with someone in your school such as the Digital Media or Computer teacher who does have the knowledge and skills. You can even collaborate with students! Use your local expertise rather than trying to re-invent the wheel yourself. You will not only save time and your sanity, but may be surprised at how little you know about your colleagues and their areas of expertise. Extend your collaborative partnerships outside your school. Attend local conferences and become an active member of your professional association. These events and bodies provide opportunities to forge new partnerships and discuss programs at a practical level. The Internet also provides opportunities for you to create virtual networks, participate in collaborative partnerships and share best practice.

Strategy 5 — Don't make assumptions

If you are going to assist students and staff to make sense of this new information environment, don't make assumptions about their skill levels. Research shows that while young people are fearless users of technology, they use it at a superficial level. They flick, bounce and surf the Web; they do not know where they are in virtual space; and they trust any information they find via electronic means implicitly (Combes, 2006, 2007, 2008, 2009). They are not effective or efficient users of technology and they don't actually understand issues such as copyright and intellectual property in an environment that uses terms such as open source, free Web, creative commons, freeware, shareware and public domain. It is little wonder

that we are now witnessing a 'cut and paste' generation, where plagiarism and breaches of copyright are rife (Combes, 2005). Recent research has also revealed that many of the teaching staff are not information literate, are superficial users and do not integrate technology into their curriculum members (Kaplan & Steffens, 2010).

Strategy 6 — Staff professional development

Professional development for all your staff is essential if you are going to create a dynamic, multi-dimensional library and information centre that is the focus for teaching and learning in your school. All members of your staff need to have ongoing professional development in updating technology skills and sharing best practice with others. You need to include these opportunities in your operational plan and the budget. All professional staff should also be encouraged to pursue further professional development in their own time and at their own expense as part of their commitment to the profession. This should be included in your staff performance management.

Strategy 7 — Promotion and advertising

Always promote yourself and your library. This may take the form of publicising your successes in the Parent newsletter, giving your Principal a copy of your latest conference/journal paper, providing your Principal with a report of staff professional development that includes an evaluation of how this will benefit student learning outcomes or offering to share your knowledge in the form of professional development sessions for school staff. Take every opportunity to remind your school community that the library is the centre of curriculum in the school and you are the information specialist and support teacher. Always self-promote. This may be subtle and include simple things such as including a library logo and your copyright information on every template, FAQ sheet or teaching aid/document that you produce to assist teachers and students. Always include a direction (your email) back to the library and yourself for further information and/or assistance.

THIS ARTICLE WILL BE CONTINUED IN THE NEXT ISSUE OF *IC3*

PD Participants signing in

Takeaways for the Mind PD

On Saturday 26 February, participants from all over Perth met at Perth College to be revitalised for the year ahead. The Takeaways for the Mind professional development encouraged us to think about literacy and what it means in a practical sense, and how we, as library staff, are essential to the promotion of literacy and literature in our libraries.

The day started out with a very informative presentation by Sue North, showcasing the fantastic reading programs facilitated by the State Library of Western Australia, particularly the Better Beginnings program and the extensions of this that are being launched. It was fascinating to hear about the amount of work that goes into these programs and also how successful they have been in improving literacy among families, particularly young children and remote communities.

This was followed by Brenda Clover presenting tips on ways to encourage reading and library use in schools. She offered practical suggestions to incorporate curriculum into reading for pleasure, as well as ideas for library displays and activities.

Tehani Wessely then talked about her reading habit and why being a reader helps make her a better Teacher Librarian. She also shared the ways she feeds her habit, including reviewing and judging (Tehani is the WA Branch judge of the CBCA Book Awards for 2011-2012 as well as a judge for the WA Premier's Book Awards and the Aurealis Awards).

After a delightful morning tea and chat between participants, Carmel Ballinger spoke about the history of and the recent changes to CMIS and Fiction Focus, inviting library staff to become reviewers for the journal and take advantage of the opportunities CMIS offers.

In closing, Tehani Wessely once again took the stage to provide information about the new WASLA | AISWA Libraries journal ic3, and the reasons behind the change.

In all, the Takeaways for the Mind PD was a great start to the professional development calendar, providing a morning of professional interaction and reiteration of one of the core parts of working in a school library — literacy, and with it a love of literature and reading.

Presentations and short videos from the PD are available on the Members Only section of the WASLA website.

Ro Matanitobua Memorial School:
school renovation project at Namuamua Village, Fiji

To take a dark, a musty room in an isolated Fijian village and create a bright, cheerful reading place, with beautiful murals and solid shelving that could be the heart of any school in Australia, was the rewarding achievement of 15 volunteers in 2009. In 2010 a second renovation trip to the beautiful, isolated village of Namuamua on the main island of Fiji took place, facing this time the ravages of flood.

In July 2010, Rod Summerton from Ivanhoe Grammar School in Melbourne (a global member school of Round Square) called for volunteers from other Round Square schools to give their time and expertise to continue the work on renovating the Namuamua village primary school. Sixteen volunteers answered the call. The first group of volunteers in 2009 had focused on rejuvenating the school library. The Friendship Library, as it has become known, is now a place where their children come to borrow books to be pored over at home as well as the classroom. As with parents all over the world the community hope for a better life for their children through education, with the school and library seen as a focal point for that education.

Unfortunately the weather gods were testing the people of Fiji and in the summer of December/January 2010 they experienced two cyclones in Namuamua. These flooded the lower parts of the village to the eaves of their homes. The school was in the lower area and the waters went to the ceiling. Whatever could be taken to higher ground was rescued. Most of the library resources were saved, but things were left behind to the mercy of the floodwaters. Not a reading book survived in the junior primary classrooms. The teachers have had to hand write all the materials they wanted their students to use. The school generator was destroyed. No lights, no computers, no photocopying. When we arrived six months later (July 2010), there was still no generator. The headmaster, Mr Neumi Vola, did not know when the Fijian Education Department would be able to fix this problem.

The hard work put into the library the year before had definitely taken a few steps backwards. A small, but enthusiastic, group went into the Friendship Library to see what needed to be done to put the library back into order.

We took every book off the shelf and checked for mould and water damage and washed down all the shelves to remove mud and mould. We repaired books and replaced missing cards/pockets, re-filed the catalogue cards and with funds raised back in our various homelands, I was given FJ$1200 to spend on books for the library. We went Suva for the day (more than a two hour longboat and bus trip away) to purchase some new books. Finally, using a very mouldy and stinky Abridged Dewey reference book we created catalogue cards for title and author.

Many of these tasks have disappeared from the world of the Western library thanks to technology. I had not worked with a card catalogue since 1988 and the whole process of creating catalogue cards and filing is something that is only a dim and distant memory. By dredging the memory banks and a lot of imaginative thinking we were able to continue the amazing work from the previous team.

Other volunteers were given reconstruction goals in the rest of the school, which proved very taxing as more problems were discovered and time was against us.

Many of us, being teachers, would also take the opportunity to have a break by going into the classrooms and offering our services to the teacher. I had taken some

Australian picture books as donations for the school library and I took some time to go down to the Kindergarten and then the Year 1/2 class room to read *Collecting Colour* by Kylie Dunstan and *Ernie Dances to the Didgeridoo* by Alison Lester. *Ernie* in particular was a huge hit as the lives of these Fijian kids were remarkably similar to the life Ernie was living up in a remote Aboriginal community in the Northern Territory. They loved the pictures and all the antics the Aussie kids got up to. Although classes are predominantly taught in English, at least with the little ones a translator was needed, but like any children they loved having stories told to them.

The week passed in a blur of work, playing with the children after work, like the time they took us to the local waterfall, or when they made billy—billies for us (rafts) to go down the river exploring or the never ending kava parties every evening. The official completion ceremony and dinner was at the school on the Saturday evening, followed by a village dance and craft fair in the community centre. The school was painted, the lino was laid, the benches were made and the library was back in working order (at least until the next flood). This Fijian community took us into their hearts and homes without the slightest hesitation and what we gave them in return seemed quite insignificant.

The Ro Matanitobua Memorial School Service Project (Stage 2) goals were completed, but there is still so much to do. Rod Summerton intends to continue with the project and the first group of students from the Australasian Region Round Square schools will be participating on the next stage in 2011. The renovation of the Ro Matanitobua Kindergarten and its play area will possibly be the next target.

According to the philosophy behind Round Square, service activities must be of genuine benefit to the wider community, according to the needs of all those involved. Although to the outside world it might have looked like Ro Matanitobua Memorial School was given so much, but I suspect that it was us, the volunteers who received the greater gift.

It was an amazing experience that will never be forgotten!

Julie Muir
Teacher Librarian In Charge
Bunbury Cathedral Grammar School

P O Box 1272 West Perth WA 6872
ABN 14 788 316 426

Western Australian School Library Association

RENEWAL OF MEMBERSHIP 2011
TAX INVOICE

Dear WASLA member,

Thank you for your support of WASLA, the Western Australian School Library Association. It is now time to renew your membership. **Early birds who renew before the end of February will go into a draw to win back the cost of registration.** As a professional association mostly run by volunteers, WASLA seeks your assistance to minimise administrative time and costs. Membership operates on a January to December basis.

Membership categories Please note: Personal memberships are not transferable.

Institutional Membership: Includes membership of WASLA & ASLA; attendance for **two persons** from the member institution, to all WASLA/ASLA activities at the Member rate; online resources from the members only area of the website, online newsletters and notice of activities from the local association; and one subscription to the new WASLA professional journal "IC3".

Personal Membership (Students, Library Technicians and Library Officers)**:** Includes membership of WASLA & ASLA; attendance for one person to all WASLA/ASLA activities at the Member rate; online resources from the members only area of the website, online newsletters and notice of activities from the local association; and one subscription to the WASLA professional journal "IC3".

Subscription to ACCESS, journal of the Australian School Library Association (ASLA) may be included for an extra fee (Note: may vary according to fees set by ASLA).

WASLA fees

Institutional Membership ………………………
Personal Membership …………………………
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2 person membership …….………...$150.00
1 person membership ……………..$95.00
1 person membership ……………...$75.00
1 person membership $60.00

Complete the details below and forward with payment to: WASLA Membership, P.O. Box 1272, West Perth 6872

Institutional ($150) ☐   Personal ($95) ☐   LibT/LO ($75) ☐   Other ($60) ☐ _____

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Please notify the Executive Officer of your deposit. Judy Clayden - jmclayden@iinet.net.au

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Signature: _____

All members will be issued with a membership card that includes the WASLA membership number. Bring this card to all professional development sessions to ensure discounted rates. Full institutional members will receive two membership cards.

PRIVACY STATEMENT WASLA has a privacy policy that endorses the National Privacy Principles set out in the Privacy Amendment (Private Sector) Act 2000. A copy of the privacy policy can be found on the ASLA website at http://www.asla.org.au

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Friday Keynote

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Leaders for Information

Tom March
Remaking Education for our Digital Era

John Marsden
Understanding and Improving Language and Communication

Breakfast Book Launch
Sally Morgan and Ezekiel Kwaymullina launch 'My Country'

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