



**Professional Journal of the
WA School Library Association
Vol. 2, No. 1
April 2012**

In this Issue:

Nobody cares about the library:
how digital technology makes
the library invisible (and visible)
to scholars

Tom Scheinfeldt

A Night With Our Stars

Teena Raffa-Mulligan

Launching the 2012 National
Year of Reading

WA TL and Library Officer of the
Year Awards winners

Support for school libraries

WASLA updates

Library Lovers' Day displays
and much more!





Editorial

2012 is here, bringing with it more opportunities and challenges for school libraries and staff. The Australian Curriculum is looming large for most, and teacher librarians all over Australia are seeking guidance on how to continue to offer the best services to their staff and students. At the same time, more and more schools face staff cuts in libraries, making advocacy an even more imperative part of our role.

Literacy is high on the agenda however, with the National Year of Reading 2012 well underway, with many exciting events and activities going on across the country. I encourage you all to participate in some way, and make the most of a special year that focuses on reading, and by extension, libraries!

In closing, a reminder that *ic3* is YOUR journal – we actively encourage submissions of academic articles, photographs and local reports and ideas from all our readers. Please don't hesitate to send in pieces that showcase the awesome things you are doing in your school libraries!

Tehani Wessely
Editor

Cover image: *Western Australian author Leanne White signing her work at the 2012 "A Night With Our Stars" (photo courtesy of Teena Raffa-Mulligan)*

ic3 is a professional journal for school library staff that focuses on librarianship and information literacy in schools. *ic3* is released three times per year and supplied to all WASLA members as part of the membership package. It is available to others by subscription (details at wasla.asn.au).

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Western Australian School Library Association.

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 - Tehani Wessely
 - Gary Green
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ISSN: 1838-9643

Contents

Vol. 2, No. 1, 2012

2. Nobody cares about the library: how digital technology makes the library invisible (and visible) to scholars
By Tom Scheinfeldt
5. A night with our stars
By Teena Raffa-Mulligan
6. The Australian Curriculum and the school library
By Stacey Taylor
7. The National Year of Reading launch in Denmark
8. In our libraries... Library Lovers' Day 2012
9. WASLA AGM photos
10. A night with our stars photos
11. Change comes to the Fremantle Children's Literature Centre
12. Ideas for activities with early childhood classes
15. WASLA 2012 – a year of changes
By Barbara Combes
17. Minutes of the WASLA AGM
18. Book reviews
19. National Year of Reading promo ideas
By Rebecca Murray
20. WASLA Recommends...
21. Interview with author Jen Banyard
23. The National Year of Reading at the State Library of WA
By Karen de San Miguel
24. The National Year of Reading Australian Launch
By Sue McKerracher
26. Support for WA School Libraries
27. School Library Conference WA membership form

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Nobody cares about the library: how digital technology makes the library invisible (and visible) to scholars

Tom Scheinfeldt

This article originally appeared on 22 February 2012 at “Found History” [<http://www.foundhistory.org/2012/02/22/nobody-cares-about-the-library-how-digital-technology-makes-the-library-invisible-and-visible-to-scholars/>]

There is a scene from the first season of the television spy drama, Chuck [<http://www.nbc.com/chuck/>], that takes place in a library. In the scene, our hero and unlikely spy, Chuck, has returned to his alma mater, Stanford, to find a book his former roommate, Bryce, has hidden in the stacks as a clue. All Chuck has to go on is a call number scribbled on a scrap of paper.

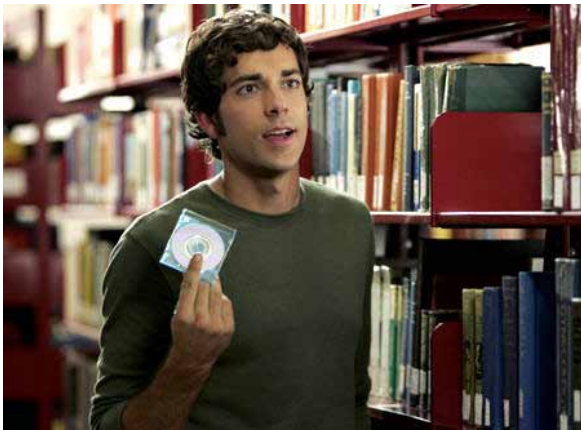


Image source: [<http://scifi.about.com/od/chuck/ig/Gallery---Chuck--Season-1/Chuck-vs--The-Alma-Mater.htm>]

When he arrives in the stacks, he finds the book is missing and assumes the bad guys have beat him to it. Suddenly, however, Chuck remembers back to his undergraduate days of playing tag in the stacks with Bryce with plastic dart guns. Bryce had lost his weapon and Chuck had cornered him. Just then, Bryce reached beneath a shelf where he had hidden an extra gun, and finished Chuck off. Remembering this scene, Chuck reaches beneath the shelf where the book should have been shelved and finds that this time around Bryce has stashed a computer disk.

See the clip here: [<http://www.nbc.com/chuck/video/chuck-versus-the-alma-mater/179543>]

I like this clip because it illustrates how I think most people — scholars, students, geeks like Chuck — use the library. I don’t mean as the setting for covert intelligence operations or even undergraduate dart gun games. Rather, I think it shows that patrons take what the library offers and then use those offerings in ways librarians never intended. Chuck and his team (and the bad guys) enter the library thinking they are looking for a book with a given call number only to realize that Bryce has repurposed the Library of Congress Classification system to hide his disk. It reinforces the point when, at the end of the scene, the writers play a joke at the expense of a hapless librarian, who, while the action is unfolding, is trying to nail Chuck for some unpaid late fees. When the librarian catches up with Chuck, and Chuck’s partner Sarah shouts “Run!” she is not, as the librarian thinks, worried about late fees but about the bad guys with guns standing behind him. Chuck and his friends don’t care about the library. They use the library’s resources and tools in their own ways, to their own ends, and the concerns of the librarians are a distant second to the concerns that really motivate them.

In some ways, this disconnect between librarians (and their needs, ways of working, and ways of thinking) and patrons (and their needs and ways of working) is only exacerbated by digital technology. In the age of Google Books, JSTOR, Wikipedia, and ever expanding digital archives, librarians may rightly worry about becoming invisible to scholars, students, and other patrons—that “nobody cares about the library.” Indeed, many faculty and students may wonder just what goes on in that big building across the quad. Digital technology has reconfigured the relationship between librarians and researchers. In many cases, this relationship has grown more distant, causing considerable



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consternation about the future of libraries. Yet, while it is certainly true that digital technology has made libraries and librarians invisible to scholars in some ways, it is also true, that in some areas, digital technology has made librarians increasingly visible, increasingly important.

To try to understand the new invisibility/visibility of the library in the digital age let's consider a few examples on both sides.

THE INVISIBLE LIBRARY

Does it matter that Chuck couldn't care less about call numbers and late fees or about controlled vocabularies, metadata schemas, circulation policies, or theories collections stewardship? I'm here to argue that it doesn't. Don't get me wrong. I'm not arguing that these things don't matter or that the library should be anything but central to the university experience. But to play that central role doesn't mean the library has to be uppermost in everyone's mind. In the digital age, in most cases, the library is doing its job best when it is invisible to its patrons.



What do I mean by that? Let me offer three instances where the library should strive for invisibility, three examples of "good" invisibility:

Search: We tend to evaluate the success of our web pages with metrics like numbers of page views, time spent per page, and bounce rate. But with search the metrics are reversed: We don't want people looking at lots of pages or spending a lot of time on our websites. We want the library web infrastructure to be essentially invisible, or at least to be visible for only a very short period of time. What we really want with search is to allow patrons to get in and get out as quickly as possible with just what they were looking for.

APIs and 3rd party mashups: In fact, we may not want people visiting library websites at all. What would be even better would be to provide direct computational access to collections databases so people could take the data directly and use it in their own applications elsewhere. Providing rich APIs (Application Programming Interfaces) would make the library even more invisible. People wouldn't even come to our websites to access content, but they would get from us what they need where they need it.

Social media: Another way in which we may want to discourage people from coming to library websites is by actively placing content on other websites. To the extent that a small or medium-sized library wants to reach general audiences, it has a better chance of doing so in places where that audience already is. Flickr Commons is one good example of this third brand of invisibility. Commentors on Flickr Commons may never travel back to the originating library's website, but they may have had a richer interaction with that library's content because of it.

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THE VISIBLE LIBRARY

The experience of the digital humanities shows that the digital can also bring scholars into ever closer and more substantive collaboration with librarians. It is no accident that many if not most successful digital humanities centers are based in university libraries. Much of digital humanities is database driven, but an empty database is a useless database. Librarians have the stuff to fill digital humanists' databases and the expertise to do so intelligently.

Those library-based digital humanities centers tend to skew towards larger universities. How can librarians at medium-sized or even small universities library help the digital humanities? Our friend Wally Grotophorst, Associate University Librarian for Digital Programs and Systems at Mason, provides some answers in his brief but idea-rich post, What Happens To The Mid-Major Library? [<http://timesync.gmu.edu/wordpress/?p=1084>]. I'll point to just three of Wally's suggestions:

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Focus on special collections, that is anything people can't get from shared sources like Google Books, JSTOR, LexisNexis, HathiTrust. Not only do special collections differentiate you from other institutions online, they provide unique opportunities for researchers on campus.

Start supporting data-driven research in addition to the bibliographic-driven kind that has been the traditional bread and butter of libraries. Here I'd suggest tools and training for database creation, social network analysis, and simple text mining.

Start supporting new modes of scholarly communication—financially, technically, and institutionally. Financial support for open access publishing of the sort prescribed by the Compact for Open-Access Publishing Equity is one ready model. Hosting, supporting, and publicizing scholarly and student blogs as an alternative or supplement to existing learning management systems (e.g. Blackboard) is another. University Library/University Press collaboration, like the University of Michigan's MPublishing reorganization, is a third.

CONCLUSION

In an information landscape increasingly dominated by networked resources, both sides of the librarian-scholar/student relationship must come to terms with a new reality that is in some ways more distant and in others closer than ever before. Librarians must learn to accept invisibility where digital realities demand it. Scholars must come to understand the centrality of library expertise and accept librarians as equal partners as more and more scholarship becomes born digital and the digital humanities goes from being a fringe sub-discipline to a mainstream pursuit. Librarians in turn must expand those services like special collections, support for data-driven research, and access to new modes of publication that play to their strengths and will best serve scholars. We all have to find new ways, better ways to work together.

So, where does that leave Chuck? Despite not caring about our work, Chuck actually remembers the library fondly as a place of play. Now maybe we don't want people playing dart guns in the stacks. But applied correctly, digital technology allows our users and our staff to play, to be creative, and in their own way to make the most of the library's rich resources.

Maybe the Chucks of the world do care about the library after all.

[This post is based on a talk I delivered at American University Library's Digital Futures Forum. Thanks to @bill_mayer for his kind invitation. In memory of my dear friend Bob Griffith, who did too much to come and hear this lousy talk.]



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A Night With Our Stars 2012

The annual “A Night With Our Stars”, presented by the CBCA WA branch on 8 March, gave Western Australia’s authors and illustrators a chance to shine and showcase their 2011 releases to a capacity audience at host venue, Westbooks.

Established WA authors and illustrators shared the program with several newcomers to the wonderful world of children’s literature, presenting snapshots of their new books and a little of the back story.

CBCA Branch president Jan Nicholls said while 2012 had been designated the National Year of Reading and it was a positive move to encourage the wider community throughout Australia to engage in reading, every year was a year to celebrate reading for the CBC.

“This ninth annual ANWOS is testament to our commitment to promoting quality literature for young people,” she said. “Let’s celebrate all our authors, illustrators and publishers tonight.”



Sally Murphy signs a copy of her new book for Bev Griffith

MC Heather Zubeck introduced the “veteran and virgin” presenters in fine style, adding an element of humour to the program by keeping them to their three- or five-minute time slots with a warning bell followed by a “duck quacker” and — if that didn’t work — physical intervention.

Featured publications ranged from picture books to YA and non-fiction and confirmed the wealth of writing and artistic talent in the West.



Meg McKinlay signs a copy of her new book for Lesley Lightfoot.

Guests welcomed the opportunity to buy the books and have them signed during the interval and at the close of the presentations.

ANWOS convenor Jenni Woodroffe described the evening as “a starry night” and thanked everyone involved in making it such a success.

Teena Raffa-Mulligan

(More photos from “A Night With Our Stars” on page 10)

The Australian Curriculum and the School Library

The implementation of the Australian Curriculum around the country provides a paradigm shift that may serve teacher librarians well. It might be considered an opportunity to bring about some positive changes in terms of what the school library can offer to the skills and content students are required to learn. Karen Bonanno recently made the suggestion to investigate the Australian Curriculum in her presentation at the ASLA 2011 conference [<http://www.schoollibrarymanagement.com/a-profession-at-the-tipping-point/>].

Looking at the Australian Curriculum, the “General Capabilities” area provides some opportunities to become involved with.

There is space for interventions in the areas of :

- ethical behaviour
- critical thinking
- ICT competence
- posing insightful and purposeful questions (see a previous post on developing questions with students — [<http://librariansarego.blogspot.com/2011/01/jobs-list-for-2011-addendum-questaioning.html>])

The area of “Intercultural Understanding” provides a reason to run something like “The Human Library” that I had a guest blog about previously as a great example of being able to: “consider what it might be like to ‘walk in another’s shoes’”. [<http://www.schoollibrarymanagement.com/a-profession-at-the-tipping-point/>]

And from personal and social competence area: “compare the experiences of others with their own, looking for commonalities and differences between their lives...” This is a great reason to develop a wonderful collection of diverse resources for the students to access.

The Library may well have a role to play in “Creating literature”, particularly digital literature. This fits well with things like “Write a book in a day” and also some ICT activities that libraries might pursue such as book reviewing for a online global audience.

As you can see I have only just started poking around and unpacking some of the aims of the Australian Curriculum. It does provide opportunities to couch some of our activities in a new context which might be a way to, as Karen Bonanno implores, “change the game”.

Stacey Taylor

First published at the “Librarians are Go” blog:

<http://librariansarego.blogspot.com.au/2011/12/national-curriculum-and-school-library.html>



The National Year of Reading in Denmark was officially launched with a community "Picnic in the Park" on 14 February at Berridge Park. It was a beautiful evening for a picnic by the Denmark River, where over 130 people attended to celebrate the beginning of National Year of Reading, Library Lovers Day and Valentine's Day.

The message was clear: we all shared the same love of words, verse and literature; but not everyone has that same advantage. National Year of Reading aims to make a positive step towards encouraging us to all be readers. It doesn't matter what you read, as huge amounts of evidence shows that reading for pleasure is good for us.

There was an official welcome by Shire President Ross Thornton and author Dianne Wolfer spoke of the particular importance of reading to our children and encouraging them to read.

Ken Richardson-Newton, dressed as a King, brilliantly hosted the evening as MC, reciting poetry and acting in a very funny skit with the Denmark Village Theatre. There was also the wonderful sight and sound of the Denmark Dragon Boaters going by in their literary costumes.

Denmark High School students, under the direction of Deb Edmondson, acted a dramatic scene from *A Midsummer Night's Dream*. The talent of these young people was amazing.

Readings from Jo Smith, Linda Bradbury, Virginia Jealous and Heather Haskett were beautifully performed and there was even a fabulous Flash Mob from Eklektika singing "Here's to the Denmark Library".

Robyn Fairclough from the Denmark Library was thrilled by the positive response to the evening and expressed her gratitude to all those who participated in the event. "The National Year of Reading committee, including local arts groups and school libraries, have big plans for 2012 in Denmark and this is such an amazing start ... I really hope we can make a difference."

For more information on what to expect for the National Year of Reading, you can visit the Denmark National Year of Reading Blog on [<http://www.nyrdenmark.blogspot.com.au>].





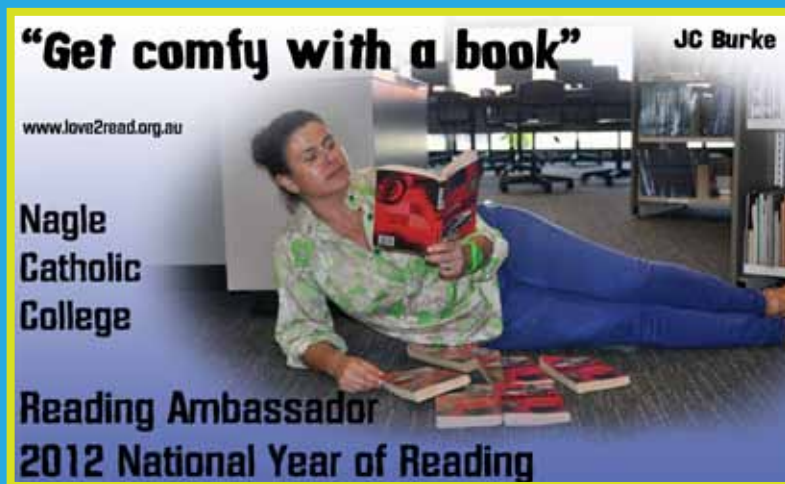
*National Year of Reading
@ Bunbury Catholic College*

On Library Lovers Day, our National Year of Reading launch featured a "Chocolat" morning tea for staff, including heart shaped NYR messages and spot prizes. Author Sally Murphy was our special guest and she officially opened the BCC reading year, as well as the "Book Nook" – a book space for staff to bring in their adult reading favourites and swap to their hearts desire!

In our libraries...

Library Lovers Day

February 14, 2012



Josh Kennedy (West Coast Eagles) and JC Burke have agreed to be the ambassadors at Nagle Catholic College. To kick off the NYR2012 we had a week long Book Fair, launched the posters and staff wore red for Library Lovers' Day. We have a few other events planned for the year, including a Boys, Blokes and Books Brekky and Girls Just Want to Have Fun (reading) afternoon tea.



WASLA AGM, Millpoint Caffe
November 24 2012





Artist Samantha Hughes and CBCA WA branch president Jan Nicholls

**CBCA WA PRESENTS
A NIGHT WITH OUR STARS**
(photos courtesy of
Teena Raffa-Mulligan)



Georgia Efford and Clare Harris brought along a selection of dolls that feature in their book *100 Dolls: Countless Hearts*.



ANWOS Convenor Jenni Woodroffe and branch member Gay Tierney

Once upon a time...

...inside the high limestone walls of the Old Fremantle Prison, an inspiring place was created so that literature for children and young adults could be nurtured. This true story continues with a new chapter, "The Literature Centre", to be revealed soon!

In March 2012, the Fremantle Children's Literature Centre will be re-named and re-branded "The Literature Centre" to reflect our established reputation and confirm our standing as the only literature centre of its kind in Australia. We look forward to an exciting year ahead with our new look and another big announcement coming soon.

Lesley Reece
Director – The Literature Centre

The Literature Centre's inaugural Conference is on in 2012!

Celebrate **READING** National Conference

Insights into Quality Australian Literature for Young Adults

26 - 27 October 2012

Celebrate the 2012 National Year of Reading at our inaugural Conference.

The Fremantle Children's Literature Centre is proud to present a special line-up of world class authors and illustrators who create fine literature for young adults.

Set in the grounds of our Centre in the world heritage listed Fremantle Prison in Western Australia, you will discover insights into great Australian novels and picture books which fit the requirements of the Australian Curriculum.

Guest presenters:

Isobelle Carmody (Czech Republic/Victoria)
 Lucy Christopher (Wales/Victoria)

Gary Crew (QLD)

Anthony Eaton (ACT)

Jackie French (NSW)

Julia Lawrinson (WA)

Matt Ottley (WA)

James Roy (NSW)

Shaun Tan (VIC) to be confirmed

Conference sessions are aimed at teachers, English teachers and Teacher Librarians working with Years 7-12. All sessions will be held in the main gallery with no concurrent sessions.

The programme allows for ample opportunity to network during tea breaks, lunch and sundowner drinks and canapés each day. Throughout the Conference you can view amazing artwork from some of our great illustrators plus have the opportunity to purchase books, original artwork and digital prints in our Centre's Bookshop.

For more information, visit the Centre website at [<http://www.fclc.com.au/>].



Ideas for activities with Early Childhood classes



With thanks to Wendy Nosedo and WATLnet contributors for sharing their ideas.

- The first idea I had this year that has been extremely successful — although a lot of work — was to make a bookmark for each of the students with the teacher's name on one side and education assistant's name on the other side, with their favourite book that they like to share. I have used the National Year of Reading logo and placed the website URL at the bottom. I have had to do this through the teachers as we have fallen smack bang in the middle of a library renovation in the first few weeks and it has been chaos! The students are now collecting all the bookmarks from different teachers and borrowing the books they have recommended. I will now make them into posters and display them with the book, but also allow the students to borrow them.



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- An idea I use for Pre-Primary classes is as follows:
A photo is taken of each child while they are choosing a book. Invite the child to respond to a question — it may be something like:

What do you like about the library?

Why did you choose this book?

The photo is placed on an A3 document (we use Publisher) and under the child's photo is their response. On this page, I inform the parents who I am, and what the semester task is. I also include a reading quote and a photo of the whole class and me (optional). I submit this as a sample for their folders. Parents enjoy seeing their child in action with a given response.

- I work in a K–5 school. One small thing I do is to have a book of the week which staff can read to their students in the library. If they don't want to read to their class then I usually read the book to the kids. The book is generally a new one to the library that has not been accessioned, stickered or stamped so the students can see the difference between the books that have already been processed compared to those that haven't.
- Many years ago when my now-17 year old was in Prep, his very gifted teacher did a whole term of *Meg and Mog*. Dress-up, role-play, cooking, language, stories about witches and more. All the kids loved it and so did the parents.
- I have purchased new furniture that is floor-based for children who seem to enjoy being on the floor more than in a chair.
- The latest *Literature Base* issue has lots of ideas for the National Year of Reading.
- Try dressing up as story characters or using fingers puppets.



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- Try reading books which encourage listeners to join in. *Millions of Cats* by Wanda Gagg © 1936 is a good example.
- I like to make a display of any “work” that the children may have done in relation to a particular book they have read as a class in the library. This does involve encouraging teachers to participate but, like the children, they also like to have their “work” displayed! For example, for the book *Prudence wants a pet*, the kindy children make “pets” out of recyclable material.



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- I put the book at the centre of the display, tizzy it all up a bit, make a sign promoting the class that it came from and include other relevant info relating to the book and the author etc. Makes great conversation points for other users of the library!
- I make up rhymes to help teach concepts and the kids remember them forever. (I have Secondary students come back and proudly recite them to me!) I have four that work really well with a clapping rhythm and hand actions.



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*The title is the name of the book (repeat twice more)
That I like to read.*

*The author is the person who wrote the book (repeat twice)
That I like to read.*

*Non Fiction gives us facts that are true,
Lots of information for me and you!*

*Fiction tells us stories that are lots of fun,
Fun for me, fun for you, fun for everyone!*

- With my Kindy kids I always start the year with plenty of nursery rhymes and action songs. I do have a good book at school that I can't remember the title of but it involves oral storytelling and using finger puppets. It also has some fantastic, easy, dances and rhymes. With the Pre-Primarys I do units looking at fiction/non fiction books, theme books, the parts of a book etc. We also make our own class books.

A Reading Throne

With thanks to Brenda Clover and WATLnet contributors for sharing their ideas

- About 15 years ago I went to a local furniture store and selected a large wing-backed chair and had it covered with fabric that had books imprinted or woven into it. This is the chair I read from and I have told people when I retire, I want to take it with me. It is so comfortable and I have had some call it my throne. It is larger than the standard Queen Anne Chair. I also refer to it as my “Papa Bear Chair”. While I had to use my book fair money to purchase the chair (think it cost me about \$400-\$500 for the chair and




Image source [http://www.dvawa.com.au/shop/product/lute_chair/409]

having it covered), it has been one the most used items in the library that is still holding up ... of course I am the primary user!

- Try DVA Fabrications, who do excellent custom work as well as have a great range. [<http://www.dvawa.com.au>]. They have some very trendy chairs. One has a high back (the Lute chair, pictured).

- What about a rocking chair instead of a throne?
- I would get somebody artsy to make one. I used to have a Storytelling Chair when I was a kinder-garten librarian. It was just a plain wooden chair that I had my daughter paint with stars, moons, hearts, rainbows, etc. I hung three chandelier crystals from the back slat. Now I'm at high school, and we are going to yarnbomb a chair.
- Do you have a drama department? They might have a throne you could use until they do Cinderella or something.
- It's not a throne, but I was given what I think is called an Asian Peacock Chair that was very impressive. It was cane, quite intricately woven, and had a high rounded upright back that was shaped like an upright peacock's tail. It was a little bit shabby and I thought about spraying it gold but, in the end, I threw a large piece of panne velvet (very cheap from Spotlight) over it. The kids called it the throne and they felt very privileged to sit in it to read to their friends at lunch times.
- Way back in the '70s, the teacher librarian at the school I was at had a large throne-like chair which she called 'Tusitala's Chair' from the Samoan word for 'writer of stories' and the name used by the Samoans for Robert Louis Stevenson. I don't know why that has stuck in my memory for 35 years but whenever I think of that school, I think of Beth in that chair with the children at her feet, enthralled.
- My only suggestion for a throne is to try a theatrical prop shop — they seem to have everything by the look of those decorating/renovating television shows!
- When my children were in middle school their library had a chair that was probably from an altar but it looked like a throne.
- I don't know of a vendor, but if you can find a tall wooden chair at a garage sale or thrift store, spray paint it gold and glue on some fake jewels in strategic spots, you'll have a pretty good throne. Especially if you know how to cover seat cushions and can cover one in red velvet.
- Would a wing back chair work? Demco has some nice ones but they are expensive.
- I drove around at verge pickup and got a cane chair with a big oval back. Sprayed gold. Stuck on jewels around the edge. Throne.



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WASLA 2012 – a year of changes

Welcome back everyone to 2012, especially to those members who are new to WASLA and those who are beginning their career in school libraries. Welcome to one of the most effective, caring and knowledgeable professional communities in Australia. The teacher librarians, librarians, library technicians and officers who work in schools are made up of people who share their wealth of knowledge openly on virtual forums such as LMnet (USA), OZTLnet (National Australia), WATLnet (Western Australia) and through professional journals such as *School Libraries Worldwide* (International Association of School Librarianship), *Access* (national Australia), *Synergy* (School Library Association Victoria) and of course, *ic3*.

Last year was a year of challenges with the National Inquiry and the release of the report; AITSL and benchmarks for teachers; the further development of the My School website and the National curriculum. Other challenges currently facing teachers at the state level include the introduction of one-to-one laptop programs across schools in WA; BER libraries coming on-stream and the lack of professional staffing; and the push by the Department for teachers to put their course materials online. In most cases these initiatives, both federal and state, come with little or no professional development for teachers.

Another challenge looming on the horizon and one that is tied to federal legislation is the issue of web accessibility. These challenges represent an opportunity for TLs as the information professionals in their schools to provide access to professional development, guidance and assistance for teachers, Principals and their school communities.

Part of being a member of the WASLA community means that we share these challenges and provide assistance through professional development days; representation to state and federal governments and school communities; and access to a range of comprehensive resources through the members only section of the WASLA website. Check out the School Library Conference website which provides links to events and ideas to celebrate the National Year of Reading, including our conference to be held on the 9 June. You will need to get in early as it is a members only confer-

ence and there are limited places available due to the venue size.

Thank you

I would like to take this opportunity to thank past and current WASLA Committee members for their collegiality and all the work they do for their profession. School libraries are places rich in resources both physical, virtual and most important of all, the humans who run them. Special thanks go to my co-president Mary Hookey who is taking a rest this year after an incredible year working with ASLA National while completing and presenting her research on boys and reading at an international conference – while working fulltime. The Committee is very grateful for your insight, your contribution to the ASLA Board and all the time you dedicated to dealing with major issues such as the constitution and the new ASLA structure. Welcome to Peta Harrison from Albany SHS who has volunteered to step into Mary's shoes and be WASLA's representative on the ASLA National Board. The Committee would also like to thank Tehani Wessely, the *ic3* editor and supermum who has transitioned to a new school in Tasmania. Tehani will continue her work with *ic3* online.

Change

They say that having a change is as good as having a holiday. So I have also made a major change in my life and have been living and working at the Wagga Wagga campus of Charles Sturt University for the last three weeks (of a five week induction). After this I will return to the West and work online. While my brain copes with totally new university systems, a new LMS, new colleagues and new curriculum, I am reminded just how much we as information professionals must be flexible enough to cope with change. While all teachers are working though a period where change appears to be the norm, it is technology that drives the information professional's need to be able to cope with change and apply it to the school or education context, with each school having its own particular requirements. TLs have to straddle both the Education and Information Science disciplines, and I know the ongoing nature of technological change can be daunting at times. But you will never be bored!!

I urge you all to write a bucket list for this year and commit to trying out one new technology, applying it to your school context and then sharing it with others. Let's build the WASLA resource bank so that everyone, both newbies and those of you who have been playing in cyberspace for some time, can find something that will help to engage with this changing online world we inhabit. Once again welcome to 2012 and I look forward to reading about your bucket list in future editions of *ic3*.

The following article was emailed to all WASLA members in February 2012 and is reprinted here for your convenience.

This letter is to advise you about changes to how the national body ASLA now operates. As you may be aware, early last year ASLA finally adopted a new constitution which introduced some fundamental changes to the way ASLA operates as an organisation. These changes are listed below.

1. ASLA is now predominantly a members' based organization. This means that while members who have an active Association in their state may join through their state association, the state association no longer has a place on the national council. To reflect this change, ASLA is now run by a Board where the incumbents are voted in by members. The ACT, NT and Tasmania do not have association members. Anyone wishing to be a member of ASLA in these states does so by joining as an individual.
2. Up until now WASLA has had a member on the ASLA Board, but this person does not represent WASLA or the members in WA on the Board. This person is an individual member who happens to reside in WA and under the new rulings from ASLA is not allowed to share any information discussed at Board meetings. All information for members of ASLA now comes directly from the Board. This means that WASLA is no longer part of a federated body of associations and has little influence at the Board level. Until now, WASLA's representative on the Board has been the co-president, Mary Hookey. (Mary has recently resigned from the ASLA Board and this position will now need to be filled. Thank you Peta Harrison, Albany Senior High School

for accepting this position)

3. Fee increases. ASLA is now no longer bound to give association members a twelve month warning when fees are to be increased. ASLA fees were put up after WASLA had sent out the new subscription form for 2012. Mary argued a case for WASLA and ASLA fees were dropped back to the 2011 level (\$82.50). However, there is no longer a capitation fee and a subscription fee for *Access*. Instead, ASLA has ruled that for members of WASLA to be members of ASLA, they must pay full fees and receive *Access*. On the 2012 WASLA subscription form you are being asked to pay \$50 above the \$95 WASLA fee to receive *Access*. So under the current ruling, only members of WASLA who pay for *Access* will be members of ASLA. Mary tried to have this changed for 2012, but was unsuccessful. ASLA fees will certainly increase in 2013.
4. ASLA is no longer a national association made up of a federation of state associations. The only states that currently join as associations are QLD, SA, NSW and WA. As stated above, these state associations, while providing the bulk of ASLA memberships do not have the same authority as existed before ASLA changed its constitution.

What does this mean for WA members in 2012?

- If you pay \$50 extra to receive *Access*, then nothing will change. WASLA will join you as a member of ASLA in 2012 and receive copies of *Access*. However, your private contact details will have to be made available to ASLA.
- If you join WASLA only, then you will not automatically be a member of ASLA. You will continue to receive the WASLA journal *ic3*, have full access to the resources in the members only section of the WASLA website, receive discounts for all professional development run by WASLA and any partnership PD brokered by WASLA for members. The WASLA Committee will still remain members of ASLA and keep members informed of any national developments.

Barbara Combes
WASLA President — WA Operations



WASLA Annual General Meeting, 24 November 2011, MillPoint Book Caffe

Barbara Combes welcomed members to the meeting at 4.45pm. Attendance and apologies were accepted, and the minutes of the previous AGM (24 November 2010) were accepted.

WASLA co-presidents Mary Hookey (National Strategy and Policy) and Barbara Combes (WA Operations) presented their reports. Barbara thanked the committee members for their contributions during the previous year.

WASLA Treasurer Val Baird spoke to an audited financial report, mentioning it had been a difficult year to keep track of funds, but that processes were being streamlined. WASLA received \$13,000 as their share of profits from School Library Conference WA 2011.

Journal editor Tehani Wessely thanked the committee for their support, particularly Barbara Combes for her vision and drive. She noted the publications focus for 2012 included increasing paid sponsorship; drawing on interns to assist with production; increasing subscriptions; considering themed issues.

Website manager Kate Flowers outlined the improvements which had been made to the website during the year, and identified the focus for 2012 to be website accessibility.

Jo Critch presented the report of Awards and Professional Development, describing the presentation of the Teacher Librarian of the Year and Library Officer of the Year to Brenda Clover of Perth College and Lee Woodland of Kolbe Catholic College, respectively.

Val Baird, as representative of the Professional Teaching Council of WA, recommended WASLA's continued membership of the PTCWA and outlined the benefits of its public liability insurance for WASLA.

Nominations for auditors led to the successful continuation of Byers Scott Pty Ltd for 2012.

Mary Hookey read the nominations for the partial spill (of two year positions) for Committee Members and Office Bearers. Elections were not required and the positions were filled as follows:

WASLA President WA Operations:

Barbara Combes

WASLA President National Strategy and Policy:

Mary Hookey

Vice President:

Jo Critch

Secretary:

Rebecca Murray

Treasurer:

Val Baird

Committee Members:

Kate Flowers

Tehani Wessely

Brenda Clover

Helen MacCue

Bernadette Nye

Frank Farrelly

Jeff Herd

Executive Officer:

Phyllis Paioff

In General Business, Val Baird put forward that Department of Commerce has requested changes to the constitution in order to comply with the Associations Incorporation Act (1987) WA. Changes were read as per agenda and accepted by the meeting.

Barbara Combes was thanked for her supreme effort for advocacy for teacher librarians.

The meeting closed at 5.20pm.

Minuted by Rebecca Murray.

Book Reviews



THE SLICE
Quilter, R.
Walker Books (2012)
ISBN: 9781921977534
Reviewed by Bev Jacobson

The Lightning Strikes series of books has been designed with short chapters, credible characters and quickly moving plots. Specifically written to reach middle to upper primary children who are looking for a fast-paced and entertaining read, *THE SLICE* has all of these qualities and more.

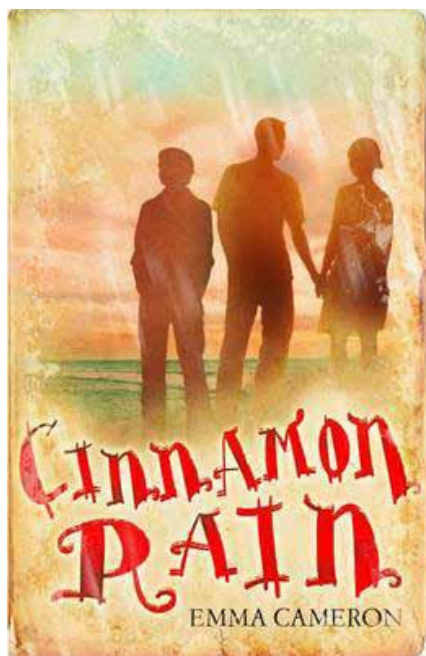
The setting is the long summer school holidays, three good friends with nothing much to do, and all three very hungry. Although the fridge is filled with lots of healthy stuff, nothing seems attractive except for one left-over slice of pizza from the night before (which they find hidden under the couch, still inside the pizza box). The three boys are good friends but equally ravenous, and to be fair, decide on a contest as to who will be the lucky pizza-eater. The contest is to be the last one holding on to the pizza box.

Things start to go wrong when Marco's grandmother, who suffers dementia, wanders off to try and get back to Italy — via the local ferry — and the three boys have to chase through the busy town centre trying to find her and bring her back (all three still attached to the pizza box).

The chase through the streets, unfortunate meetings with dogs, bullies, persons of authority and the

resultant chaos is laugh-out-loud funny.

Not only is this a super read, there are also classroom ideas available that can be downloaded from the Walker Books website.



CINAMMON RAIN
Cameron, E.
Walker Books (2012)
ISBN: 9781921720451
Reviewed by Bev Jacobson

Written for the teen market, this debut novel is about friendship, responsibility, family life and the metamorphosis of a child from self-centred teen to empathetic adult. These are subjects which form the basis of much current literature, however the author has treated the story with a refreshingly deft touch.

Spanning the final years of school and subsequent foray into the adult world of work and responsibility, the book is written from the point of view of 3 young people who share an unbreakable bond. Firstly there is Luke, a likeable, average-type of youngster. He works shifts at the local supermarket, gets on well with his mates, does just enough work to get by and spends far too much time day-dreaming, longing for the unattainable. Next is Casey, a secretive girl, frightened, always on the outside looking in. She is holding a secret that makes her hide from

the world. She longs to escape, but does not know how. The third teen is Bongo — filled with angst, deeply unhappy and failing at school. His troubled home-life finally forces him onto the streets.

The book is written in blank verse with lots of humour and clever use of language. The story moves at a cracking pace with empathetic characters, is wholly satisfying to read and has a credible ending.

Teaching notes are available.



Jake's Concert Horror
Spillman, K. and Nixon, C. (ill.)
Fremantle Press (2012)
ISBN: 9781921888755
Reviewed by Tehani Wessely

Jake sallies forth in the fifth instalment of this engaging series of short reads. Jake's teacher, Mrs Paul, has decided their class will put on "The Little Mermaid" at the school concert, and Jake is chosen to play Prince Eric! Can he overcome his nerves and his fear of kissing (or pretending to kiss) Stephanie, who is playing Ariel?

Spillman and Nixon do a wonderful job of telling Jake's stories, with a believable plot and solid characters. While short, the "Jake" books pack a great punch, and I could see this being used very well to support students in public speaking and performing.

Teaching notes are available.



National Year of Reading 2012: promo ideas

NYOR Photo Montage

shared by Rebecca Murray

Rebecca says: *I saw something on Facebook that I have adapted for the NYOR. I plan to do it with my Year 7 classes this term and open it up as a competition for the other grades.*



WASLA Recommends...

WOW Websites

LCGS Hub

An Australian website being built by librarians to support teaching and learning online: <http://lcgshub.wordpress.com>

20 iPad Apps Every Librarian Should Download

<http://oedb.org/blogs/ilibrarian/2011/20-ipad-apps-librarians-should-download-part-1/>

Recommended iPad Book Apps for older and struggling readers ages 10 and up

<http://digital-storytime.com/wp/?p=897>

The Mr Literary series on the Barnes and Noble Studio site

The various channels are worth exploring. There are author readings of picture books; excerpts from books related to movies and more. <http://media.barnesandnoble.com/>

PD & Advocacy

From the Creative Minds of 21st Century Librarians

A free ebook created by TLs to help others figure out how to empower students to be 21st-century learners through school library programs.

http://digital-literacy.syr.edu/data/From_The_Creative_Minds_Book.pdf

The Coach in the Library

A view of what the 21st century TL does to support teaching and learning.

<http://www.ascd.org/publications/educational-leadership/oct11/vol69/num02/The-Coach-in-the-Library.aspx>

Facebook and Twitter Guides for Educators

<http://smartboardgoodies.com/2011/11/16/facebook-twitter-guides-for-educators/>

Top Tip – contra-weeding

Weeding your collection is never easy. For many TLs, it's a collection they have built over several years. For newer TLs, there is the conundrum of knowing what is well used or needed each year for curriculum resourcing. We should all have a Collection Management policy which includes weeding and disposal principles, but it is often still a challenging task.

Have you ever considered contra-weeding? Collaborate with a TL from another school and invite them into your library to spend a few hours weeding – they won't have the same emotional connection to your collection that you do, and of course you can always put books back on the shelf that you know are still required. Or, you could take it as an opportunity to update those book!

And of course, you then reciprocate!

More WASLA Recommends...

Re-conceptualising and re-positioning Australian library and information science education for the twenty-first century is a research project that was funded by the Australian Learning and Teaching Council (ALTC). The purpose of the project was to establish a consolidated and holistic picture of the Australian library and information science profession, and identify how its future education and training can be mediated in a cohesive and sustainable manner.

The project's Final Report is now available to download from the project website at

[<http://www.liseducation.org.au/news/>].

This report provides the main findings and observations from the project and a Framework for the Education of the Information Professions in Australia. The framework presents eleven recommendations to progress the national approach to LIS education and guide Australia's future education for the information professions and will be used by the LIS profession, most notably its educators, as strategic directions for the future of LIS education in Australia.

Dr Hilary Hughes

The Parliamentary website for the Inquiry Report (including submissions and so on) has been moved to:

[http://www.aph.gov.au/Parliamentary_Business/Committees/House_of_Representatives_Committees?url=ee/schoollibraries/index.htm]

Besides the Report, the many excellent submissions are well worth saving for lobbying purposes.

Via Georgia Phillips (The Hub)



Jen Banyard grew up beside the Canning River in Perth, Western Australia, and spent summers tagging after her brothers and sister, dodging jellyfish at Deepwater Point jetty, hacking around on bikes with friends and topping up on goodies at her Nana and Pa's, who lived just over the hill.

Although she always loved story writing, it took twenty or so years of studying, travelling, working and parenting before she got down to it seriously. After a career in non-fiction, it was fun writing stories in which anything was possible. She did a few community courses and a correspondence course, eventually returning to the University of WA, where post-grad studies morphed into the PhD in Creative Writing. Her

second novel, *Mystery at Riddle Gully* (due out in April), forms part of this.

Jen lives near the ocean and Reabold Hill bushland with family, a confused cat and the ghost of a friendly old dog, from time to time swimming, kayaking, taking photos, hanging out at lacrosse grounds and accosting her ukulele. You can find out more about Jen and her books at [<http://www.jenbanyard.com/>].

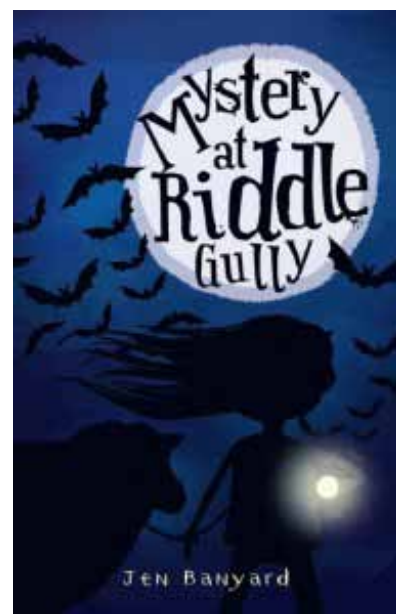
*1. Your first book, **Spider Lies** (2009, Fremantle Press), was a fun and slightly scary story but also offered an opportunity to learn - what inspired it?*

There were two main sparks for the story itself. One was a newspaper article describing school students sending a spider experiment up on a NASA shuttle. There were a lot of places to go with that. The other was the post-9/11 'war on terror' – not just the military conflicts, but the government's sending of 'terrorism awareness kits' to every Australian household, for instance, and the mistrust of fellow humans being stirred up everywhere. In *Spider Lies* the giant spider is a metaphor for the Islamic community. It didn't steer the writing, it was just something I knew in the back of my mind. I hoped I'd quietly wave a flag for compassion, for looking past the surface of someone unfamiliar before wanting to do them in.

What inspired me to sit down and complete a 12,000-word manuscript – which became an early draft of the final 21,000-word book – was that it was a requirement for the honours course in creative writing I was doing at university. I'm much more self-motivated now!

*2. What can you tell us about your forthcoming book, **Mystery at Riddle Gully**?*

Mystery at Riddle Gully is a return to my adventure-loving roots and a play on the modern obsession with vampires. Like *Spider Lies*, it's for middle readers, only a fair bit longer. The main character, Pollo di Nozi, is desperate for a good news story, so much so that (spoiler-alert!) she mistakes a visiting bat expert for a vampire. It's an amalgam of humour, horror, family dynamics, responsibility for the environment, the chase and, once again, the notion of suspending judgement before the facts are in. I've a soft spot for Pollo's offsider, the troubled Will who, in one of the book's subplots, has moved in with his mother and new step-father and, in rebelling, has dug himself an almighty hole. I had a great deal of fun writing the book, although I have to say Fremantle Press helped greatly with bringing it into its final shape.



3. What other projects do you have on the go? Anything we can look forward to soon?

Right at the moment, I'm working with Freo Press on a very abridged version of *Mystery at Riddle Gully* that, if all goes well, will be serialised in The West Australian 'Ed!' section over fourth term. Hopefully that will pique interest in the full, glorious version.

Generally, most of my energies go towards my PhD at UWA. Happily, *Mystery at Riddle Gully* is part of it, alongside a 'fact-fiction' historical novella for adults and a critical study. I work on shorter children's stories sporadically and, in the second half of the year, I will probably suspend and sit down to another children's book. But *Mystery at Riddle Gully* was nearly three years in the making so don't hold your breath!

4. What are your favourite books for children and young adults?

A few come to mind, although I don't have any hard and fast favourites.

For young adults: Tim Winton seems to polarise people, but I'm on the side that laps up his novels. The play version of *The Turning* was pretty grim but, in my reading of the book, I saw peoples' bravery and resilience. *Breath* I loved for its exquisite descriptions of the ocean and, once again, the dogged survival of the 'ordinary' main character. I enjoy Craig Silvey's stuff too (*Rhubarb*, *Jasper Jones*) – such wonderful evocations of place ... almost as good as Winton's!

Sonya Hartnett bristles at being pigeon-holed as a children's writer (maybe not so much now after winning the Astrid Lindgren!) but I really admire her uncluttered lyrical prose and her complex characters. *Surrender* blew me away. In a different vein, I love the stories of Paul Jennings. In plot and tone, they're so unfettered. I quite often read one or two before going to sleep if I'm feeling a bit bogged down. And then there's Roald Dahl.

As a child, I lapped up Enid Blyton's Famous Five books – all those smugglers and incoming tides. My love came to a cold-turkey end though when I was about twelve and my dad said: 'You don't think you're a bit old for them, do you?' Kids are so susceptible.

Mystery at Riddle Gully

Banyard, Jen

Fremantle Press (2012)

ISBN: 9781921888748

Reviewed by Tehani Wessely

Pollo di Nozi wants to be an investigative reporter, and she's always looking for the next big story for her newspaper, the "Riddle Gully Gazette". She's not afraid to take on the big guns either, and this eventually gets her into trouble with the town mayor. But Pollo refuses to go out with a whimper, and is hot on the heels of more than one big story. But is her hunch about the strange man who hangs around in the graveyard correct? Or is there something more going on that Pollo hasn't yet uncovered? And what's the deal with the new kid, Will? Is he as innocent as he first appears, or is he too hiding something? Pollo is determined to find out!

Polished and engaging, *Mystery at Riddle Gully* is a lot of fun to read. Banyard has a gift for writing stories that blend a number of interesting aspects and this book is no exception. It could be used very successfully for an integrated unit of work, examining endangered species, newspaper writing and more, while still remaining a thoroughly good read. Recommended!

The National Year of Reading at the State Library of Western Australia

As a proud founding partner of the National Year of Reading, the State Library of Western Australia has kick-started the year with the Love2Read Café — an open air library and book café situated under the front canopied area of the State Library in the Perth Cultural Centre. The café has attracted visitors from all walks of life with its brightly coloured chairs, tables, beanbags and book trolleys featuring a wide range of new and pre-loved books, magazines, comics and newspapers.



The café was inspired by the Bryant Park Reading Room in New York, where trolleys full of books are wheeled out into the park during the summer months to encourage people to sit down and read. One of the reasons why the Bryant Park Reading Room works so well is because of its varied programming, which is targeted at a wide range of audiences. The State Library has likewise, hosted numerous events at the Love2Read Café including author talks, live music, children's activities, word game days and film screenings.

In late January, author Andrew Relph spoke about his new book *Not Drowning, Reading* and local author and writing tutor Amanda Curtin delivered a workshop on short story writing. Families with children were treated to Baby Rhymetime sessions, and as part of the Fringe World Festival the Love2Read Café hosted a *Crafternoon* where visitors were encouraged to stick, craft, cut and create to their heart's content. Audiences were given a glimpse into Western Australian history with *Stories on Screen*, digital stories from the State Library's archives. Lastly, films based on classic Australian books have been shown on the big screen which was recently set up adjacent to the library in the Cultural Centre. Activities at the Love2Read Café demonstrate that diverse visitors are best engaged through a variety of activities. From music, craft and media, to interactive

learning; opportunities have been provided for those of all ages and literacy levels to participate in activities suited to their interests.

The Love2Read Café is the first initiative of SLWA in the National Year of Reading 2012. Australian libraries and library associations are behind this campaign, linking together all the great things that are already happening around books, reading and literacy, and giving them an extra boost, with inspirational programs and events taking place across the country.

There is something for everyone in the up-and-coming National Year of Reading events at the State Library of Western Australia. In early March, the *Seeds for Stories* workshop will help aspiring authors use the rich resources of the State Library of Western Australia to grow their story from an idea to publication. In collaboration with Writing WA, the library will be showcasing Western Australian authors in the *Write On* exhibition which will open in April. The traveling exhibition, *Mirror*, which features original collages from Jeannie Baker's children's book of the same name, will take visitors on a journey through the contrasting landscapes of urban Australia and Morocco. *Mirror* will open at the library in July. As well as ongoing events throughout 2012, the State Library also hopes to "book-end" the year with a re-opening of the Love2Read Café. You can find out more about upcoming National Year of Reading events at the State Library by visiting [http://slwa.wa.gov.au/whats_on].



The events and programs planned for the National Year of Reading aim to help Australians of all reading abilities to increase their confidence and develop their skills in many forms of literacy. To find out more about the National Year of Reading and how your library can get involved, visit [<http://www.love2read.org.au>].

Karen de San Miguel
State Library of Western Australia

The National Year of Reading 2012 launches in style



On 14 February 2012, and throughout the week, there were celebrations all around Australia to welcome the start of the National Year of Reading.

There was enormous support from the media, VIPs, celebrities and all three levels of government, with the Prime Minister, Australian Government Arts Minister and School Education Minister, Premiers, state and territory Arts and Education Ministers, federal and state/territory MPs, Lord Mayors, Mayors and Councillors all attending campaign launch events.



At the National Library of Australia, Canberra, Prime Minister Julia Gillard told guests, “I want Australia to be many things: a prosperous nation, an innovative nation, but I certainly want us to be a reading nation... I want every Australian to know the joy and pleasure that comes from books and reading.”

Arts Minister Simon Crean was equally passionate in his backing for the campaign: “The National Year of Reading is really important,” he said. “Literature and telling Australian stories — our way, in our words — is so important to reinforcing our cultural expression ... Reading is important to the development of self. It is about knowledge. It is about expression. It is about confidence. And it’s also about pride in culture.”

Launch events took place in schools, libraries, bookshops and other community venues across Australia, and they provided the opportunity to talk about all the activities which people have planned for the year.

The Reading Hour (all ages)

At a national level, The Reading Hour on 25 August 2012 will be both a focal point for the National Year of Reading 2012 for all ages and also the call to action for families — “Share a book with your child for 10 minutes a day, an hour a week”.

Margaret Allen, chair of the National Year of Reading founders and State Librarian of WA, explained, “The Reading Hour itself is for everyone

and there will be activities for all age groups, but there will be a special message for families. The phrase “10 minutes a day, an hour a week” is our “slip, slop, slap”. It’s the take away message that we hope will become the accepted norm. We know it’s not always possible for parents to share a book at bedtime with their children, but if they can manage 10 minutes most nights, their child will have the best chance of becoming a good reader, with all the social and educational benefits that brings.”

The key partners for The Reading Hour are Dymocks Booksellers, The Walt Disney Company and Dymocks Children’s Charities. Together, these three partners have built a calendar of exciting reading-inspired activities and promotions, beginning in the first half of 2012 and leading up to the big day on 25 August. There will be Disney Junior storytelling parties and fun Reading Hour competitions in Dymocks book stores around the country.

Disney Junior has created a special video piece exclusively to support The Reading Hour. The message encourages families and children to join in the magic of storytelling by sharing a book together for 10 minutes a day, an hour a week. Disney Junior will play the spot throughout the year, both on-air and online. [<http://vimeopro.com/disneychannelau/disney-junior>]

Adding to the excitement, Disney and the Scholastic Group have created an inspiring promotion that invites children to find their “reading superhero” to win fantastic prizes for themselves, their school and their school library. The promotion will run through Scholastic’s school book fairs and book clubs, getting The Reading Hour message to nearly 95% of primary school children. [<http://www.scholastic.com.au/minisites/readingsuperhero/>]

Other partner activities include MS Readathon running a special “60 minutes for MS” event on 24 August, and Kumon organising “read together” groups in public libraries for students and families from multicultural backgrounds.



The Reading Hour is nominally 6pm to 7pm on 25 August, but events will be happening all day, to avoid or coincide with important sporting fixtures

and venue opening hours, and to accommodate the different time zones.

Are We There Yet? (younger students)

The National Year of Reading touring exhibition, featuring the work of award-winning children's author and illustrator Alison Lester, one of the first Australian Children's Laureates¹ (along with Boori Monty Pryor), opened in Darwin on 1 February, at the start of a journey which will take it all around Australia during 2012. It will be at the Wanneroo Library in WA from 28 September to 26 October.



Vision Australia has partnered with the National Year of Reading to transcribe *Are We There Yet?* into a beautiful braille copy, complete with tactile illustrations. This braille version is part of the exhibition and available for children and adults alike to look at and touch. Vision Australia has also produced a special talking book version, with navigable text, through DAISY formatting. This can be used by members with dyslexia (a perceptual handicap) or a print handicap, such as MS or arthritis, who can listen and read along. Find out more on the website. [<http://www.visionaustralia.org/library>]

Younger exhibition visitors and under-12s across each state and territory in turn will be encouraged to enter the *Are We There Yet?* competition. Children are asked to write a short story, a letter or do a drawing of their home town or a special place they have visited in Australia and enter the National Year of Reading competition to win a fabulous prize. There are prizes for individuals and for school classes and kinder groups. The details are on the website [<http://www.love2read.org.au/awty-competition.cfm>].

¹ The Australian Children's Laureate program is an initiative of the Australian Children's Literature Alliance.

Read This! (older students)

The National Year of Reading Read This! competition asks young people to nominate the book they think their peers should read during 2012 and then to pitch it to the judges in a highly creative way. Entrants can make a video book trailer (like a film trailer), write a poem, compose a song, paint a picture, dye a T-shirt, decorate cup cakes — anything goes, so long as it makes other people want to pick up their chosen book and read it.

The competition is based on the annual Creative Reading Prize run by the Centre for Youth Literature through its website [<http://www.insideadog.com.au>]. This year, the Centre for Youth Literature is partnering with [<http://www.spineout.com.au>], the online book magazine for young people, and with Madman Entertainment, which has created the graphics for the competition. Entries can be lodged on the website [<http://www.readthis2012.com.au>] from 1 March until 31 May 2012. Participants can be any age from 12 to 18.

Our Story (older students and teachers)

And finally ... a mystery, a memoir, a journey into the outback, a sinister and haunting tale, an unsolved disappearance, uncontrollable desires, the horrors of war, laughter, heartbreak and a dark secret — you will find them all in the eight books that Australians have decided will be the National Year of Reading 2012 collection.



Between November 2011 and January 2012, more than 16,200 readers voted online through the ABC Arts Gateway and at their local libraries to choose eight titles, one for each state and territory, which

Support for WA School Libraries

would provide the basis for Australia's biggest book group in 2012. The winners were announced at the launch of the National Year of Reading on 14 February, 2012, at the National Library of Australia in Canberra.

Craig Silvey's *Jasper Jones* was the WA winner. The other chosen titles were *Smoke and Mirrors*, by Kel Robertson (ACT); *The Idea of Home*, by John Hughes (NSW); *Listening to Country*, by Ros Moriarty (NT); *The White Earth*, by Andrew McGahan (QLD); *Time's Long Ruin*, by Stephen Orr (SA); *Wanting*, by Richard Flanagan (TAS), and *Well Done, Those Men*, by Barry Heard (VIC).

Margaret Allen, chair of the National Year of Reading founders and State Librarian of WA, explained, "Readers have helped us create a collection of books which, read together, describe the Australian experience. We all know how very different it is if you're living in the city or in a remote community; in the Northern Territory or New South Wales. We're hoping that thousands of readers will take a journey around Australia through the pages of these eight books and come out of it with an even greater depth of understanding about what it means to be Australian."

For more information go to the website [<http://www.love2read.org.au>] and for materials to download and use in your school library, visit [<http://love2read2012.wikispaces.com/>].

Sue McKerracher
National Year of Reading 2012

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

The School Library Support Website (currently under construction). It is open to all schools and growing every day. Listed below is a sample of the gems this site offers:

- National Year of Reading and promotion.
- NEWS of events and programs.
- Author and literary events.
- Curriculum and learning environments / iLearning / spaces / etc.
- Budgeting / resource selection / etc.
- Links to professional associations.
- Library management systems / cataloguing / SCIS / accessioning / stocktaking/ etc.
- Staffing.

This is only a sample of what is available on this site. Explore the School Library Support Website for yourself to find more assistance for your school library.

[<http://www.det.wa.edu.au/curriculum-support/schoollibrarysupport/detcms/portal/>]

Via Penny Worthington on WATLnet



Image captured from [<http://www.det.wa.edu.au/curriculumsupport/schoollibrarysupport/detcms/portal/>]

The Australian Curriculum, WA

Australian Curriculum Cross Sectoral Coordination

This website is aimed at facilitating work around the transition to the Australian Curriculum in Western Australian schools. It is a cross sectoral initiative, supported by the Department of Education (DoE), The Catholic Education Office (CEOWA) and the Association of Independent Schools (AISWA).

[<http://www.acwa.wa.edu.au/>]



