



Professional Journal of the  
WA School Library Association  
Vol. 4, No. 1  
April 2014

## In this Issue:

- Developing a Note Taking Continuum
- An Afternoon of Technology
- Literacy and Reading Resources
- The Next Generation
- TLS in Action: the HIT Lists
- Book Reviews
- WASLA Recommends...  
and much more!



# Editorial

It's hard to believe it, but this is the fourth year of publication for *ic3* – over the past three years we have refined and added to the content and look of the journal, and continue to look for ways to improve. Your feedback is most welcome as we look to the future of the journal, because it is a journal for school library staff, by school library staff – without you, we wouldn't be able to make such a fantastic publication!

This issue, we have a fantastic article by Alison Mackenzie and Marilyn Hand, on developing a note taking continuum – Alison and Marilyn will be presenting on the topic at the WA School Library Conference in April, and it looks set to be one of a huge stack of fantastic sessions. I look forward to seeing articles from attendees for the next issue!

Remember, we love reports and photographs of YOUR stories of engagement, excitement and achievement – send them through to me at [editormum75@gmail.com](mailto:editormum75@gmail.com) – I look forward to hearing from you.

**Tehani Wessely, Editor**

*Cover image: courtesy of Alison Mackenzie*

---

*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](http://wasla.asn.au)).

---

**Publisher:**

Western Australian School Library Association.

---

**Editor:**

Tehani Wessely  
[editormum75@gmail.com](mailto:editormum75@gmail.com)  
Ph: 0428 983 049

---

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

---

**Panel of Referees:**

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

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

**ISSN: 1838-9643**

---

## Contents Vol. 4, No. 1, 2014

2. From the President's Desk  
By Dr Barbara Combes
4. Developing a Note Taking Continuum  
By Alison Mackenzie & Marilyn Hand
8. An Afternoon of Technology
9. Literacy and Reading Resource Links  
By Dr Barbara Combes
10. The Next Generation  
By Anne McHenry
11. Library Lovers' Day Displays
13. Book Reviews
16. WASLA Recommends...
17. TLs in action: the HIT Lists
18. Bright Ideas
19. In our schools
23. Forthcoming events

Major sponsors and regular advertisers relevant to school libraries are welcome in *ic3*. Please contact the Editor for sponsorship/advertising packages.

## From the President's Desk

Welcome back to 2014 everyone. The year seems to be slipping away already, with first semester over half way. This year WASLA is taking the fight to the grassroots level and sending out a newsletter to all P&Cs in Western Australia. The first newsletter is focusing on reading and literacy. Reading affects every aspect of our daily lives from reading street signs or grocery prices to completing a prescription or a tax form.

According to studies by the Australian Bureau of Statistics (ABS) and the OECD in 2013, 43.7% of Australians have a literacy level at 2 or below (Information Access Group, 2013). This means that nearly half of the adult population has literacy levels that will affect success in the workforce and make it difficult to function in society.

*A report by the ABC (2013) indicated that half of all Tasmanians aged between 15-71 are illiterate, 'meaning they don't have the skills needed to get by in the modern world, like filling out forms, or reading the instructions on their prescription'.*

Where does your school library add value to your child's education and literacy in particular? The OECD PISA Report in 2002 found that children who read widely (fiction and non-fiction) are better readers who are more successful at school and in the workplace (OECD, 2002).

These findings have been confirmed by a 2013 study released by the Longitudinal Studies Centre at London University. The study, which began in the 1970s, tells us that children who read for pleasure perform much better at school (Battye & Budge, 2013).

Studies from Colorado in the US (2005-2011) reveal that when a school had a qualified teacher librarian on staff, reading and literacy levels increased by almost 50%.

These research studies have also found that despite the social economic status of the community and budget cuts, students tend to perform better on reading tests when their library is in the hands of a teacher librarian (Lance & Hofschire, 2012). At schools that lose, or have never had an endorsed teacher librarian, students suffer as a result.

*Similarly, a study by the School Library Association of Queensland and the Queensland University of Technology which examined student literacy development in Gold Coast schools, found that 50% of schools with a teacher librarian had scores higher than the NAPLAN national mean scores for reading and writing.*

The Queensland study also found that Independent schools were better staffed and resourced than Government schools (SLAQ & QUT, 2013). This was also the case in Western Australia where a 2007-2009 study conducted by Edith Cowan University, the Australian Library and Information Association (ALIA) and the Australian School Library Association (ASLA) found there were significant inequalities between private schools and government schools in relation to the staffing and resourcing of school libraries across all areas of the state.



Senior school library, Scotch College

The Federal Government's *Inquiry into School Libraries and Teacher Librarians in Australian Schools* (House of Representatives, 2011) found there are significant gaps between recommended standards and realities. Since there are no mandatory standards for school libraries or the employment of teacher librarians in most states, provision and staffing levels vary greatly between schools, States and education systems.

So where does your school library fit? Does your school even have a library? Is there a teacher librarian employed in your school? How does your school rate on the NAPLAN literacy tests?

*NSW has mandated that all schools must have a teacher librarian. Are your children being disadvantaged because there is no information specialist to find the right learning resources, conduct intensive reading programs and promote literature and reading at your school?*

Are schools in Western Australia lagging behind, especially government sector schools which have suffered huge budget and staffing cuts in 2014, with more of the same forecast for 2015? These cuts are occurring in spite of a population



increase in WA, the closure of schools in rural areas and the move towards the creation of super schools with populations of over 2000 students.

Considering how teacher librarians can contribute to the teaching and learning process and the development of curriculum programs across the school, should your school be without a teacher librarian?

### **Parent Power**

These are some of the questions that your parents need to be asking to ensure their children are provided with equal opportunity to grow and succeed at school. Every child is entitled to a good education and government schools should be offering equal opportunities for all students.

Parents are a significant and important force in education. Parents can make a difference to government decisions by making sure their voices are heard and influencing their Principals, who are increasingly responsible for the make-up of their staff.

WASLA is always available to parent groups to provide extra information and advice. If you want to have an invited speaker at your school contact WASLA. More information and a parent page and links will be added to the WASLA website at <http://www.wasla.asn.au/>

### **Reading Programs**

Schools can offer a variety of programs to increase student reading and literacy levels. Whole school programs that include teachers, administration and even the Principal, as well as parents provide the best role modeling.

During these programs everyone in the school participates in the program by keeping a reading log and or reading at a designated time every day. Programs such as RIBIT (Read in Bed It's Terrific) include reading logs, bookmarks, fiction lists and rewards. These can be further extended to include ebooks, reviewer blogs, digital teacher reader boards and collaborative stories.

*DEAR (Drop Everything and Read) is a program where 15 minutes every day is set aside for everyone in the school (from the Principal, administrative staff, teachers and students) to stop what they are doing and read.*

Role modeling is an important part of reading and literacy. While research tells us that speaking appears to be wired into our genes, this is not the case with reading and literacy.

There are two steps to reading. Firstly, being able to read the words on the page. Secondly, being able to understand, comprehend or make meaning from what you read. The more you read and engage your imagination as with fiction, the higher your levels of comprehension.

Whole school reading programs places everyone onto the same page and sends a message to students that reading is vitally important. Parents who also read to their children and who are seen to be reading by their children, also send important messages about the value of literacy.

Teacher librarians (TLs) select fiction and nonfiction resources for the school library. These resources may be digital or in print and part of the role of the TL is to promote reading and literacy outcomes for students.

Below are some other events/programs designed to encourage the development of reading and literacy:

- The Children's Book Council Awards
- West Australian Young Readers Book Award
- Western Australian Premier's Book Awards

Things to do online to enhance reading, writing and literacy skills:

- The GiggleIT Project
- Book Raps
- National Simultaneous Storytime

Check out your local public library or bookshop. These venues often have weekday and weekend activities that include storytime, technology help and study sessions. The Western Australian State Library also has a wonderful activity centre on the second floor (adults must be accompanied by a child) that includes a workshop venue for school children. There is also a technology centre on the ground floor. Become an active participant in your child's education.

**Dr Barbara Combes  
President WASLA**

# Developing a Note Taking Continuum

## Background










Having recently completed a K-12 information literacy scope and sequence, the opportunity arose to work collaboratively with a colleague, our Junior School English Co-ordinator – Marilyn Hand – to develop, promote and implement a whole-school (K–6) approach to note taking. We both recognised the difficulty that primary students have, firstly in taking and secondly in using high quality, meaningful notes to complete research and inquiry tasks. We also recognised the need for a developmental continuum of note taking skills and explicit teaching of these skills. The overriding goal was to provide classroom teachers with a shared teaching language, a whole school strategy for note taking and a useful set of scaffolding sheets.

The outcome for the students would be a common strategy, which is developed and extended over the primary years improving their note taking and inquiry skills. This strategy would be reinforced with similarly formatted scaffolding sheets which develop by year level as the students’ needs become more complex.

## Engaging Staff

The first step in the process was to engage the staff and secure their support in the development and implementation of this project. In order that staff knew what we were trying to achieve and the reasoning behind it, we presented the findings of Dr Robert Marzano’s research into summarising and note taking as part of the ‘Essential Nine – Instructional Strategies for Effective Teaching and Learning’ (2001).



Marzano's High Yield Strategies		
 <p><b>Similarities and Differences</b></p> <p>Enhance students' understanding of and ability to use knowledge.</p> <p><b>45 percent gain</b></p>	 <p><b>Summarizing and Notetaking</b></p> <p>Provide students with tools for identifying and understanding the most important aspects of what they are learning</p> <p><b>34 percent gain</b></p>	 <p><b>Reinforcing effort and providing recognition</b></p> <p>Teach that hard work leads to success; stimulates motivation and enhances achievement</p> <p><b>29 percent gain</b></p>
 <p><b>Homework and Practice</b></p> <p>Extend the school day and provides students with opportunities to refine and extend their knowledge.</p> <p><b>28 percent gain</b></p>	 <p><b>Nonlinguistic representations</b></p> <p>Help students understand content in a new way. These can range from graphic organizers to physical knowledge</p> <p><b>27 percent gain</b></p>	 <p><b>Cooperative Learning</b></p> <p>Develop positive interdependence, accountability, interpersonal skills and small-group skills and group processing</p> <p><b>27 percent gain</b></p>
 <p><b>Setting Objectives and Providing Feedback</b></p> <p>Establish a direction for learning and students personalize instructional objectives. Providing frequent feedback that is corrective in nature positively impacts student achievement.</p> <p><b>23 percent gain</b></p>	 <p><b>Generating and Testing Hypotheses</b></p> <p>Involve the application of knowledge and has practical applications in all curriculum areas: systems analysis, problem solving and historical investigations are three examples.</p> <p><b>23 percent gain</b></p>	 <p><b>Cues, Questions and Advance Organizers</b></p> <p>Help activate prior knowledge, stimulate analytical thinking and promote deeper learning.</p> <p><b>22 percent gain</b></p>

The next step in this process was to gather existing scaffolding sheets from classroom teachers in order to gauge what methods teachers were currently using and also what language was being used. We then considered how we could use this information to produce a sample set of note taking scaffolding sheets from Year 1 – Year 6, incorporating elements relevant to each year level.

## The Research

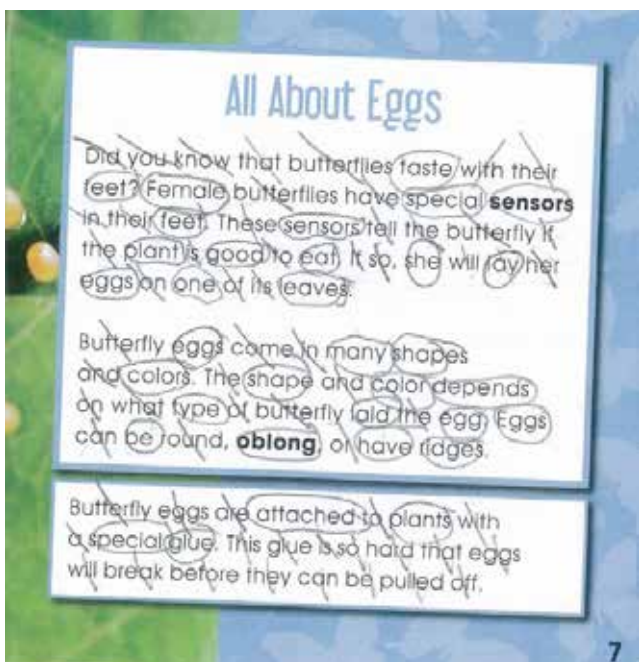
This research places ‘Summarising and Note Taking’ as the second most “effective instructional strategy to improve student achievement across all content areas and across all grade levels” – resulting in a 34% gain in achievement. (Marzano et al., 2001) – highlighting the importance of students ability to summarise their findings in their learning.

The decision was made to adopt Marzano’s strategy of “Keep, Substitute, Delete” which requires students to keep, substitute or delete parts of the information presented as our whole school strategy and common language. This enables students to identify what information is essential (keep), what information is irrelevant (delete) and what words/phrases are to be changed into their own words (substitute).

By showing a video clip available on the internet – “Fact Fragment Frenzy” (Read, Write, Think Organisation, 2013) – we demonstrated to the staff an example of how to introduce the strategy of “Keep, Substitute, Delete” (Marzano et al., 2001). This clip was substantiated with student work samples of note taking, where it was clear that the use of the “Keep, Substitute, Delete” strategy would have assisted students collecting relevant, meaningful and useful notes for report writing.

We proposed the “Keep, Substitute, Delete” strategy would be focused on students working through stages when dealing with informational texts:

1. Highlighting texts in three different colours: one for ‘keep’; one for ‘substitute’; and a third for ‘delete’.
2. Using the highlighted ‘keep’ and ‘substitute’ information, students would then pick out and list keywords and phrases.
3. Students then use the list of keywords and phrases and re-write the information using their own words – using the key facts and changing some words and phrases.



### Whole School Continuum

Together, we then developed a range of scaffold sheets for each year level, Year 1 – Year 6. These were presented in draft format and the staff given the opportunity to make changes and suggestions

to these scaffold sheets in order that they were both useful and usable for staff and students and that they met the developmental needs of each year level. We opted to deeply embed the concepts of ‘Keep’ and ‘Delete’ in Year 1 and Year 2. This is followed by the cementing of these comments plus the addition of ‘Substitute’ in Year 3. Year 4 and 5 consolidate these concepts, and by Year 6, these concepts are deeply embedded and students are able to use an electronic scaffold in order to extract the key points from multiple sources.



### Legitimacy

In order to guarantee that this strategy is adopted throughout the school on an ongoing basis, the Note Taking continuum has been included into both the Perth College English Curriculum and the Information Literacy Scope and Sequence.

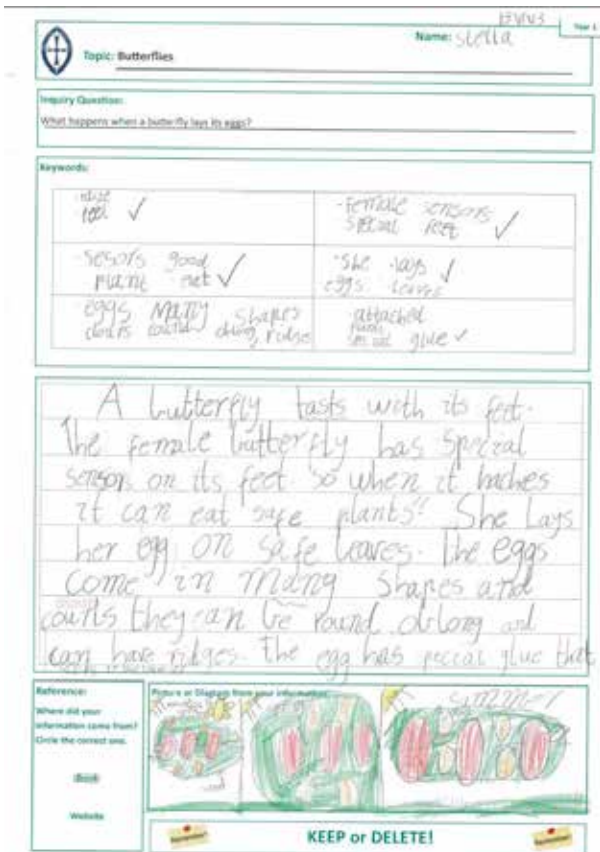
### Classroom Examples

Kristine Sanders (Year 1 Teacher). “We have used the new Note Taking strategy in science this term, learning about ‘Living Things’ and researching butterflies in order to write a report. The students developed their own Inquiry Questions to link to and develop their assembly item – ‘The Life Cycle of a Butterfly’.

Questions such as “What happens when a butterfly lays eggs?” were devised by the students and the process of moving from the initial question, finding the answers and presenting the findings in a written report were discussed. To add importance to the process, the whole exercise was included in a dramatic performance for an assembly item.

The Year 1s are taught the strategies of ‘Keep and Delete’ in order to pick out relevant information

and key facts. After a note taking lesson, one student commented *“In my head, I think about which words are key words and which are detail”*. Another one said *“I think about which words are fact words and which are sentence words”*. This highlights to me an understanding of the concept and what they actually need to do.



**Topic:** Butterflies **Name:** SULTA

**Inquiry Question:**  
What happens when a butterfly lays its eggs?

**Keywords:**

chase ✓	female ✓	search ✓	SECRET ✓
SECRET ✓	good ✓	SECRET ✓	SECRET ✓
SECRET ✓	SECRET ✓	SECRET ✓	SECRET ✓
SECRET ✓	SECRET ✓	SECRET ✓	SECRET ✓

**Handwritten Text:**  
A butterfly tastes with its feet. The female butterfly has special sensor on its feet so when it touches it can eat safe plants? She lays her egg on safe leaves. The eggs come in many shapes and colors they can be round, oblong and can have tubes. The egg has special glue that

**KEEP or DELETE!**

I have been surprised at what the girls can do, the way they have made the correct decisions about what to keep and what to delete. I have also been impressed with the level of debate amongst the students. An example of this was when the phrase *“Almost all...”* appeared in the information – the students were deciding whether to keep or delete ‘almost’ or ‘all’ or both, when one student remarked that deleting ‘almost’ would change the meaning of the sentence. Another student asked *“can we use another word?”* This demonstrated the natural progression to the incorporation of the next stage of the Note Taking Strategy - ‘substitute’.”

The students have also been made aware of the term plagiarism and why they need to use their own words – the crux of this whole school Note Taking project.

Jesse Ussi (Year 5 Teacher) commented that “a

large part of the Year Five History syllabus is inquiry based. The research component can be quite challenging for the Year Fives as there are many concepts which are either new or need reinforcing. Each year, the process is refined and tailored to meet the needs of the class.

This year, the note taking work that Alison Mackenzie and Marilyn Hand have undertaken has provided the tools, support and expertise to further improve the process with excellent results. Students have been provided with graphic organisers as tools – these help clarify inquiry questions, breaking them down into manageable chunks, and support students in organising their information. The note-taking sheets have also been designed to include ‘Keep, Substitute, Delete’ reminders and are structured to enable students to process information from keywords and phrases to first draft paragraphs in their own words.

As the Teacher Librarian, Alison also works closely with the Year Five teachers to help students through the research process so they better understand which information to keep, substitute or delete. Both of these staff has brought a wealth of expertise on information gathering which has developed and improved the research processes, guiding students to better outcomes.”

The Year 6 students are benefitting from the strategy due to the fact that they can collate



information from three different online sources (with referencing details) in one place, work through the stages of ‘Keep, Substitute, Delete’ for each one and then pull out the key words and phrases from each source. In this way the students are able to see the key information from each source together and then use these key word notes to rewrite the information in their own words. This strategy legitimises the ‘easy’ option of “copy and pasting” information from the internet, however, the structure of the scaffolding sheets leave students no option but to follow the process through to presenting the information in their own words.

### Assessment

The process of implementing the new Note Taking Skills continuum presented us as a school with the opportunity to look at note taking as an assessment area across the years. As this was the case we began working as a staff to devise a consistent set of year level appropriate assessment criteria related to note taking which have been developed into year level, subject generic standardised assessment rubrics. This emphasis on assessment also added legitimacy to the project and gives us as a staff, indicators to focus on in the short term and goals to achieve in the long term.

### Long Term

The long term goal of this project is to provide all students from Year 1 – Year 6 with a clear, simple strategy for note taking to improve research, inquiry and comprehension of texts or information. We aim to embed these skills and strategies within the curriculum and provide our students with skills for life-long learning.

All staff – classroom teachers and administration - have embraced this project as they are fully aware of the importance and impact these skills have on our students learning as they journey through to their senior years of education.

**Alison Mackenzie & Marilyn Hand  
Perth College**



### References

- International Reading Association (2013). *Fact Fragment Frenzy*. Retrieved from: <http://www.readwritethink.org/classroom-resources/student-interactives/fact-fragment-frenzy-30013.html>
- Marzano, R., Pickering, D., & Pollocl, J. (2001). *Classroom Instruction That Works*. Alexandria, VA: ASCD.
- Marzano, R. (2012). *Becoming a Reflective Teacher*. Moorabbin, VIC: Australia.



## An Afternoon of Technology

The final professional development day for 2013 was held at Woodvale Secondary College as Julie and Carol revealed their secrets of engaging students through the use of Book Trailers and how to employ social media for professional development.



A new twist on the old theme of book reviews, Book Trailers are a form of advertising for any book, through which students encourage / entice others to read the book. They are literally sales pitches, containing pictures or graphics and voice overs, as they challenge the reader to pick up the book and learn more. Book trailers can vary tremendously in how they are produced. They can vary from the standard model of a PowerPoint, to fully scripted mini-movies, depending on individual students' ability and motivation. The one thing they all share in common is a desire to introduce the book, and convert viewers of the trailer into readers of the book.

After showing us some excellent Book Trailers made by her students, Carol wove her way through the teaching process she employed, from introducing students to Book Trailers, to the completed product. To assist students to become independent learners, Carol provides an easy to use range of scaffolding guides, links to advice, marking matrixes and templates that provide an authentic learning environment. In fact Carol demonstrated everything that was needed to run a complete program.

Twitter in Education was the theme Julie employed to capture our attention as she explained the many uses of Twitter in building a professional learning network. Along with providing advice on how to join Twitter, Julie used many personal experiences to elaborate on how to use social networking to interact with others who have a passion for something similar to yourself.



Both Julie and Carol must be commended for the excellent standard of presentation of their sessions and the excellent handouts that were provided. An entertaining and thought provoking afternoon that was only eclipsed by the fabulous refreshments, especially the iced cakes, that were provided by the library officers. It will be hard not to include Woodvale Secondary College on the itinerary for future years.

**Jeff Herd**



**Use these links to advocate for the reading program/s in your school. A good way to advocate is to send an article around to your teachers and principal. Once a fortnight is enough so people don't ignore the emails and one article at a time. Your email could begin with the line: *I thought you might be interested...***



This photo is licensed under Creative Commons Attribution 2.0 Generic (CC BY 2.0) by Flickr user Giulio Bernardi

## **Reading and the effect on student academic achievement:**

OECD. (2002). Reading for change: Performance and engagement across countries, Results from PISA 2000. Retrieved Feb 2014 from <http://www.oecd.org/education/school/>

ACER. (2014). PISA Australia. Retrieved Feb 2014 from <http://www.acer.edu.au/ozpisa/reports>

Bloog, J. (2013). Pleasure reading significantly increases student performance. Mediabistro Inc. Retrieved Feb 2014 from [http://www.mediabistro.com/galleycat/reading-for-pleasure-significantly-increases-kids-school-performance\\_b77702](http://www.mediabistro.com/galleycat/reading-for-pleasure-significantly-increases-kids-school-performance_b77702)

Institute of Education University of London. (2013). 1970 British cohort study. Centre for Longitudinal Studies. Retrieved Feb 2014 from <http://www.cls.ioe.ac.uk/page>.

Battye, C. & Budge, D. (2013). Reading for pleasure puts children ahead in the classroom, study finds. Centre for Longitudinal Studies, IOE University of London. Retrieved Feb 2014 from <http://www.cls.ioe.ac.uk/news>.

## **Reading from the screen – issues**

Birkerts, S. (2010). Reading in a digital age. The American Scholar, Spring. Retrieved Feb 2014 from <http://theamericanscholar.org/reading-in-a-digital-age/>

Coiro, J. (2003). Reading comprehension on the Internet: Expanding our understanding of reading comprehension to encompass new literacies. The Reading Teacher, 56(6). Retrieved Sep. 1, 2010 from [http://www.readingonline.org/electronic/elec\\_index.asp?href=/electronic/rt/2-03\\_column/index.html](http://www.readingonline.org/electronic/elec_index.asp?href=/electronic/rt/2-03_column/index.html)

Corio, J. (2009). Rethinking reading assessment in a digital age. Educational Leadership, 66, 59-63. Retrieved Feb,

2014 from [http://uri.academia.edu/JulieCoiro/Papers/97339/Coiro\\_J.\\_2009\\_.Rethinking\\_reading\\_assessment\\_in\\_a\\_digital\\_age\\_How\\_is\\_reading\\_comprehension\\_different\\_and\\_where\\_do\\_we\\_turn\\_now.\\_Educational\\_Leadership\\_66\\_59-63](http://uri.academia.edu/JulieCoiro/Papers/97339/Coiro_J._2009_.Rethinking_reading_assessment_in_a_digital_age_How_is_reading_comprehension_different_and_where_do_we_turn_now._Educational_Leadership_66_59-63)

The Guardian, Young adult readers 'prefer printed to ebooks': <http://www.theguardian.com/books/2013/nov/25/young-adult-readers-prefer-printed-ebooks>

## **Australian Studies – reading success and the TL**

School Library Association of Queensland and the Queensland University of Technology. (May 2013). School libraries, teacher-librarians and their contribution to student literacy development in Gold Coast schools. Retrieved February 24, 2014, from <http://www.slaq.org.au/sites/default/files/School%20libraries,%20teacher-librarians%20and%20their%20contribution%20to%20student%20literacy%20in%20Gold%20Coast%20schools%20-%20Research%20Report.pdf>

## **Softlink Australian School Library Surveys**

2013 – <http://www.softlinkint.com/2013-australian-school-library-survey-schools/>

Australian School Library Association – The Value of School Libraries in Learning: <http://www.asla.org.au/research.aspx>

**Dr Barbara Combes**

## The Next Generation...

*What sort of students do we have coming into the profession? Just take a look at this thoughtful and intelligent blog post by Anne McHenry, a new CSU student in the field – this is Anne’s first reflective post, for her first subject; teacher librarianship in Australia is in safe hands! Reprinted with permission [http://bit.ly/1rECRRv]*

I have to admit that my understanding of the Role of the teacher librarian has undergone a shift since I started working in the in a secondary school. Previously, as an English/History teacher, I had seen teacher librarians only as calm and wise resource providers. Now however, I can see that the teacher librarian role is a multi-faceted one; involving facilitating, collaborating, resourcing, organising, communicating, enabling and teaching. It is the teaching that is at the heart of the teacher librarian role.

Because we do not have a defined curriculum and content to deliver some will have difficulty in recognizing the teaching part of our role (Fitzgerald, 2014). However, the majority of our interactions with students are teaching interactions, imparting the skills students need to become lifelong learners and manage information needs (ASLA, 2014).

Teaching information literacy to students has always been part of the teacher librarian role, although this task has broadened with the advent of new information sources arising from digital technologies. We are without doubt information wranglers, and teach our students to tame the seemingly overwhelming flood of information to extract what they need as efficiently as possible. The nature of information is changing (Weinberger, 2011) and as a result my school has been grappling with how to teach information fluency to our students. Examining the General Capabilities section of the Australian curriculum (ACARA, 2014) points us to the teaching tasks which are increasingly taking up the time of teacher librarians in schools. Where more of our time in the past would have been taken up with creating book boxes and pathfinders, now assisting our students to use ICT in a digitally safe and effective manner to become creators of content is what occupies us, and will continue to do so into the future (Luca, 2014). This is the facilitator/enabler aspect of our role, where we help students use technology to assist their learning, information, creative or recreational needs.

A teacher librarian must be a communicator and

collaborator. The school library is like the hub of a wheel and we must build relationships with staff from all subject areas and have a whole school perspective. A teacher librarian’s role as an experimenter helps with this. We are often the ones who experiment with new web tools, or teaching practices like guided inquiry, and we often introduce these to other staff via professional development programs we run in our libraries.

Teacher librarians are organisers and resource collectors, and at times pruners. We promote literacy, both traditional literacies in our love of books, and digital and visual literacies (Herring, 2005).

Often a teacher librarian is like a very good concierge matching staff and students with the information or skills they need in order to help themselves. I like the idea that teacher librarians are “a powerful search engine with a heart” (McIntyre, 2014) attuned to not just supplying answers, but teaching students how to learn.

### References

- ACARA (2014). The Shape of the Australian Curriculum. [online] Retrieved from: [http://www.acara.edu.au/verve/\\_resources/The\\_Shape\\_of\\_the\\_Australian\\_Curriculum\\_V3.pdf](http://www.acara.edu.au/verve/_resources/The_Shape_of_the_Australian_Curriculum_V3.pdf) [Accessed: 24 Mar 2014].
- ASLA (2014). Standards of professional excellence for teacher librarians: ASLA. [online] Retrieved from: <http://www.asla.org.au/policy/standards.aspx> [Accessed: 24 Mar 2014].
- Fitzgerald, L. (2014). Role of the Teacher Librarian Week 3. [online] Retrieved from: <https://www.youtube.com/watch?v=rQE107zqns&feature=youtu.be> [Accessed: 24 Mar 2014].
- Herring, J. (2014). *Teacher Librarians and the School Library*. [E-book] Wagga Wagga: Charles Sturt University. pp. 30-36. Available through: <https://www.csu.edu.au/division/library/ereserve/pdf/herring-j.pdf> Herring, J. (2007). Teacher librarians and the school library. In S. Ferguson (Ed.) *Libraries in the twenty-first century : charting new directions in information* (pp. 27-42). Wagga Wagga, NSW: Centre for Information Studies, Charles Sturt University. [Accessed: 24 Mar 2014].
- Luca, J. (2014). Australian Curriculum, General Capabilities and the Role of the Teacher Librarian. [online] Retrieved from: <http://jennyluca.wikispaces.com/Australian+Curriculum+General+Capabilities+and+the+role+of+the+Teacher+Librarian> [Accessed: 24 Mar 2014].
- McIntyre, S. (2014). Super Librarian Poster. [Image online] Available at: [http://i92.photobucket.com/albums/l27/jabberworks/Uploads%202012/super\\_librarian\\_poster.jpg](http://i92.photobucket.com/albums/l27/jabberworks/Uploads%202012/super_librarian_poster.jpg) [Accessed: 24 Mar 2014].
- Weinberger, D. (2011). *Too big to know*. New York: Basic Books.

February 14 is known around the world as St Valentines' Day, here at Perth College we also celebrated Library Lovers' Day on this date.

In the run up to the 14th the school was decorated in a flurry of pink and the 'pinkest' display was set up in the library. Every keen reader who borrowed a book during the week was given a chocolate heart to enjoy when reading their book. So successful was the promotion that we had to restock the chocolate hearts a number of times.

The aim of Library Lovers' Day at the school was to promote reading for pleasure among our school community as well as the services the school library provides for our students and staff.

**Alison Mackenzie  
Perth College**



## Library Lovers' Day Displays

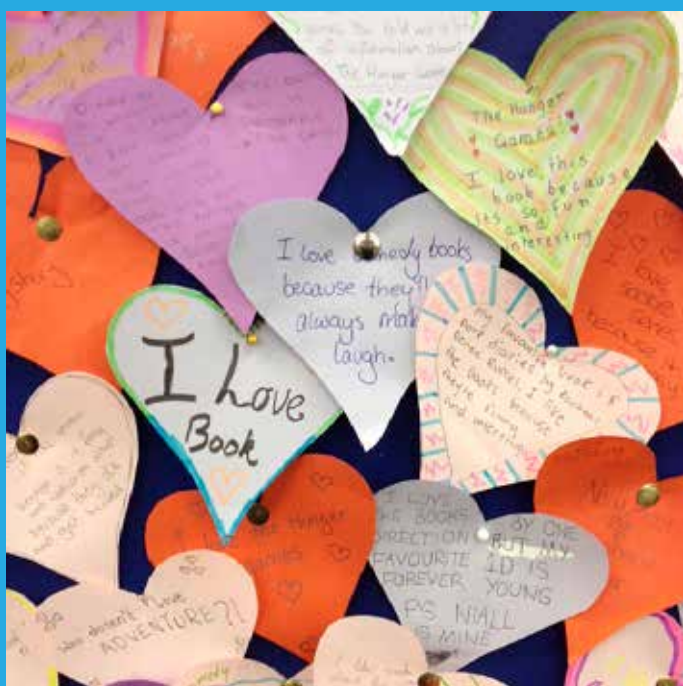


**Highgate Primary School**

For Valentine's Day and Library Lovers' Day, we contacted our staff and asked them to let us know their favourite book which we wrote on the hearts on the right hand board of our display area, and displayed all the titles we had in the library. We also asked our students who were in the library for their regular reading lesson. There was a lot of interest from the students who stood around debating which book they liked better and they talked to us about our favourites. We loved the new colour for the Library Lovers Day posters.

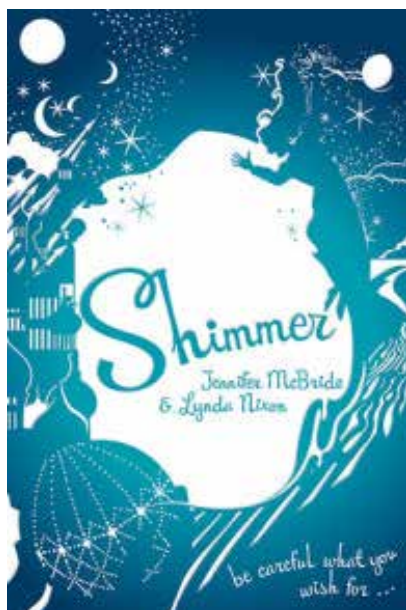
**Aranmore Catholic College**

# Library Lovers' Day Displays



**John Forrest Secondary College**





**Jennifer McBride & Lynda Nixon**

**ISBN: 9781922089434**

**Fremantle Press (2013)**

**Reviewed by Pearl Maya**

*Shimmer* is a coming of age story in which our two protagonists, Kora and David, must each face their own battles, but cannot do it without the other.

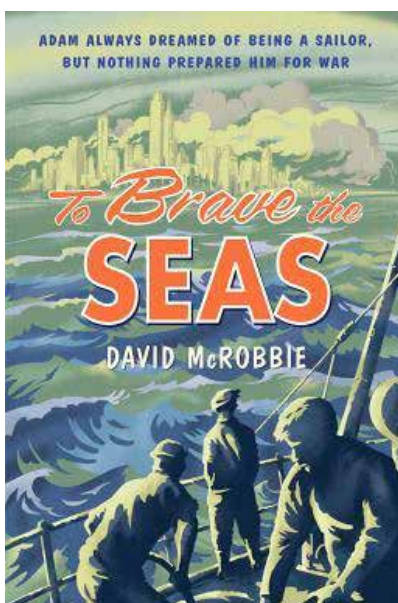
Kora, or more correctly Empress Kora, is sent to Earth against her will for both her own protection from the evil Vennum and his war on her home of Gensia as well as to learn how to serve. David's father is missing in action in Afghanistan and his mum has taken up with a most unsuitable replacement.

Kora is a genie, and David becomes her master. Together they face their trials separately and together.

McBride and Nixon seem to have been especially inspired by the 1960's TV show *I Dream of Jeannie* when it comes to Kora's attire and furnishing of her globe but there the comparisons end. Whereas Jennie was constantly interfering in the lives of those around her, Kora is charged with "You cannot wish to harm

or change any humans" and that applies equally to herself and David.

While *Shimmer* is obviously marketed towards girls, I think there is enough in this story to keep boys, if not completely enthralled, at least a long way from bored.



**David McRobbie**

**ISBN: 9781743313077**

**Allen & Unwin (2013)**

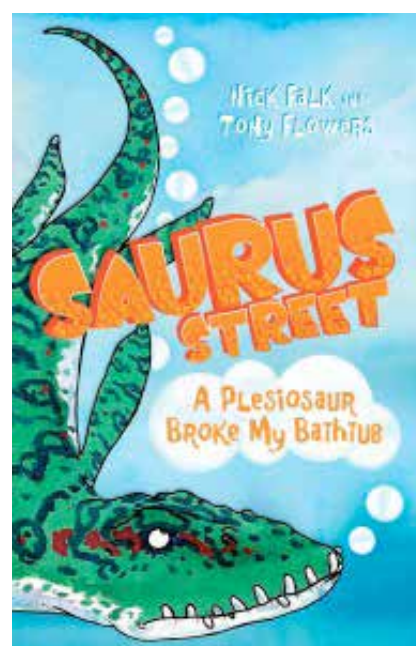
**Reviewed by Pearl Maya**

McRobbie has written a tale of derring-do featuring 14 year old Adam Chisholm and his experiences in the English Merchant Navy during World War II.

McRobbie takes the voice of Adam telling the story to (maybe) his grandchildren so there are lots of little explanations throughout: "the soup was in a dixie, an oval pot with a swinging handle and tight-fitting lid". This is further assisted by a glossary at the end of the book. This choice adds something of an old-fashioned tone to the book, more than classic voice. This is further emphasised by the cover artwork.

While the story is obviously fiction, McRobbie acknowledges that he has drawn on actual events from the war as well as his own Merchant Navy experience. This has provided a certain richness to the text.

I can see this book having a big following with the sort of readers who revel in Commandos or who had young family in the navy.



**Nick Falk & Tony Flowers (ill.)**  
**Saurus Street 5: a plesiosaur broke my bathtub**

**ISBN: 9780857981820**

**Saurus Street 6: a diplodocus trampled my tepee**

**ISBN: 9780857981844**

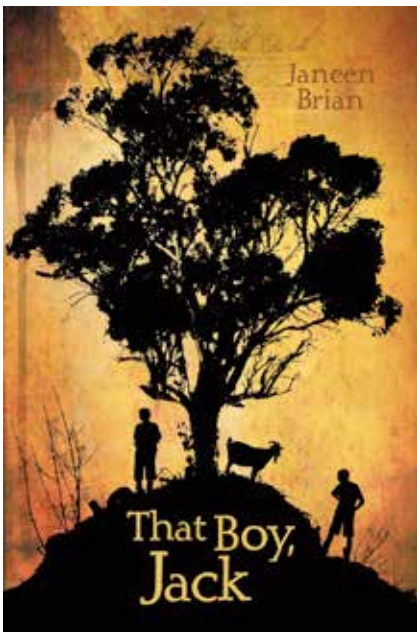
**Random House Australia (2013)**

**Reviewed by Peta Harrison**

These two books are sure to appeal to the younger reader as they take the normal life events of the child and add the element of fantasy. Dinosaurs and adventure can be found aplenty. The language is exciting to read and certainly descriptive. The illustrations are appealing.

## Book Reviews

The only issue I have with the layout is the emphasis put on individual words throughout the books. I can't work out if they have been selected for any particular reason – some are verbs, some adjectives. Maybe they are just there to jazz up the text. Grown-up design concerns aside, I am sure this series will be a hit with the reader.



**Janeen Brian**  
**ISBN: 978 1 922179 00 5**  
**Walker Books (2013)**  
**Reviewed by Pearl Maya**

Set in the 1870s in a mining town in South Australia, *That Boy Jack* is a historical novel that brings the time and place alive in a personal and understandable way.

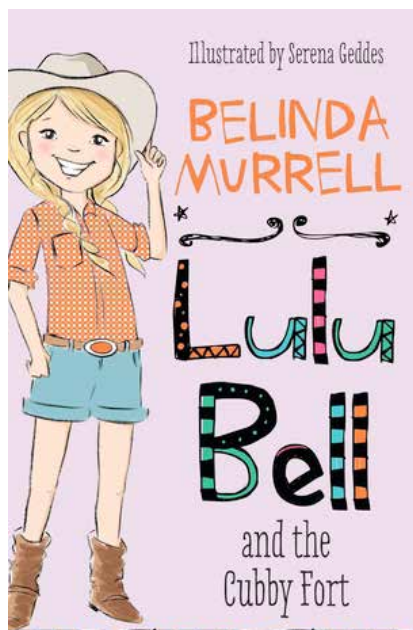
The book is filled with the minutiae of life at the time – what people wore, ate and how they lived – as well as some of the bigger concerns like education, child labour laws, health care and a lack of social security. Brian doesn't take a particular political stance on these issues and they are only included in context with the storyline. However, the story

would be a great way of opening discussions on these subjects. In addition it is a great way to learn history for those who struggle with straight dates and places. Actually, it is great way to get an insight into that time and place for all students.

I can see this book being of interest from younger readers, say from 10, who just want a good story, through to older readers who are studying history, or doing creative writing projects.

I think it would be interesting, as a project, to assign students a particular place in time and either write a short story, or consider and research the details they would need to know – how did people get around, what did they do for fun, what sort of jobs were available different people and the like.

While the protagonist in the novel is a male, I think *That Boy Jack* has enough to offer female readers to keep their interest until the end.



**Belinda Murrell & Serena Geddes (ill.)**  
**ISBN: 978 1 74275 879 4**

**Random House Australia (2013)**  
**Reviewed by Pearl Maya**

I love Lulu Bell. She is smart and funny and creative and kind and everything you would want in a friend or a sister.

In this book the Bell family are off on holiday to the farm of Lulu's Uncle Nick. All of the uncles and aunts are there, so are all of the cousins. It is time for camping in the backyard, cooking over a fire, riding horses and building what must be the best fort in the world.

I am really pleased that Murrell is not writing to a formula and that the characters have the opportunity to grow.

The third book in the series maintains the humor and delight of the first (the only other one I have read). Geddes's illustrations are the perfect partner for Murrell's text making it ideal for both reading and having it read to you.

Lulu Bell and the Cubby Fort could certainly be read out of order but there are some small components that would be more able to be appreciated if you had read them in order. These moments should be considered as bonuses in that the overall enjoyment of the book would not be otherwise diminished.

Find more reviews at:

<http://www.wasla.asn.au/wasla-book-reviews/>

## INAUGURAL WASLA / ACADEMIC RESEARCH LIBRARIES PRACTICUM AND RESEARCH PROJECT AWARDS

Three library studies students were recipients of the inaugural WASLA/ Academic Libraries Practicum Awards on Thursday March 4, 2014.

One student from each of the three Western Australian schools teaching library courses was presented with a Best Practicum award, while three others received The Anne Clyde Memorial prize for an essay presentation or project with a research component.

The WASLA Prize for the best practicum recipients were:

*Central TAFE: Asha Balan*

*Edith Cowan University: Alex Sefton*

*Curtin University: Sophie Farrar*

The recipients of the Anne Clyde Memorial prize for an essay presentation or project with a research component were:

*Central Tafe: Alison Collins*

*Edith Cowan University: Jodie Porter*

*Curtin University: Antoinette Lush*

Each winner received a cash prize of \$100.

Congratulations to the library staff of the future!

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](http://www.wasla.asn.au)

## ADVERTISE POSITIONS VACANT WITH WASLA

WASLA offers free website advertising for Positions Vacant for Members. If your school is advertising a Library position, please email the details to Kate Flowers at:  
[webmanager@wasla.asn.au](mailto:webmanager@wasla.asn.au)  
for inclusion on the WASLA website.

[www.wasla.asn.au/  
employment/](http://www.wasla.asn.au/employment/)

## WASLA REVIEWS

A brand new section of the WASLA Website, where our team of reviewers check out the latest Australian and New Zealand books for Children and Young Adults.

[www.wasla.asn.au/  
wasla-book-reviews/](http://www.wasla.asn.au/wasla-book-reviews/)



## WASLA Recommends...

### WOW Websites

#### Educational Technology and Mobile Learning

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

#### Free Technology for Teachers

<http://www.freetech4teachers.com/>

#### Atomic Learning

<http://blogs.atomiclearning.com/>

#### Edutopia

<http://www.edutopia.org/>

#### State Library of Western Australia Education Centre

[http://www.slwa.wa.gov.au/whats\\_on/activities](http://www.slwa.wa.gov.au/whats_on/activities)

#### ABC Splash

<http://splash.abc.net.au/home>

#### Australian Children's Poetry

<http://australianchildrenspetry.com.au/>

### PD & Advocacy

#### Reflections on what a librarian looks like

<http://blog.katekosturski.info/reflections-on-what-a-librarian-looks-like/>

#### 8 Book Historians, Curators, Specialists, And Librarians Who Are Killing It Online

<http://www.buzzfeed.com/alexiscoe/book-historians-curators-specialists>

#### The meaning of libraries

[http://www.huffingtonpost.com/michael-benson/the-meaning-of-libraries\\_b\\_4408468.html](http://www.huffingtonpost.com/michael-benson/the-meaning-of-libraries_b_4408468.html)

#### ALIA National – promoting your school library

[http://www.youtube.com/watch?v=Va5mo6ik2\\_M](http://www.youtube.com/watch?v=Va5mo6ik2_M)

### Around the Blog-o-Sphere

#### 22 books you should read now, based on your childhood favorites

<http://www.buzzfeed.com/ariannarebolini/books-to-read-based-on-your-childhood-favorites>

#### 13 perfect gifts for book lovers

[http://www.huffingtonpost.com/2013/12/11/book-lover-gifts\\_n\\_4414513.html](http://www.huffingtonpost.com/2013/12/11/book-lover-gifts_n_4414513.html)

#### What are the most important libraries in the world?

<http://mentalfloss.com/article/54123/what-are-most-important-libraries-world>

#### The Library: A World History Presents a Stunning Visual Survey of The World's Great Libraries

<http://www.openculture.com/2013/12/the-library-a-world-history.html>

## More WASLA Recommends...

### WASLA congratulates Dr Barbara Combes

The WA School Library Association congratulates Dr Barbara Combes on the conferral of her PhD.

Barbara is a key lecturer in Teacher Librarianship, as well as contributing to the teaching of other subjects in Library and Information Studies.

Barbara's thesis focussed on information-seeking behaviour of young people (aged 18-22) – the so-called Net Generation, Generation Y or Millennials. Her research investigated personal perceptions of young people use a range of technologies and their emotional response (confidence levels) to using these technologies according to the Net Generation attributes as outlined in the practitioner literature and the popular press.

It then examined closely how a group of young people were actually using these technologies to find information using the Internet and



electronic resources, to determine whether the Net Generation attributes accurately reflect what young people are doing in practice.

via <https://www.facebook.com/SISCSU>

Members of the various TL mailing lists frequently contribute assistance to other TLs when the cry for help goes out. Here are some interesting HITS posted in the past few months.

### BOOK TRAILERS

#### Collated by Brenda Clover

We do a unit on creating book trailers at year 10 and include an introduction to Creative Commons licences as part of the unit. Students create book trailers using Photostory – free and easy to use.

Have some links on the library website including storyboard template and rubric: [http://www.sac.sa.edu.au/Library/Library/Topics/English/book\\_trailers.html](http://www.sac.sa.edu.au/Library/Library/Topics/English/book_trailers.html)

I do book trailers with Year 5 and here are some links. Many will be suitable for older students.

<http://booktrailersforall.com/>

<http://sblc.registereastconn.org/booktrailers.htm>

The best commercial book trailers from youtube I have found are *Monster Blood Tattoo* <[https://www.youtube.com/watch?v=YEwCK\\_DJZXI](https://www.youtube.com/watch?v=YEwCK_DJZXI)> and *Look! A Book!* <<https://www.youtube.com/watch?v=Nz9JkUObM9M>>



A book trailer ScoopIt curated by Deborah Welsh: <http://www.scoop.it/t/book-trailers-for-teen-literati>

My favourite site for book trailers suitable for kids is Book Trailers for Readers: <http://www.booktrailersforreaders.com>

There's also a section on how to make trailers: <http://www.booktrailersforreaders.com/How+to+make+a+book+trailer>

There are some book trailers linked here: <http://www.insideadog.com.au/teachers/book-trailers>

## TLs in Action: the HIT Lists



*Graceling* is a great example of what publishers can do with book trailers [<https://www.youtube.com/watch?v=m7jwHLDpxFM>]

Some other publisher-produced examples:

*Maggot Moon* – <http://www.youtube.com/watch?v=5lIokZzXIa4>

*The Debt* – [http://www.youtube.com/watch?feature=player\\_embedded&v=iOsVfDXW8-E](http://www.youtube.com/watch?feature=player_embedded&v=iOsVfDXW8-E)

I have a web page of collected book trailers here: <http://www.mrsmaclibrary.com/book-trailers.html>

These are ones I have found successful:

*Leviathan* by Scott Westerfeld – <http://www.youtube.com/watch?v=PYiw5vkQFPw>

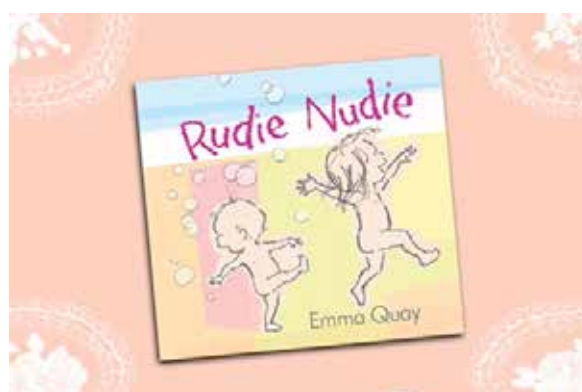
*Edsel Grissler* by James Roy – <http://www.youtube.com/watch?v=OWDP-CfeYYY>

*The Graveyard Book* by Neil Gaiman – [http://www.youtube.com/watch?v=P\\_UUVwTaemk](http://www.youtube.com/watch?v=P_UUVwTaemk)

*Wake* by Lisa McCann – <http://www.youtube.com/watch?v=N7IpLhITWvs>

*The Book Thief* by Markus Zusak – <http://www.youtube.com/watch?v=95s8G1KY400>

*Rudie Nudie* by Emma Quay – <https://www.youtube.com/watch?v=Lc-KeMXpRCc>



# Bright Ideas...

## Axis360 E-books

### Download E-books from The City Library


Available to use on a computer, smart phone, iPad, iPod, ereader or portable device.

To access this online resource visit:  
[www.perth.wa.gov.au/living-community/perth-city-library](http://www.perth.wa.gov.au/living-community/perth-city-library)

Click the 'e-resources' button


Scroll down and click on 'E-books by Axis 360'

Speak with a staff member for more information



**With Axis360 E-books you can**

- Download 3 e-books at a time (click on book cover to borrow item)
- Reserve e-books
- Select due back date from 1 day to 21 days
- Return e-books early



Check out new ebooks at your local public library. A great resource for personal reading, a way to try ebooks out before buying for the school collection, and a place to send voracious readers who just can't get enough!

# YA READING

# B I N G O

A BOOK WITH A FEMALE HEROINE	A BOOK SET IN A HIGH SCHOOL	THE LAST BOOK OF A TRILOGY	A BOOK WITH A COLOUR IN THE TITLE	THE FIRST BOOK IN A SERIES
A BOOK SET IN THE FUTURE	A BOOK WITH A BREAK UP	A BOOK WITHOUT A LOVE TRIANGLE	A BOOK THAT BECAME A MOVIE	A BOOK SET IN PARIS
A BOOK SET IN THE PAST	A BOOK WITH MAGIC	FREE SQUARE	A BOOK SET IN THE SUMMER	A BOOK WITH A DRAGON
A BOOK THAT MADE YOU CRY	A GRAPHIC NOVEL	A BOOK BASED ON A MYTH	A "CLASSIC" YA BOOK	A BOOK WITH A LION, A WITCH OR A WARDROBE
A BOOK WITH AN INCREDIBLE FIGHT SCENE	A BOOK YOU HEARD ABOUT ONLINE	A BOOK SET IN ANOTHER WORLD	A BOOK WITH AN EPIC LOVE STORY	A BOOK WITH MUSIC

WWW.RETREATBYRANDOMHOUSE.CA

## Hetty Verolme Visit

Recently, Year 8 students studying Morris Gleitzman's *Once*, set in WW11, were privileged to meet Hetty Verolme, author of *The Children's House of Belsen* and *Hetty: a true story*. A hush fell over the audience as Hetty spoke about her horrific experiences in Belsen concentration camp. It was hard to believe that our students were much the same age as she was then.

Despite everything, Hetty remains a positive, vibrant person with a true appreciation of Australia where she migrated so many years ago. She spoke of the freedom and the "fair go" reinforcing how lucky we are to live in this country and telling the students to be sure to pass on her story so that their children and grandchildren would remember the holocaust.

On a side note, Hetty was very ill with typhus and unable to leave her bed to welcome the British troops. Tragically, her schoolmate, Anne Frank, just a couple of barracks along, died of typhus just weeks before liberation.

I have since read *The Children's House of Belsen* and was struck by how, even in these terrible circumstances, there were those, such as Sister Luba and Hetty herself, who with unselfish and courageous acts showed the best of mankind.

**Judith Jarvis**  
**Irene McCormack Catholic College**



## A Little Christmas Story

One very early Sunday morning while Irene was walking her dog she came upon a pile of dirty old ply board. Upon close inspection realised it was a damaged sleigh, a Father Christmas and two kangaroos.



Irene had a thought. *We could bring this back to life in the school library.* It was bulk rubbish collection week, so she knew she had to act quick smart. As quick as a flash she dashed home, got in her car and went back to collect it. With her trusty colleague Sue, they got to work like Santas little fixers.

They scrubbed and cleaned, placed ribbon-wrapped book dust covers in the sleigh, pasted metallic cello paper over presents for some shimmer. All looking good and fine. Now how to attach it to the billboard?



Using the book stands and pinning them to the billboard with sturdy strong pins gave enough support to hold the weight of the display. (Sue had learnt this technique on a previous display workshop she had attended). Terrific, it worked!!

We knew our job was complete when in entered the pre-primary class and their faces lit up with delight.

**Sue Thoars**  
**Tapping Primary School**

## Withdrawn books

There is always much discussion on what to do with withdrawn books so after a inspiring visit to WA State Library I took advantage of our Design and Technology department by asking them to make a metal pole on a platform. I then used one of their drills to bore holes in different sized, withdrawn (seen better days) books.



It took a little time but the result is a great discussion point for students, some of whom ask how will they read them now!

Clearly this hasn't made use of all our withdrawn books but does create interest and a bit of fun. I recently visited a wonderful high school library in south-west of WA who have created an amazing counter and used heaps of books in the process.

**Helen MacCue**  
Coodanup Community College



This is a wall we have built in our library. (We saved the books and collected a few more from Vinnies that were being binned, and one of our S&E teachers – husband of our library teacher – did the actual building.)It has created an alcove that hides the photocopier and is one of the first things you see when you walk into the library. We love it! It's been much admired and has even made it into the local paper. The “vase” that you see on top of it is made out of about four old science books that they were throwing into the skip. (made by our computer technician). The “flowers” are made from magazine pages, created by two of our students.

You're welcome to come and view anytime you're passing through.

**Judi Westaway**  
Margaret River Senior High School



## Richard Harland Visits

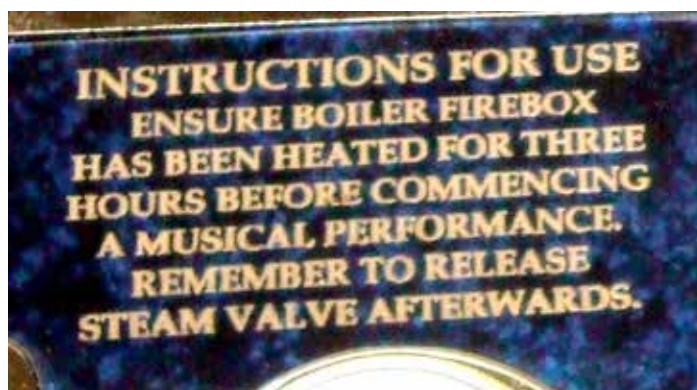


The Year 7 students at Ursula Frayne Catholic College were treated to a visit from author Richard Harland on Tuesday 25 March. Richard captivated the students' attention (and that of the adults present), opening his presentation playing a steampunk guitar. Richard then promoted his latest novel, *Song of the Slums*, a Steampunk novel set in Victorian England.



Steampunk belongs with the genre of Science Fiction and involves steam powered machinery and often presents an “alternative” to history. In this story a form of rock and roll, (known as

Gang music) sets peoples' feet tapping – even though the story is set in Victorian England. When seventeen year old Astor falls from riches to rags, she finds herself in charge of three nasty little brats belonging to the wealthy Swales family as their governess. When her efforts to control these brats go astray, Astor finds herself on the run with her “servant” Verrol. They meet up with a gang in the slums who play Gang music and the tale carries on from there. The novel is fast-paced and full of adventure – a story you just want to keep reading!



Richard spoke to the students about becoming a writer and how he began with the stories he wrote as a small boy in England. He gave up his university career as a lecturer to become a full time writer who has now achieved success. The students were left in no doubt that writing as a career is a difficult pathway, however, Richard's passionate love of story-telling was infectious and the students listened to him with great interest. In each of the two sessions a lucky student won a free copy of this novel. So, if you every get the chance to hear Richard speak – grab it quickly for he weaves a wonderful tale!

**Jill Oats**

**Ursula Frayne Catholic College**

This is the second time Perth Modern has been fortunate enough to have Richard Harland visit the school. This time round he spent the morning talking about ideology and genre to upper school English students and told them about the 145 pages of free writing tips he provides on his website at: <http://www.writingtips.com.au/>

He then introduced his latest book *Song of the Slums* and talked about the whole concept of Steampunk with Years 8 and 9. He is a very

entertaining and knowledgeable speaker and really enthused students, especially with all the steampunk paraphernalia that he brought to show them. The finale – where he actually played his amazing electric steam punk guitar - was greatly appreciated by his audience.

**Rosemary Burton  
Perth Modern School**



When it comes to being on-trend Iona aims to be a leader rather than a follower; that's why the iCentre is spot-lighting Steampunk this month with a guest speaker and a display.

In literature Steampunk is a sub-genre of science fiction that features steam-powered machinery of the 19th century with a futuristic twist. Stories are set in Victorian or Edwardian England or America's 'Wild West' (think of Robert Downey Jr's *Sherlock Holmes* or Lemony Snicket's *A Series of Unfortunate Events*).



Steampunk is also creeping into the world of fine arts and fashion from corsets and aviator goggles to lace veils and frock coats. So, in addition to dressing up two of our mannequins in Steampunk chic, we have some magnificent

items on display: Steampunk sculpture and jewellery by internationally renowned artist Michelle Murray of SteelHip Designs; and Steampunk fashion items and collectibles which have been kindly lent to us by Alison and Merriwyn Spicer-Wensley.

To give a human voice to our exhibition we invited internationally acclaimed novelist Richard Harland to speak to our students. Richard spoke about his career as a Steampunk writer and promoted his novel *Song of The Slums* – a gaslight romance (gaslight romance is a sub-genre of Steampunk).



A very entertaining speaker, Richard had us all enthralled with his knowledge of Steampunk, the craze which has already captured the imagination of British and American adults and teens and is quietly gathering a following here in Australia also.

If you are thinking of promoting Steampunk get in touch with us...we have created some great display resources we would be happy to lend.

To help promote the Steampunk theme and our guest author visit a new section was added to the ROAD at Iona website about Steampunk and can be found here: <http://roadatona.weebly.com/steam-punk.html>

**Catherine McDonnell  
Iona Presentation College**

## Forthcoming Events

**16–18 May, 2014**

**Readers and Writers Festival**

**Margaret River**

<http://www.artsmargaretriver.com/readers-writers-festival-2014-program/>

**21 May, 2014, 11am (AEDT)**

**National Simultaneous Storytime 2014**

<https://www.alia.org.au/nss>

**9–11 August, 2014**

**2014 Celebrate Reading National Conference  
– Insights into Quality Australian Literature  
for Young Adults**

The Literature Centre, Fremantle

<http://www.thelitcentre.org.au/article/2014-celebrate-reading-national-conference-fremantle-wa>

**31 October–1 November, 2014**

**Corrugated lines: a festival of words**

Broome, WA

<http://broome.wa.au/events/corrugated-lines>

**Cool Reads on Hot Days  
@ Yidarra Catholic Primary School**



### **Rita Pierson: Every kid needs a champion**

Rita Pierson, a teacher for 40 years, once heard a colleague say, “They don’t pay me to like the kids.” Her response: “Kids don’t learn from people they don’t like.” A rousing call to educators to believe in their students and actually connect with them on a real, human, personal level.

[http://www.ted.com/talks/rita\\_pierson\\_every\\_kid\\_needs\\_a\\_champion](http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion)

### **Sir Ken Robinson**

If you’ve never seen Sir Ken’s TED Talk “How Schools Kill Creativity”, you’re possibly in the minority – it has been viewed over 25 million times on TED alone! Once you’ve taken a look, check out Sir Ken’s other TED Talks as well (and if you have the opportunity, get yourself to this year’s EduTech conference and see him in person!).

*How Schools Kill Creativity*

[http://www.ted.com/talks/ken\\_robinson\\_says\\_schools\\_kill\\_creativity](http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity)

*Bring on the Revolution*

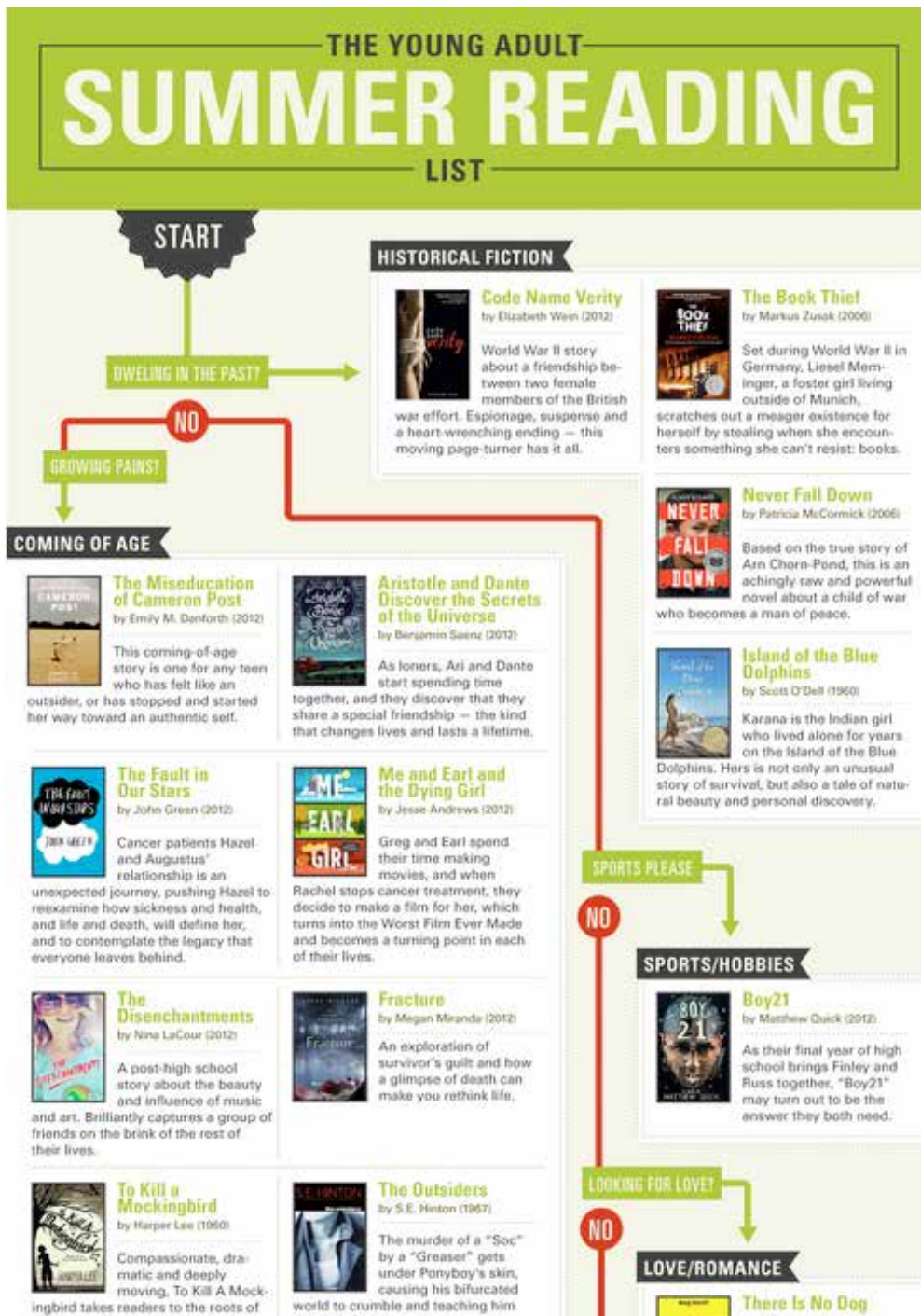
[http://www.ted.com/talks/sir\\_ken\\_robinson\\_bring\\_on\\_the\\_revolution](http://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution)

*How to Escape Education’s Death Valley*

[http://www.ted.com/talks/ken\\_robinson\\_how\\_to\\_escape\\_education\\_s\\_death\\_valley](http://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley)

**TED**  
IDEAS WORTH SPREADING





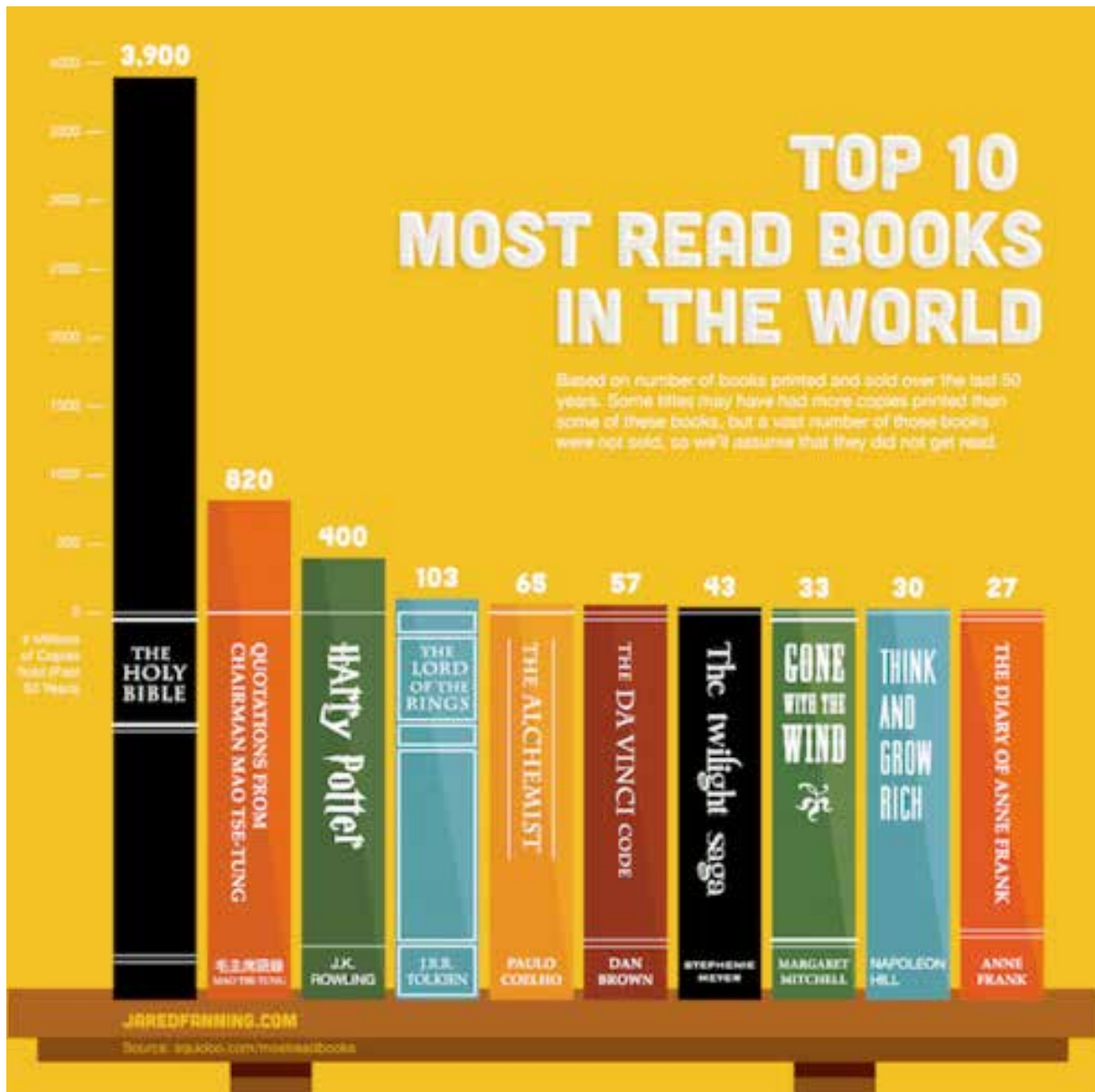
See the whole infographic at <http://mgslibrary.wordpress.com/2014/01/04/summer-reading-infographic/>



## School Library Dinner

Coming at the end of tumultuous and rather long year, the numbers were down for the annual school library dinner. However, that did not stop those who attended from having a great night of companionship and story swapping as they celebrate the achievements of school libraries in general and the achievement of Rebecca in winning the Teacher Librarian of the Year, in particular. Those who attended the dinner were unanimous in their praise of the quality of the food.

# The World's Most Popular Books



### Ten most borrowed books 2012/13

- 1 The Affair**  
Lee Child
- 2 A Wanted Man**  
Lee Child
- 3 Fifty Shades of Grey**  
EL James
- 4 11th Hour**  
James Patterson & Maxine Paetro
- 5 The Last Straw**  
Jeff Kinney
- 6 Diary of a Wimpy Kid**  
Jeff Kinney
- 7 Guilty Wives**  
James Patterson
- 8 Bring Up the Bodies**  
Hilary Mantel
- 9 I, Michael Bennett**  
James Patterson & Michael Ledwidge
- 10 The Casual Vacancy**  
JK Rowling



### Most borrowed Children's titles

- 1 Diary of a Wimpy Kid: The Last Straw**  
Jeff Kinney
- 2 Diary of a Wimpy Kid**  
Jeff Kinney
- 3 The Gruffalo**  
Julia Donaldson & Axel Scheffler
- 4 Diary of a Wimpy Kid: Roderick Rules**  
Jeff Kinney
- 5 Aliens love underpants**  
Claire Freedman & Ben Cort



### Most borrowed Non-fiction titles

- 1 The Hairy Dieters: How to Love Food and Lose Weight**  
Dave Myers & Si King
- 2 My Animals and Other Family**  
Clare Balding
- 3 The Official DSA Theory Test for Car Drivers (2011 edition)**  
Driving Standards Agency
- 4 The Great British Bake Off: How to Bake**  
Linda Collister
- 5 The Official DSA Theory Test for Car Drivers (2011 edition)**  
Driving Standards Agency

### Total books loaned Millions

2012/13	263m
2011/12	288
2010/11	300
2009/10	309
2008/09	311
2007/08	308
2006/07	315
2005/06	323
2004/05	330
2003/04	341
2002/03	361
2001/02	377
2000/01	406
1999/00	430
1998/99	460

# Celebrate READING National Conference

**31 October - 1 November 2014**  
*Insights into Quality Australian Literature for Young Adults*



The Literature Centre



**Anthony Eaton**  
(ACT)



**Kirsty Murray**  
(VIC)



**Melina Marchetta**  
(NSW)



**John Marsden**  
(VIC)



**Amanda (A.J.) Betts**  
(WA)



**Jane (J.C.) Burke**  
(NSW)



**Michael Gerard Bauer**  
(QLD)



**Vikki Wakefield**  
(SA)

Join us for our third **Celebrate Reading National Conference**. This year there's a secondary school focus which will suit teachers, librarians, authors, illustrators and literature enthusiasts.

**What you can expect:**

- Opening Keynote by John Marsden.
- Eight award-winning authors presenting multiple times.
- Insightful presentations on contemporary Australian Literature.
  - Engrossing panel discussions.
  - No concurrent sessions.
- Superbly curated exhibitions of original artwork.
- Two bookshops and original artwork and prints for sale.

Venue: The Literature Centre, Old Fremantle Prison.  
Entry: Corner Knutsford Street and Hampton Road,  
Fremantle, Western Australia

www.celebratereading.org.au | Ph: 08 9430 6869  
Facebook: The Literature Centre

**Registration includes:**  
Two full days of sessions.  
All tea breaks and lunches.  
Sundowner drinks and finger food each day.

**STANDARD REGISTRATION**  
\$550 per person (incl. GST)

**EARLY BIRD REGISTRATION**  
\$495 per person (incl. GST)

Early Bird deadline Friday 11 April, 2014.  
Limited on-site parking available at \$25 per car.

**Register On-line!**

**NEW!** Conference website for info  
and to register on-line

**www.celebratereading.org.au**

Nurturing excellence in  
children's and young adult literature

