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In this Issue:

A Library Triptych

A New Era in School Education

What Inspires Gary Crew to Write?

Reading the Future

Modernising our School Libraries

2015 Library Awards

Professional Journal of the
WA School Library Association
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Editorial

It is vital in our profession to stay current with the latest research and trends in education, information science and library management. Therefore, attending professional development events and reading the latest news and literature is an integral part of our role if we want to remain relevant within our schools.

The biannual School Library Conference happening in June is a hallmark of our PD events. Not only can we be inspired by keynote speakers and workshops, we can also learn just by networking with other library staff and educational experts. In this edition of *ic3* we are privileged to have two of those keynote speakers, Hamish Curry and Tom March, contribute on current library and educational trends. I hope that reading their articles will inspire you to find out more from their future keynote sessions.

Another way that we can learn is through online reading and WASLA is now digitally curating the masses of information that this out on the Internet with our new Facebook group page and Twitter feed. You can find out more about these in our President's report.

I hope to see many of you at the School Library Conference, other future WASLA PDs or perhaps communicate with you online via our social networks.

Natasha Georgiou, Editor

Cover image courtesy of St. Stephen's School, Perth

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- Val Baird
- Barbara Combes
- George Diek

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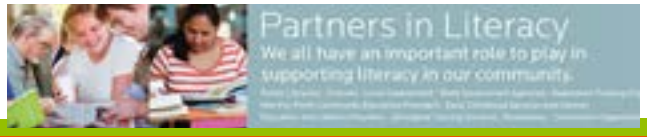
From the President's Desk

Welcome back to 2016 everyone! It has been a busy and interrupted start to the year, which has put extra pressure on everyone working in schools and especially the school library which is a major community space for staff and students. The Committee has been working hard to plan PD events for 2016 and to keep WASLA and school libraries in the public eye.

On an international level, I have been working closely with the International Federation of Library Associations (IFLA) Literacy and Reading Section on preparation of materials for the launch of the global *Literacy Matters!* campaign at their annual conference in Ohio during August. The Section Chair, Annie Everall (UK), met recently with UNESCO and IFLA delegates to discuss IFLA's response to the UNESCO 2030 Agenda, a global initiative for all countries for the next 15 years. Literacy, libraries and equal access to information are at the forefront of these global initiatives. *The Literacy Matters!* campaign will include posters, bookmarks, postcards and a Creed. We will be able to tap into this initiative to advocate the importance of school libraries and their personnel, not only as places to improve literacy outcomes, but the one place/space in a school where there is a conduit to the wider world of information outside the school.

IFLA International Federation of Library Associations and Institutions

As a follow-on from this campaign, I attended a Literacy Matters (using the IFLA by-line) meeting at the State Library WA, earlier this year. This is a second meeting about this project and is an attempt to identify and pull together resources, people and organisations from all sectors of the community that deal with or provide services to help raise literacy standards in Western Australia. This is a tall order as many organisations already have separate identities and deal with specific age groups and sections within the broader community. Thirty plus organisations were represented at the meeting including a number of government departments, such as the Education Department. I will keep you posted on developments from this group. Again this is an important initiative where school and library personnel need to have a voice.



Committee members have also been attending groups, conferences and training sessions to ensure members have people to contact to assist with information and any issues that arise. Hanneke van Noort (Library Officer) has been working with the LIFT library officer group, as well as organising the WASLA 2015 AGM, which went off without a hitch. Hanneke is also on the WASLA Awards and PD Sub-Committees. Phyllis Paioff (Library Technician) works closely with the WA Library Technicians Group and has attended courses on RDA and cataloguing, and copyright. George Diek (Teacher Librarian) has joined the FutureNow group on WASLA's behalf and attended a meeting where the future of libraries, museums and galleries and the new government training packages were discussed.

FutureNow Creative and Leisure Industries Training Council

Rebecca Murray (Vice President) will represent WASLA at the Associations Clubs WA Conference to be held on the 2-3 May. Rebecca will also lead the Committee at the photo shoot of Perth's Library and Information Services Association personnel, which is being organised as an advocacy campaign by the Australian Law Librarians' Association WA, scheduled for June 9. Members also met with the Queensland School Library Association and we continue to work towards setting up a Memorandum of Understanding where the state associations will collaborate to bring out influential speakers, who would not normally come to WA due to distance. All these initiatives are part of a broader WASLA agenda to create partnerships with a range of groups both within WA, nationally and internationally.

The Great School Libraries Campaign reached a climax early in April with a number of WA libraries appearing in the *Education HQ* magazine and on the ALIA FAIR Libraries website. Iona College was chosen as the exemplar for WA, as this is where our current TL of the Year, Leonie McIlvenny works. Having a TL in the school was a major criteria for nominated schools and the programs

created and run by Leonie at Iona are an example of what a difference a TL can make to a library. As part of this partnership with ALIA, WASLA and the other state associations also commissioned a research report using ACER data. However, an issue with the data is that it comes from national data collected about teachers rather than school library personnel. A better snapshot of what is happening in Australian school libraries is the Softlink Australian and New Zealand research survey, which is conducted on an annual basis. The annual *Horizon Report* is another annual publication that looks at the bigger picture in ICT, information management and education.

GREAT SCHOOL LIBRARIES

This year WASLA teams up with AISWA to present the School Library Conference WA (SLCWA). The theme this year is In your dreams. There are lots of great speakers and themes include practical library, literature and authors, ICT and technology and outreach. The bus tours will visit a range of agencies plus schools. Many agencies such as the State Library and the National Archives offer educational materials, speakers and programs that schools can tap into, so this is an opportunity to see what you can offer your school for free. As funding becomes tighter and resources more expensive, these partnerships where schools collaborate with other agencies in their community will become increasingly important.

I urge WASLA members to apply for a scholarship to attend the conference – city members get full fees paid, while country members have one full fee payment and up to $1000 for travel and accommodation (this may be shared with others). The Minister for Education will be opening the conference and awarding the TL, Library Technician and Library Officer of the Year awards. This is an opportunity to show government how important school libraries are and advocate for more funding and personnel for WA schools.

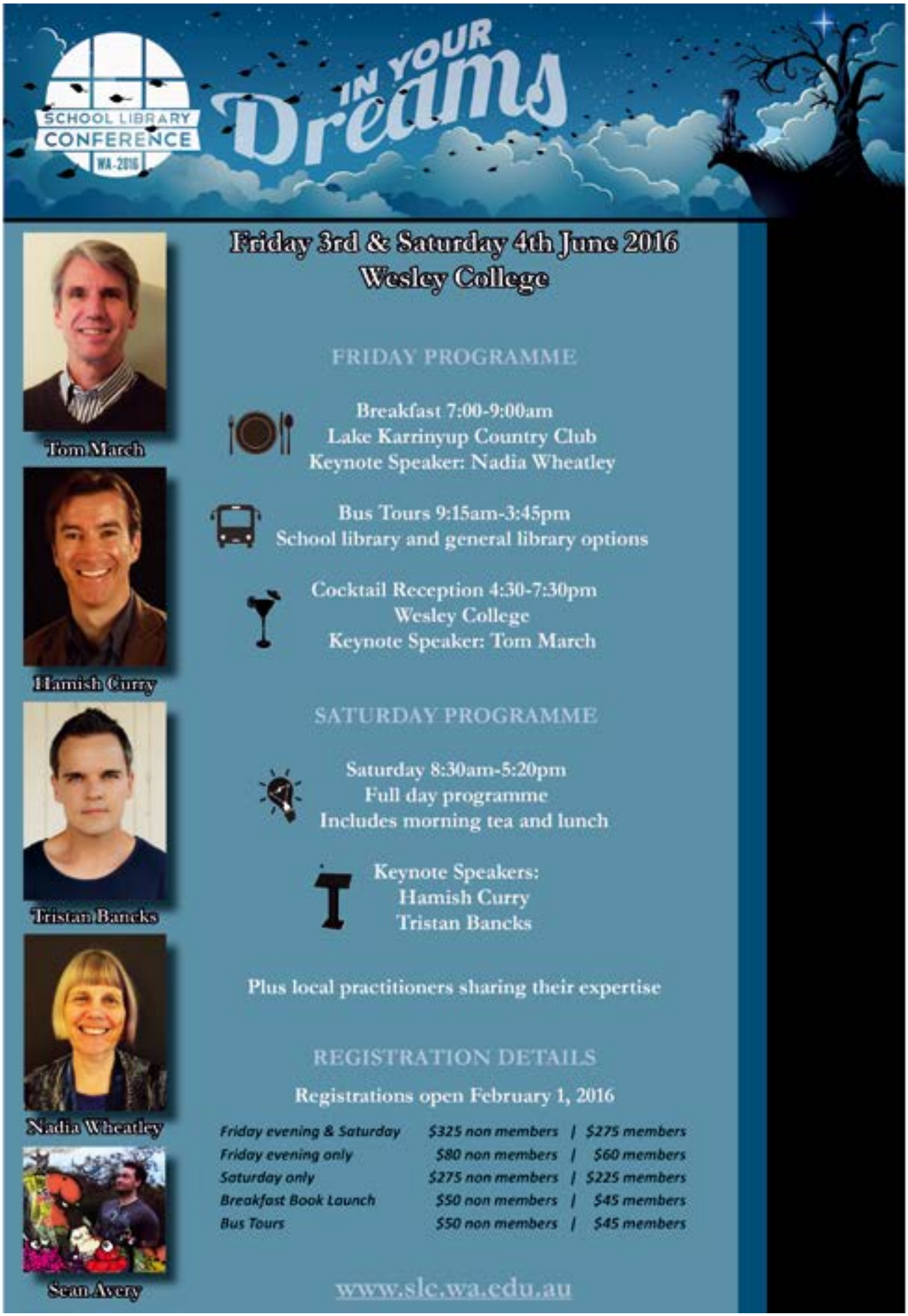
The 25 Year Service Award pin is also being presented for the very first time. The pin is for anyone who has worked in a school library (does not have to be consecutive service) and recognises the outstanding work done by library personnel in schools. The recipients will receive a pin and certificate and the Principal of their school notified of their achievement. The pin will be a feature of future SLCWA conferences, so if you haven't quite reached the 25 year milestone, you might be eligible next time in 2018.

WASLA's Social Media Sub-Committee has been working since the start of the year to set-up our social media presence. Many thanks to Sarah Betteridge, Natasha Georgiou, Mike Spanier and Lisa Crofts for all their hard work. We have recently gone live and you can find our Facebook group page at Western Australian School Library Association (WASLA) and our Twitter account at @WASLApln. We look forward to connecting with our members and other networks via these mediums. So watch this space for the various ways to connect with library personnel throughout the state.

I want to extend my thanks to the following Committee members who have recently resigned their positions, Jeff Herd and Lisa Crofts. Both have greatly contributed to the running of the Committee, in particular with coordinating professional development events. They will be missed.

I look forward to meeting people at the conference and other PD days planned for the rest of the year. These conferences provide us with opportunities to hear what other practitioners are doing, find that one great new idea, meet that new person who will help you in your school library and generally make you feel part of a greater community and profession. I hope you have all had a great break and are ready to tackle the new term.

Dr Barbara Combes, President WASLA


SCHOOL LIBRARY CONFERENCE
WA-2016
IN YOUR Dreams
Friday 3rd & Saturday 4th June 2016
Wesley College
FRIDAY PROGRAMME
Breakfast 7:00-9:00am
Lake Karrinyup Country Club
Keynote Speaker: Nadia Wheatley
Bus Tours 9:15am-3:45pm
School library and general library options
Cocktail Reception 4:30-7:30pm
Wesley College
Keynote Speaker: Tom March
SATURDAY PROGRAMME
Saturday 8:30am-5:20pm
Full day programme
Includes morning tea and lunch
Keynote Speakers:
Hamish Curry
Tristan Bancks
Plus local practitioners sharing their expertise
REGISTRATION DETAILS
Registrations open February 1, 2016
Friday evening & Saturday $325 non members | $275 members
Friday evening only $80 non members | $60 members
Saturday only $275 non members | $225 members
Breakfast Book Launch $50 non members | $45 members
Bus Tours $50 non members | $45 members
www.slc.wa.edu.au
Tom March
Hamish Curry
Tristan Bancks
Nadia Wheatley
Sean Avery

A Library Triptych

'Good things come in threes' so the saying goes. I know there's also the opposite saying about bad things too. I'd bet the average week in schools contains all six. That's because learning environments are highly complex and constrained. Very often it feels near impossible to work out whether you should act on the bad things or celebrate the good things. For educators it is hard to find clarity and ambition when there is so much going on. For school libraries I would argue it is even more complex, as they often operate as their own system within a system. What if we could focus on the things that matter most? What if we could articulate three things that take us toward a better understanding of learning culture? What if we reduced the library to a triptych to help us tell the power of its story?

Probably one of my favourite triptychs is *The Pioneer* by Frederick McCubbin. It is a very large painting hanging in the National Gallery of Victoria. The longer you look at the painting, the more the story reveals itself. It captures ambition, life, death, growth and change very aptly. These themes also apply to libraries, of course. There have been libraries that have grown, vanished and emerged over the past few years, all with their own story to tell. If I asked you to draw your library story in three panels what would it capture?

There would be details, nuance and evolution. I'm finding it less surprising, as I dig deeper, that when things are described, designed or done in threes, there is strength, impact and clarity. Consider the old teaching adage of '3 days, 3 ways'. Basically, if you're going to teach something important, teach it in three different ways over three consecutive days. Consider those three panels of a library triptych: one about the physical (spaces, collections, activities); one about the digital (media, databases, devices); and, one about the emotional (imagination, motivation, relationships). What would they reveal and amplify about your school library?

We've all heard the value of libraries being the third space between home and work. At school, the library often occupies a very unique space in the learning culture. One that schools who got rid of their library should have paid attention to. School libraries allow students to be themselves without an agenda. So if the classrooms are there to teach, the library is there to immerse. While libraries have their own limitations about capacity, noise, use of technology and wifi and programs, they still create the space for students to hang out, geek out and mess around.

When I worked with the library staff at the American School in Tokyo, I was impressed to see they'd created a temporary student-curated library collection called 'Don't worry, be happy.'

At St. Felix Catholic Primary School in Sydney, we untangled our thinking about their library becoming more centralised, with the result being a cleverly utilised loft and a bunk bed converted into a 'reading bus'. Healthy chaos ensued. When students want to be in the library because they choose to, as educators we need to pay close attention to understanding why.

Which brings me to another interesting trio about school libraries in terms of their physical design. Always pay attention to the 'high, lows and slows'. Very often primary school libraries are far more willing to create high spaces, like lofts or small split levels, than high school libraries. Regardless of age, including adults, being up high in a snug space is incredibly comforting. When we mapped activity in the Elementary Library at Shanghai American School in China, one of the most popular spaces in their large library was the small loft they'd built, as well as the tight space underneath. At one of the Caulfield Grammar School libraries I witnessed five young students squeeze into a small teepee

with their books. Low spaces like this, including sunken floors (or even the 'illusion' of one) are equally effective in libraries. The 'slows' refers to the pace and movement of people. Libraries face many challenges with their capacity, so identifying where people can slow down, as well as where efficiency is crucial, helps define the use of space. Consider how your collections play into the 'slows' too. These elements help libraries design themselves as intersections rather than as destinations.

So how do you go about finding the clarity and ambition to reduce your library to a triptych? Through my work at NoTosh I have been using various elements of design thinking methodology to help schools, organisations, and groups reach consensus and develop pathways forward. Three core skills that help establish a strong understanding of a learning culture in this process are observation, questioning and connecting. Some of the approaches and examples already mentioned highlight these, but certainly the rigour of drilling down to core questions helps reach better data and opens up new insights and connections. When a key ambition is found, we use three key words to challenge us: 'How might we..?' We can also analyse the ideas we come up with using the lenses of 'New, useful, feasible'. Design thinking has lots of powerful things that come in threes. It builds the kinds of mindsets in educators and students that produces tangible and meaningful change. If we consider that three of the big things that are changing learning are the scope of the curriculum, the nature of information, and the access given to it, then we are going to need better ways to find clear and innovative ideas that really make a difference with them. School libraries: you are at the hub of this to begin exploring them.

The final part of a triptych should say something about the value of collaboration. It is a mindset and skillset in need of much more attention in the design of learning. A trio of collaborators is a powerful thing. For library services it opens up combinations that enable true co-creation, as well as co-curation. The National State Libraries of Australasia has described the components of collaboration as enabling 'efficiency, innovation and sustainability'. Consider how different audiences can play a part in these with different library services.

When it comes to programs in the library less is often more. Even experimenting with some 'unprogramming' to find combinations that utilise and amplify existing resources. A good example of this is *The Book Fair Game*, developed by Matt Finch, which empowers young people to better evaluate and develop ideas for curating and trading books. It would also be worth expanding the lenses of library collaboration by exploring the value of games. Games often require high levels of cooperation and innovation and neatly fall into the 'safe space' and digital agendas of many libraries.

If we are to see school libraries reflect the best elements of any learning culture, then we need to tell that story better. Use the power of threes to find them, connect them, and focus them.

Hamish Curry

Hamish is a Senior Consultant based in NoTosh Australia's branch, working not just with an array of those in education, but bringing a renowned expertise to cultural institutions and event design across Australia and overseas. Hamish was formerly the Education Manager at the State Library of Victoria, where he developed many successful learning programs for public and education audiences. Hamish works with scores of schools as well as range of other organisations across the country on design thinking, formative assessment and creative leadership strategy.

Hamish is also one of our keynote speakers at the upcoming School Library Conference of WA.

Schools: Invent The Next Era Of Education

Many in society have personally experienced the power of technology to enrich their learning. Such things as social media, on-demand audio-video streams and an unlimited array of newspapers, magazines and special-interest communities make this the best time for accessing learning opportunities that humanity has ever known. So those less familiar with schools cannot fathom why technology has yet to transform classroom-based learning. Conversely, those in schools can appreciate this as what is referred to as a 'wicked problem'; one seeming to defy solution. If it were so easy would not two decades – and radical advances in technologies – be enough to make progress? The unfortunate truth is that, during this time, educators have busied themselves tinkering at the edges when what is needed is a re-invention of 'schooling'.

As personal technologies shift the world from one-size-fits-all to a different reality where it is expected that everything is 'fit-to-one's-size', how can a model of schooling based on mass production hope to accommodate the unique, idiosyncratic and ultimately more effective ways people learn best when given full access to digital resources? It cannot. So rather than debate issues that only play on the surface of how teaching and learning is structured and conceptualised in schools, educators must get on with inventing a solution suited to the facts of the present conditions. And the conditions are stark in their contrasts:

- Where goals were once for basic literacy and acculturation to industrial era work, society now demands not just basic skills but also much more advanced characteristics required by a globalised world, such as critical thinking, creativity and an appetite for lifelong learning.
- Where schools once lacked resources and had to rely on readers and textbooks, students today have access to infinite resources that will only become more personally tuned as the current era of data and algorithms progresses.
- Where conformity was once the attitude that allowed a smoothly humming assembly line, the complex and ever-changing demands of competition and fluid job requirements accent the value of innovation and self-initiative.

These are but a few of the obviously different conditions confronting students today. So more of the same or trusting in change will not achieve the goals educators envision for rich, personally meaningful learning for each student because the platform upon which schools have been built actually supports an entirely different structure. It is as if last century's train tracks are expected to carry broadband signals or defunct, printed encyclopaedia's to be up-to-date with yesterday's events. A new model is needed.

Designing a School's Next Era Ed

Through decades working in and with schools, coupled with cycles of research, trials, hunches and new mistakes, I have come to see that six pieces are essential if a school is to re-invent itself for the next era of education. Each aspect exists because without it, educators are still tinkering with the old model. Although the model is not linear, ordering the components is useful, as many build on each other. These days, enough schools have some or most of the pieces in place to create their own solution to tweaking mass-production schools to liberate personally meaningful learning. Before getting into details for each aspect, it is helpful to see the full process in one view, with directional questions for each:

- Vision – is it articulated and shared?
- Evidence – exactly what does achievement of the vision look like?
- Learning theories – are research-based pedagogical models that promote such student achievements used?
- Curriculum 2.0 – are units designed to leverage the pedagogical models and personalise ICTs?
- Review – has a systemic review process that 'closes the loop' for continuous improvement been embedded?

- Smart digital environments – are technologies being used to increase efficiencies and enliven Curriculum 2.0 as well as tap into data analytics to support systemic review?

This creative and invigorating professional engagement is represented by the following graphic.

Given this overview and graphic, many readers will 'get' much of why these components are recommended. The main thing to appreciate is that these six steps provide a framework and process designed to prompt schools to invent their own unique approaches based on their local needs and values.

1. Vision – Seeing the Future Today

This paraphrase from *Alice In Wonderland* captures the importance of a vision: 'If you do not know where you want to go, any road will get you there.' Thus, like much of the rest of the framework, the need for an articulated and shared vision is common sense. Of course, most schools have a vision, but unless it is both specific and owned by everyone, it will not drive change. Schools might find they actually need to develop a more detailed vision for student success that focuses on observable behaviours related to teaching and learning. A valuable exercise for all Australian schools is to review the description of successful learners in the *Melbourne Declaration* because its points are both inspiringly useful and meant to underpin NAPLAN, the Australian Curriculum and MySchool.

2. Evidence – The Twofold Importance of Evidence

Once a school has articulated a rich vision for student achievement that is shared by all, it is ready to focus on generating evidence that can indicate achievement of the vision. The first word in the last sentence bears repeating: 'once'. It is not enough for some vision to be on the school's website or displayed prominently in the office. For the vision to do its job, the school's goals for students must be authentic and owned by all. How will personally meaningful learning for all students be achieved if work is superficial?

Evidence is the important second step for two main reasons. First, in the spirit of 'backward design', if schools really hope to make the vision a reality, they should develop measures that demonstrate its realisation before they race off to find and create strategies intended to achieve it. In other words, if the measures for evidence are well-designed, their fulfilment provides validation that the vision has been achieved – at least to some degree and that can be improved upon over time.

Another reason for setting evidence as the second step is that testing communicates what really matters. NAPLAN illustrates a fundamental truth: the very act of assessing defines what is important. Literacy and numeracy are only two of the seven General Capabilities meant to permeate the Australian Curriculum. How many educators could list the other five? How many parents or students could name even one? And yet few would deny the importance of capability in ICTs, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding. Thus, even though all seven apparently warranted inclusion in the Australian Curriculum, it is clear which ones matter.

3. Learning Theories to Get Schools There

Now that what successful achievement of the school vision looks like in student performance has been defined, the school needs to explore and choose research-based learning theories that support these achievements. The point is to select systemic models that have been tested and found to reliably deliver intended outcomes. That these are theories and not popular initiatives or new ideas is essential. Theories promise if-then hypotheses: if you desire x, then do y. Theories are not merely promising ideas to be tried and cast aside when what is hoped for does not occur. For example, a school might seek to promote student collaboration and problem-solving, so choosing Sugata Mitra's *Self Organised Learning Environments* (SOLE) model provides

a framework and hypotheses that can be locally tested.

Notice how this third step, coming after the previous two, is very different from what schools often do, namely, choose promising, popular strategies hoping that these will produce positive results. But which results were they after? Such efforts often continue for a while before being replaced by another new, good strategy. In this way, school change is probably better described as school churn, where lots of activity (and staff exhaustion) is evident, but yields little data of specific desired outcomes. By choosing learning theories that target the goals in the vision and can generate appropriate evidence, a school will not only be using good strategies, but good strategies that are more likely to produce the intended results.

Plenty of excellent learning theories and related research in psychology exist for schools to investigate based upon their visions and identified evidence. Here are a few:

- *Intrinsic Motivation* as codified by Edward Deci and Richard Ryan
- *Curriculum Mapping* as championed by Heidi Hayes Jacobs
- *Understanding/Schooling by Design* from Grant Wiggins and Jay McTighe
- *High Reliability Schools* by Robert Marzano
- *Cultures of Thinking* from Harvard's Project Zero team
- Sugata Mitra's *Self-Organised Learning Environments*

Note that these approaches are based on achieving specified outcomes, some distinctly different from others. Schools that focus on a few initiatives gain power from shared professional goals and avoid staff burn-out.

4. Curriculum 2.0 – New Routines for Classrooms

This step brings educators to a paradoxical experience, where life in a next era classroom will in many ways be 'like what they have always done' while at the same time 'unlike anything they have done before'. Given the school's rich vision for demonstrable authentic student achievement and a research-based theoretical framework, educators are likely to find many common classroom practices less than satisfactory. Consider: the inefficiencies of class discussions where only a few students talk; the apt-to-miss nature of one-to-many 'chalk-and-talk' lectures; the randomness of outcomes in group activities; and, the pointlessness of research where text and images are copied with little cognitive engagement. Yet such practices can be found in today's schools, where covering bulging content can dominate over students' internalised understandings.

With the three precursors of vision, evidence and learning theories in place, the above common classroom practices are transformed: collaborative documents enable 100% participation in class discussions that are quickly generated and digitally archived as a baseline upon which to build; thinking routines linked to rich media resources engage students in deep analysis and interpretation; challenge-based learning using jigsaw roles sees learners working interdependently to achieve real-world goals for a global audience or online mentors; and, self-chosen, ongoing investigations allow students to pursue deep learning in core disciplines, leading to sophistication that highlights the inevitable interdisciplinary linkages.

The best teachers already know exactly what to do once liberated from the time-driven machinery. The challenge they face is to maximise this expertise and scale it across whole schools. The best place to achieve this scaling is in the collaborative design and implementation of curriculum units: the nexus of school goals, capstone assessments, pedagogical frameworks and related strategies. These elements can all become parts of a whole-school template for units of learning. Any collaborative online document will work to support this, but better yet is a software system that provides a higher level view above the silos of Key Learning Areas and year levels that arise when these units are not part of an integrated, school-managed system. With smart, curriculum design software, it is easy to see which units employ specific strategies that might achieve particularly favourable outcomes and drill down to classroom activities and assessments. As a school, teams and faculties can build on such successes.

Schools: Invent The Next Era Of Education

5. Review for Continuous Improvement

Great teaching and learning has always happened in schools around the world, but in isolated classrooms and without clear definition of what made it great. Educators therefore had little possibility of replicating it. When the school community speaks the same language of vision, evidence, learning theories, best practice AND has a regular process for reviewing what is working best, then these gems can be shared, imitated where useful and polished to empower a school to pursue a sure path to achieving its vision. Look for such regular review processes and build them into the school's calendar of activities. This is the realisation of instituting professional learning communities that can be drivers of best practice and action research.

6. Smart Digital Environments – the Fruition of Learning

The astute reader will have observed that Curriculum 2.0 made reference to technologies and that the review process is expedited when supported by smart software. In fact, each phase of this *Next Era Ed* model is enhanced when supported by a smart digital environment. For example, a school's vision for student learning can be readily articulated so that it is easily embedded in any appropriate rich task and curriculum unit. Similarly, the underlying learning theories can be linked to curriculum units and measured for effectiveness against actual evidence generated by students' uploaded products and related journal entries. Obviously, a robust online platform will facilitate student interactions, collaborations and access to rich media resources. What makes this digital environment smart is that, in the best case scenario, all this digital activity resides in one database which can be plumbed through analytics to provide increasingly useful and granular data to support a school community's upward spiral of continuous improvement on achieving what it values most.

Conclusion

Every school will have made considerable progress on some phase of these six core steps. It is important to begin with these successes and then gently assess what might have been missed or poorly implemented. One of the most successful schools that took steps along this journey actually realised that what they had done in year one of a five-year plan failed to connect with staff members and that the school's learning area leaders needed to re-group, plan and begin again. Such decisions and actions are wholly justified and re-paid when the next steps set a secure foundation for whole-school growth and continuous improvement. It is time for schools to trust their local needs to set a direction, identify successful achievement and choose research-based models that support what their community knows is most important.

This article concludes with a plea for a bit of kind intolerance on two fronts: educators can no longer accept reluctant colleagues' arguments that the status quo is good enough nor over-exuberant tech evangelists' faith that new gadgets or apps will miraculously get a school where it needs to go. The obvious truth is that unless schools act with focused determination, the vision for technology's benefit to education will continue to be realised only in isolated classrooms, not across schools, and only for the lucky few. Not good enough.

Tom March

Tom frequently keynotes, writes, facilitates workshops, consults with schools and designs software, all focused on shifting education from mass production teaching to personally meaningful learning. He has recently joined Hobsons Edumate as principal consultant for teaching and learning.

Tom is also one of our keynote speakers at the upcoming School Library Conference of WA.

This adapted article was originally published at Education Technology Solutions: http://educationtechnologysolutions.com.au/2015/09/23/schools-invent-the-next-era-of-education/

What drives me to write?

Much of my childhood was spent in hospital, particularly between the ages of 9 and 12 years. When I returned home, I was encumbered by tubes and catheters which prevented me from being physically active, although my mother says that I begged to be allowed to play cricket with the kids down the road. The result of this isolation was that I taught myself to draw, I read widely and, as is my profession, I became a writer. But before I explore the results of those 'life-imposed' juvenile interests, I should note they were the outcomes of an isolated childhood.

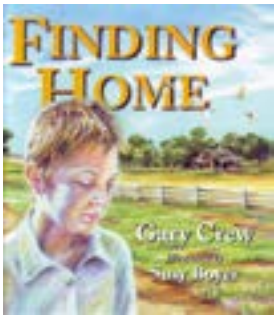
While many of us who face boys daily (I include myself, as a university professor, often teaching 27-year-old males who still do not appear to have attained their 7th year) there should, nevertheless, be an appreciation that certain boys need our emotional support to survive the aggressive world of the average Australian male who, sadly, is encouraged to deny the expression of his emotions. As Thomas (aged 15) says in *Real Boys Voices* (Pollack, W; 2000): 'I'm not a very emotional type of guy; at least, I don't show it. I like to keep it all in, which I know is not very good.' (p 143).

However, as I grew older, I learned the positive benefits of expressing myself through the utilisation of drawing, reading, and writing – eventually turning these habits into skills which creatively enriched my personal and professional fulfilment.

Firstly, I took myself to the Queensland Institute of Technology and graduated as a Design Draftsman. That temporarily satisfied my desire to draw but a love of reading still dominated and after 10 years in the industry, I quit drafting to study Literature at the University of Queensland, initially graduating as an English teacher with a Masters in Literature. But the urge to write was too powerful to ignore – and that is because, as an isolate, I 'read a lot'. As Stephen King says: 'Reading is the creative centre of a writer's life'. (King, S, *On Writing; a Memoir*; 2000, p.114) And whether you like King's books or not—in this case, at least—what he says is true.

So I began to write illustrated books and novels both for, and about, isolated boys. Here are the ideas behind four of the more recent of them, all magnificently produced in hardback and published by Ford Street Publishing.

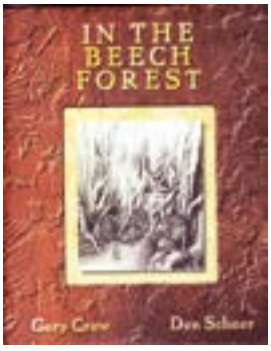
Finding Home (Illustrated by Susy Boyer; 2009) is based on an extraordinary event which I personally witnessed and which affected me deeply.



I was spending time with my wife and children at the home of my mother-in-law Audrey Willis in the little town of Calliope, west of Gladstone, Queensland. Over Audrey's back fence towered a dull grey cenotaph: a huge, long dead gum. But every evening hundreds of pure white corellas made their descent onto those dead limbs, bringing the tree to squabbling life. Round and round they circled, screeching and bickering until they made their roost for the evening and slept.

On another trip to Nana Aud's (as my kids call her) the tree was gone. 'Neighbours got rid of it,' she said. 'Falling limbs too dangerous…' But the birds still circled, forlornly searching for home. And worse, over the next week they still came, in fewer numbers, but their search became more frantic, more insistent and some, entirely unwilling to believe that their home had been destroyed.

The resultant story, *Finding Home*, tells of a book-loving boy (a boy who 'finds home' in books) isolated on a farm with insensitive parents. On that farm, in the middle of the wheat field that his father must harvest, is a magnificent gum, the home to cockatoos who roost in its branches. The boy loves them. He reads about their habits and life style in the books delivered by his only friend, a man from a travelling library. But when the gum is destroyed by his narrow-minded parents the boy realises just how much he identifies with those homeless birds and he chooses to seek a new life, a new home, with those who love books as he does.



I suspect that *In the Beech Forest* (Illustrated by

The Inspiration behind Gary Crew

talented young Western Australian, Den Scheer, 2012) had multiple origins. One origin was myself as the isolated boy who is the central character of the book. Another was a walk through the primeval beech forests of Tasmania and possibly there is a resonance of Jenny Wagner's 1983 classic, *The Machine at the Heart of the World*, which I was privileged to hear her read many years ago.

The unnamed (therefore universal) boy enters the forest in search of adventure. As he admits, he is 'new to this land' yet, while eager to explore, he is also threatened. This sense of threat is evident in a reading of the illustrations which deliberately depict him carrying a toy sword. He also confesses to remembrances of his 'fearful' computer games. As he walks on through the ancient trees, a spirit of foreboding overpowers him and he begins to imagine his computer game fears coming to life around him. This is perfectly demonstrated in Den's visuals on page 11, where the boy's imagination constructs the framing device of a TV screen and the battling gaming characters become clearly visible. But encouraged by the powerful rhythmic pulse of the earth's heartbeat beneath his feet, he strides on to both grow and triumph, eventually leaving the forest 'wondrously renewed'.

The Cuckoo (Illustrated by Naomi Turvey, 2014), is most certainly a direct result of my reading. Having lectured in Children's Literature for many years, I have always wanted to make my own contribution to the genre of the 'Australian Fairy Tale', but ironically, it was not Children's Lit that provided the stimulus to do so. In fact, it was the literary resonance of Murray Bail's adult take on the fairy tale, the magnificent award-winning novel, *Eucalyptus* (1998) that got me going.

I chose to link my Australian fairy tale to an extract from Charles Perrault's *Le Petit Poucet* (*Hop o' My Thumb*, 1697), making the central character, Martin, 'the runt of the family' as Perrault's minute central character had been. I further linked Martin's life to the contemporary problem of bullying but I wanted a redemptive outcome that would give modern boys who suffered such experiences hope. Having set the tale in the iconic Megalong Valley in the heart of the Blue Mountains, I felt that a certain fairy tale Romance of place was established. So it is that diminutive Martin, so dreadfully harassed by his handsome brothers who are 'tall as forest gums', is redeemed by the natural forces of eagles, as is his penitent father.

Finally — and thanks to my wonderful parents who introduced me to the ripping yarns of the iconic Australian novelist, Ion Idriess — I must mention the most tragic of my isolated boys, Jack Ireland, castaway of the barque Charles Eaton, wrecked off the Queensland Coast in 1834. I first encountered Jack Ireland in Idriess' *Head Hunters of the Coral Sea* (1944), which I read with gusto while sitting up in bed recuperating from one of my numerous operations during the late 1950's.

While Idriess' narrative is written in very purple prose (he was originally a journalist), it is based on fact, though heavily re-interpreted for mass consumption as a ripping yarn with unashamed appeal to boys from 'nine to ninety' (Idriess; p. vii).

As an adult, I have returned to research this historical tragedy through a post-colonial lens and have twice written about the wreck of the Charles Eaton. The first time in *Castaways of the Charles Eaton*, (illustrated by Mark Wilson, Lothian Books, 2002) and in 2015 as a major ficto-critical historical novel for young adults, *Voicing the Dead*. (Ford Street).

Ficto-Critical writing is an exciting and emergent genre which allows a 'plaiting of non-fiction, fiction and the literary essay' in a unique and innovative narrative form which I found very stimulating, especially after employing similar structural innovations in *Strange Objects* (1989/2015). Jack Ireland's story begged to be treated this way since,

following his shipwreck, his subsequent three-year ordeal isolated upon a Torres Strait Island and his eventual return to England, this astonishing teenager wrote an autobiographical account of his sufferings and saw that work published. Numerous historians have also written accounts of Jack's life and the dreadful fate of his fellow travellers. For these reasons I chose this emergent genre of Ficto-Criticism to tell his story, blending various genres of writing, with the particular purpose of introducing new writing formats to teachers and to those isolated, avid readers who, as I did as a child, still crave adventure through literature.

Professor Gary Crew
University of the Sunshine Coast, Queensland

Reading the Future

When I visit schools I always ask the kids what sorts of books they like to read. I think I get honest answers because they know their teachers and parents are not going to find out what they said. Their preferred reading is incredibly varied, including fart joke books, the Harry Potter series, pony stories, vampire romance and just about everything that Terry Pratchett has written. I always leave them with the same advice: keep reading. Reading is like sport, art or even computer games. The more you do it, the better you become at doing it.

WHAT TO READ

Why are libraries important when kids are deciding what to read? After all, one gets those "If you liked this book you should try..." messages from the large commercial websites. The answer is that you can talk to a real, live human in the library but the recommendations from many websites are generated by computer programs. However many kids are into technology, the idea of a computer telling them what they should like seems to creep them out.

Online recommendations from other readers can be misleading. Authors can buy five star online reviews. How hard is this? The author writes a review and sends it to a company that does vanity reviews. A supposed reader publishes the review and gives it five stars. When I see a book with a four star average, I'll think about reading it. A book with five stars is probably too good to be true. There are lots more tricks to get people to buy unreadable books, thanks to the internet.

A couple of years ago I looked at the statistics of commercial publishing, vanity presses, self publishing and fan fiction novels. I worked out that if you only read the title of each book and do nothing else in your leisure time but read titles, you could not keep up with the millions of titles published annually. Now remember that most of those titles get published without an editor checking them or a publisher paying for them and the question how do I find something good to read becomes very difficult to answer.

This is where librarians have a vital role. The librarian's job is to know what is new and cool, and what is popular with other kids. Remember those millions of titles? The decisions about which of those titles to buy for the library have to be made by librarians, who must buy the very best because funds and shelf space are limited.

READING TO WRITE

Reading well enough to get by on Snapchat is no challenge, so kids ask why they should try to read even better? Let's start with the social media, which are two-way roads: the more books you read, the better you can write and if you are really good at writing, more people will follow what you write.

Writing without reading books is like trying to learn karate by watching championships on television. You might escape a mugger because he is laughing helplessly after seeing your attempts at self defence, but probably not. To get a black belt you have to train twice a week, with an instructor, for years. If you want to learn writing, your instructor is the library.

Kids need to know that there is a lot more to writing than snappy one-liners on social media - in lower case, without punctuation. Try asking a kid how to sell an idea for a new computer game. I have and they usually think that half an hour with the director of a games company

will swing the deal. Smart people write out a really good fifteen second pitch and memorise it, then go to a games convention. You have to deliver it to the director who can turn your idea into reality if you find yourself in the elevator with him for fifteen seconds. That's about fifty words, tuned and streamlined like a Formula One racing car ... by a good writer.

Kids seldom think a script for a TV show has much to do with reading, but again, you have to read if you want to write for TV. You need to write the pitch, then you need to write a great script of about a hundred pages. It gets even worse. You have to write a great story in the one-page treatment. That word keeps coming up: write. You have to be able to write really well, and that means reading lots and lots of great books. Fortunately there are people in the library whose job it is to give honest answers about what is great.

CRUISING THE LIBRARY

Most kids don't realise that reading for fun makes schoolwork easier. When I was at school we had to read some really difficult books, but I also read science fiction from our local library. I read all the SF in the collection and had to join another library to find more. The more I read for fun, the easier it was to read schoolbooks. The more I read, the more prizes I won for English.

How do kids learn what books work for them? By trying lots of different types of books on varied topics, whether they like them or not. Their time will never be wasted, because every book makes them better readers and writers. There is no better place to explore than in a library with a diverse and high quality collection.

REAL LIFE IN FICTION

Books can teach young readers a lot about real life, even when they are fiction. In the Harry Potter series they see that it's important to be loyal to friends and look after them. In *The Hobbit*, Bilbo learns that you don't have to be good at everything to be a member of a team. If you prefer comedy, Terry Pratchett's *Only You Can Save Mankind*, shows Johnny Maxwell learning to win by saving his enemies instead of destroying them.

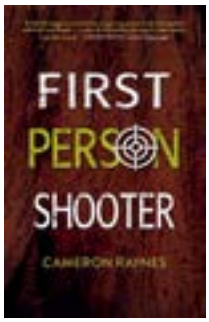
When Paul Collins and I wrote *The Warlock's Child* series, we deliberately kept the text clear and entertaining to keep the kids reading, yet we included some messages too. In Book 1, *The Burning Sea*, readers see that a ship runs on rules and that the crew must be a team. Then the ship sinks. Do the rules still apply to two young sailors shipwrecked in enemy territory? Kids can compare this to real life, where the internet is challenging old rules faster than new rules can be made. Some rules may not apply forever, so you must decide how to behave for yourself and even help make the new rules.

ESCAPING REAL LIFE

Books are not just about learning. They let readers escape from their day-to-day problems for a while, and rest within the story and this is why variety is vital in a good library. A kid from a dysfunctional family may be helped by books about kids in dysfunctional families, yet a story about a prince (or princess these days) saving the kingdom from a dragon can be just as helpful by being an escape from life at home.

In his 2013 talk on libraries at the Barbican Centre, Neil Gaiman emphasised the role of librarians as well as libraries in his development as a young reader. A website full of books is almost useless to young readers without librarians to be human guides and mentors. The internet has not replaced libraries, it has created a morass of information where people can easily get lost without mentors and guides. As a librarian said to me when (aged twelve) I was complaining about the card catalogue, if you can't find the book you like it may as well not exist.

Sean McMullen
Science Fiction & Fantasy Author



First Person Shooter
Cameron Raynes
MidnightSun Publishing, 2016
pbk. RRP $24.95
ISBN 9781925227079

Reviewed by Natasha Georgiou

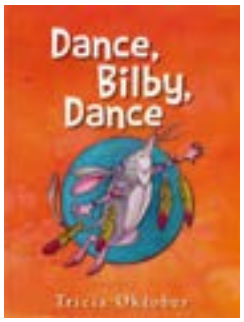
This is the debut novel for this award winning author and it is a powerful one. Raynes had a debilitating stutter from childhood, which took a significant toll on his life, and he has poured all his experience and emotion into his main character. Jayden lives in a small country town and the tempo at the start of this book matches that of a town that is struggling and feeding on itself.

Jayden lives on a farm close to his best friend, Shannon. He lost his mother as a young boy and developed a severe stutter. Shannon's mother spent years in prison for murder and she has a bad facial birthmark. He likes to lose himself in violent first person video games and she in real-life rifle shooting. They support each other and those close to them.

Their seemingly difficult lives take a turn for the worse when they get caught up in the town's drug problems. Jayden gets caught at school with rifle ammunition at the time when news comes out of America of a school shooting massacre. Then when Shannon's mother is released from prison and her unstable stepson, Pete, threatens to revenge his father's death the pace of the novel quickens as the tension mounts.

This is a book about struggle, hardship and resilience. It will appeal to teenagers, especially boys. However, in saying that this book has a deeply sensitive side and this is expressed through the relationship Jayden has with his old dog, Charlie, and his old wheel-chair bound neighbour, Nigel. I dare anyone to not shed a tear or two whilst reading this well-written novel.

I would recommend this book to older YA readers. Please note it contains course language, drug references and medium-level violence.



Dance Bilby Dance
Tricia Oktober
Ford Street Publishing, 2016
hbk. RRP $22.95
ISBN 9781925272130

Reviewed by Helen Tomazin

This beautifully illustrated picture book is ideal for the over 5 year olds.

It tells the story of a Bilby wishing he could dance. He sees the world around him dancing and prancing wishing he could do the same. One day something extraordinary happens and he decides to practice some steps. Before you know it, he is dancing and prancing full of confidence showing you believing in yourself you can achieve anything. Then he encounters a setback but realising trust and harmony always works a treat.

The detailed and large illustrations portrays the Bilby's experience throughout the book with attention to detail. The reader, especially children, would understand, identify and differentiate the size of animals to nature. A great arrangement of very clever illustrations. This is a great feel good book.

Nick's Fabulous Footy Cards
Greg Fish, illustrated by Jason Trevenen
Hip and Shoulder Books, 2014
pbk. RRP $11.95
ISBN 9780992533502

Reviewed by Ruth Tyler

Nick's Fabulous Footy Cards is an absolutely delightful Junior Fiction book written by Greg Fish and illustrated by cartoonist/caricaturist Jason

Trevenen. This chapter book is easy to read and will appeal to boys aged 5 to 9 years. The story is fast-paced and peppered with similes and alliterations that add a colourful flow to the language.

Young Nick plays Australian Rules Football (AFL) for the Whoppa Juniors footy club. He loves his football and one wet Sunday morning breaks his ankle when playing against the Angry Ants. Nick is out of the game for two months and delves into his favourite hobby: collecting footy cards. He becomes a card-trading swap-a-holic and can be found sitting under the 'traders' tree every Thursday swapping cards with his classmates.

Two months after his injury Nick was back playing footy however he had lost his spark – he no longer had the speed of a cheetah and was losing his confidence on the field. His Uncle Matthew gives him a special pack of footy cards to help him lose the feeling of self-doubt.

The cards come to life during the night and run around his doona practicing their footy skills – The mini-Hammers team demonstrate a variety of tactics and strategies to build up Nick's inner strength again. Over time, with the advice of Diamond, Stretch and Nick's other footy heroes he develops resilience and after a few games where he was still not playing at his best he changes his technique. The mini-Hammers encourage Nick to 'read the play' and practice on match day. Through perseverance and listening to the Hammers miniature heroes advice Nick changes the way he plays the game, develops new skills and renews his love of footy.

This book is well-written, full of action and will appeal to reluctant readers offering vocabulary that will develop language and promote the love of reading. Trevenans expressive drawings bring the characters to life and ensure the book will be read over…and over…and over.

Voicing the Dead
Gary Crew
Ford Street Publishing, 2015
pbk., RRP $19.95
ISBN 9781925272055

Reviewed by Rebecca Cain

"You ask, 'Can the dead speak?'
I answer, 'Is this blood that runs in my veins, or ink?'
You ask, 'Are you real or a character in a book?'"

And so begins the historical journey of Jack Ireland, one of two survivors from the ship wreck Charles Eaton, 1834, which ran aground on the reefs in the Torres Strait.

Jack's voice is strong throughout the narrative, and is highly critical of the way he has been portrayed in history books. He tells the reader of his life from a young, naïve boy starting out on the Charles Eaton, who was made Cabin Boy appointed to serve the captain of the ship, to the harrowing experiences of being held captive by Torres Strait Islanders.

The narrative is interwoven with 'lit trips' as Jack relates happenings in his life to various works of fiction. The avid reader will appreciate this, offering an opportunity to explore other texts and make connections to Jonathon Swift, Charles Darwin and William Shakespeare.

A brilliant read and to be recommended to fans of historical fiction. Don't be fooled by the cover. Whilst it has a masculine look about it both male and female readers will enjoy the journey and will not be disappointed. Suitable for older YA readers.

Chip
Kylie Howarth
Five Mile Press, 2016
hbk., RRP $19.95
ISBN 97817604007365

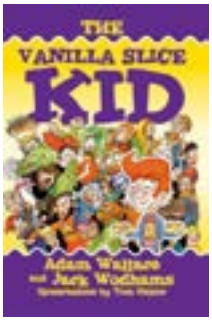
Reviewed by Kallista Pocock (Ursula Frayne student)

This beautifully illustrated picture book is ideal for lower primary students who enjoy exciting and imaginative stories. It follows the life of an adventurous seagull, Chip, who is known for his love of fish and chips down at the beach. This funny, creative tale shows how Chip overcomes obstacles in his life through teamwork, practice and commitment.

The feel-good story line works with the colourful illustrations, which makes for a fantastic story,

teaching children to work hard for what they love. Kylie Howarth has illustrated and written two published picture books in two years. I was lucky enough to go to the book launch in Fremantle and saw children respond excitedly to this book.

I recommend *Chip* for children to read as I found the writing and illustrations to be very entertaining and imaginative.



The Vanilla Slice Kid
Adam Wallace & Jack Wodhams, Illustrated by Tom Gittus
Ford Street Publishing, 2015
pbk.,RRP $14.95
ISBN 9781925272024

Reviewed by Wendy Chapman

This book has everything my year 4's and 5's will love .. A courageous hero, bullies, a bad guy and problem parents just to name a few, not to mention there are gooey cakes flying all over the place and what kid won't like that! The writer's language is easy to read and a style that todays pre-teens will understand. Tom Gittus' illustration are simple but amusing and add lots to the book.

Our hero, Archie Cunningham was born to a pair of cake addicts and when they discover their newborn has the weird ability of being able to magically produce the yummiest ever chocolate cup cakes at will, they see him as their key to wealth and a better life so they keep him isolated until the tax man catches up with them and they're forced to send Archie to school for the first time when he is 12 years old.

That doesn't go well and when threatened by the bullying Parker brothers Archie's chocolate cupcakes turn into vanilla slices! Archie thinks he is escaping his parent's cruelty and the bullies when he's invited to The Centre, a top secret, high security facility for uniquely talented people. There Archie meets fellow freaks Nina and Tommy and he has friends for the first time in his life. His joy doesn't last long though, the centre's boss, The General, turns out to be a complete lunatic and things quickly go from bad to worse in an amusing and totally unrealistic way!

The Burning Sea
Paul Collins and Sean McMullen
Ford Street Publishing, 2015
pbk., RRP $12.95
ISBN 9781925000924

Reviewed by Deni Sallie

This is a children's novel by two of Australia's most popular fantasy authors with the potential to be a great story! There is a fire breathing dragon, magic, wizards, shape casters who can wield one of the four elements - air, water, earth and fire - and the thrill of an adventure at sea.

Our main character Dantar is only a cabin boy on the warship Invincible, but he questions the enigmas of his world and doesn't just accept them as fact. He is curious about magic and why he doesn't possess any magical talents, despite it running in the family. He wonders if he can learn magic through books and practice.

I found Dantar to be likeable and easy to relate to, along with his trusty best friend Marko. I enjoyed the easy banter and humour between the two. Then there is Velza his sister, who follows the rules and still falls out of favour with the ship's captain and their father, a warlock on the ship, who has no time for his children at all.

Despite this, the book felt very disjointed, and as a result at times I found the story difficult to follow. It was fast paced, but new ideas weren't introduced properly leaving the reader feeling lost. Being the first book in a series, I understand some mysteries are kept guarded to entice the reader to invest further in the series, but I felt nothing was resolved by the end of the book. Chapters alternated between different characters and I thought that three points of view, including one from the dragon, was unnecessary and further complicated the story.

Overall, I was left disappointed with *The Burning Sea*. I will give the second book a chance to see if the story can re-ignite my imagination as I also want to know what awaits next for Dantar and Velza.

Reading Rocks

Rich & Rare
edited by Paul Collins
Ford Street Publishing, 2015
pbk., RRP $24.95
ISBN 9781925272116

Reviewed by Julie Kelly

Dipping into *Rich & Rare* is like dipping into a box of assorted chocolates, crammed with tasty morsels. Some stories titillate your taste buds and others might not be to your taste, but there is something for everyone. It can be devoured in chunks or nibbled at as each story is bite size. Each story has an original illustration by Paul O'Sullivan, which adds to the enjoyment.

Paul Collins has edited a massive tome of Australian short stories, poems and illustrations. It is an ambitious anthology bringing together a stellar collection of Australian authors and poets. It includes Shaun Tan with a melancholic tale of hope. Greenwood and Hawkins cover crime, while Gary Crew writes a chilling ghost story. James Roy creates chuckles with a budgie carpeting dad! Justin D'Ath's hacker breaks into a millionaire's pad to let Daisy play a 300 year old violin. Janeen Brian pens a thriller about fraud at the Terracotta Warriors. Tania McCartney has a very light touch with romance.

It will be perfect for the TL to read to a class as each story is an accessible 6-8 pages. Ideal for a quick story between classes and to entice students into a new genre. It spans many genres, such as contemporary, adventure, crime, fantasy, romance, horror, humour and poetry to name a few. A 12 year old was really excited by the cover page and enjoyed delving into some of the different offerings.

It is suitable for 10 to 14 year olds and the sheer size will please the readers who like the heft of tomes such as Harry Potter. But *Rich & Rare* is also ideal for reluctant readers who will like the wide variety and brevity of the stories. There is a foreword by Sophie Masson and a brief synopsis of contributors.

WASLA Recommends...

WOW Websites

How teens use the Internet
http://www.teensafe.com/blog/true-facts-about-teens-and-media/

Top 100 tools for learning
http://c4lpt.co.uk/top100tools/

10 emerging education technologies
http://www.edudemic.com/10-emerging-education-technologies/

Tech girls are superheroes
http://www.techgirlsmovement.org/

Library book infographics
http://ebookfriendly.com/best-book-library-infographics-2015/

Do games boost learning?
http://readwrite.com/2016/01/27/video-games-education-default-attention-mode/

PD & Advocacy

Softlink 2015 School Library Survey Report
http://www.softlinkint.com/assets/img/banners/2015_Softlink_ANZ_School_Library_Survey_Report.pdf

Reflection on practice tool
http://www.aitsl.edu.au/australian-professional-standards-for-teachers/resources/reflection-on-practice-tool

The power of a library
http://bookriot.com/2016/01/06/the-power-of-a-library-where-its-needed-the-most/

Reinventing the library
http://goo.gl/eTTSDY

Libraries transform
http://www.ilovelibraries.org/librariestransform/

Around the Blog-o-Sphere

92% of students prefer books to e-readers
http://mashable.com/2016/02/05/books-vs-e-readers/?utm_cid=mash-com-Tw-main-link#YpqJx7ci1Sqf

Sprucing up my school library for less than $600
http://www.slj.com/2016/01/resources/sprucing-up-my-school-library-for-less-than-600/

Makerspace starter kit
http://www.thedaringlibrarian.com/2015/06/makerspace-starter-kit.html

How to teach your students copyright basics
http://linkis.com/globaldigitalcitizen.org/9jFNT

Creation of a library without walls

In a world where technology is changing the way we work and learn, school libraries need to reinvent themselves and become again the centre of the school culture for learning.

At St Stephen's we have taken on this challenge with amazing results. As the world changes and community expectations grow, the library needed to take a front seat and lead the change in meeting the ever changing needs of our students, teachers and parents. We imagined a library where we could nurture people to think creatively, be flexible in their approach to learning and to think globally. At this point we realised we needed to build the "Library Without Walls." This would be a library which extended into the classrooms, it's tentacles moving through the entire school and beyond.

Our existing library was old and small and didn't allow for the expansion in thinking and teaching that we wanted to create. We opted to renovate the school "forum" which was in the centre of 8 classrooms. This space was about 3 times bigger than the existing library.

We began designing the space and started completely cleaning out the contents of the old library which had become redundant. This meant the whole book collection could be housed around the perimeter of the library with little reading nooks created for children to relax and read a book.

Children are checking out books all through the day and borrowing stats are continuing to increase. Interestingly they are borrowing books that they couldn't find in our old setup. Our students also read eBooks and work on digital programs to help with their comprehension. They come running in happily each morning to change their books and want to discuss the latest they have read. We are now building the collection in different formats.

We also wanted to create a space where learning could be flexible. A place where students could collaborate and be in charge of how they did learn and work. To accomplish this the furniture is on wheels and light to move. The look of the library can change for every lesson. This is now a space where students can collaborate in many different ways and the classrooms around the school now are bigger as they have the library as part of their working space. We have an Amphitheatre with a "webex", (for video conferencing) connected to our screen. This allows our teachers to extend the classroom and work with other schools around the world. We have three large teaching/learning spaces and four booths for small group work.

Our children have started their own maker spaces during lunchtime. They quickly move furniture to create the perfect space for whatever it is they are working on that day. The children are collaborating at all times, class time and lunchtime.

We now have a library where every little space is used all day. Lunchtime, the library is the place to be. Teachers have discovered new and better pedagogy which has lead to children being more engaged in their learning and everyone is enjoying the school experience much more.

This new innovation has allowed us to live our school vision:

"We grow people of Christian character who are alive in the adventure of learning aspiring to live lives of purpose."

Jo-Anne Urquhart
Head of Primary Library
St. Stephen's School

Re-inventing Ourselves
Prendiville College Library

It is our privilege to share with the WASLA community our new Library refurbishment which was completed at the start of term 1, 2016.

Our new Principal, Mark Antulov, who was appointed at the start of 2015, really values all forms of literacy, as well as properly staffed libraries and appreciates the impact they can have on improving student outcomes. He had a vision for the Library which came into fruition for the start of the 2016 school year. Thanks also to Mark, as Teacher Librarians we were involved in every step of the way. We even had input in the very early planning stages with the architect Franco Carozzi & Tracy David the designer.

Our thanks go to Jane Graham from Wesley College, Deb Leske from Perth Modern, Cally Black from Chisolm College, Jo Pengelley from St Mary's Anglican Girls' School and Simone Stephen from Sacred Heart College, who all graciously allowed us to visit their newly refurbished libraries in May of 2015. They spent time talking to us, telling us what worked and what didn't, giving us many fantastic ideas for our own refurbishment.

After our tour of the school libraries Sue Hamilton and I presented our library proposal to Prendiville Catholic College's Curriculum Leadership Team on June 4, soon after which planning with Franco and his team of architects began in earnest. Builders started on site at the start of Term 4 and amazingly we were open for business and fully operational by the end of the students' first week back in Term 1, 2016.

Our 21st Century refurbished library space which, from its inception, we wanted to be **Welcoming, Engaging, Flexible, Bright, Contemporary** and **Practical** is now open for business. The new Library is a blend of contemporary and traditional and provides the students with a comfortable, stimulating learning space. We have many Years 11 and 12 Student Independent Learning [SIL] classes come in, the Library is well utilized by teachers and students alike for research purposes, we have a maker space area and a tech expert area.

The wow factor has been amazing with our students loving their new Library. In their words…'

It's awesome!' 'Wow!' 'It's light and bright and makes you want to study!' 'It's modern, way better than the old library!'

Louise Clarke
Teacher Librarian
Prendiville Catholic College

Re-designing the Mandurah Catholic College Library

I suspect that most school libraries are, like ours, in a constant state of development and improvement. Over recent years our physical space has nearly doubled, and our print collection has reduced in size whilst our electronic collection has increased. However, both have been made more accessible and relevant to our community.

We can cater for up to four classes to be conducted at any one time and with our shelving now on wheels we have the ability to alter spaces as required. The use of our building has broadened to include the Library, the IT help desk and the Learning Enhancement Lab, putting us firmly in the centre of learning at the College. The building formerly known as the College Library is now The Learning Hub, further reinforcing this central role.

The way we work with our staff and students has also changed. We are able to offer staff spaces for professional development and 'hidden' desks where they can work undisturbed. We also provide easier access to our online resources through LibGuides and Clickview Online. Database links within our Library Management System will be developed in the near future.

We offer students a space that is quiet and purposeful during lesson times whether they are here for Junior School library lessons, Digital Literacy lessons (Secondary School) or private study lessons. Recess and lunch breaks tell a very different story, however, with the Learning Hub becoming a noisy and vibrant environment with board games, card games and interactive displays for the students to engage with. Photo displays from the latest College events can be observed, videos from our Positive Education Program can be viewed as well as televised sport. Some students opt to work on assignments or homework, others simply use the Hub to socialise.

Whilst I have no doubt that we will continue to grow and develop, I am confident that Mandurah Catholic College now has a Learning Hub that is meeting the needs of our community better than ever.

Sarah Love
Acting Head of Information Services
Mandurah Catholic College

2015 International School Library Month at All Saints' College

ISLM Bookmark Project

The ISLM Bookmark Project involves matched schools making homemade bookmarks (any style, shape, etc.) to exchange with each other.

As part of the celebration of School Libraries in October 2015, All Saints' College participated for the first time in the IASL Bookmark Project with all Year 8 classes. We listed our interest through the IASL website which is coordinated by a volunteer, Marie O'Brien. Using a Google spreadsheet we watched in anticipation to see whom we would be matched with. For our first involvement we were paired with St Joseph's Convent school in Port of Spain, Trinidad.

We introduced the activity to our classes, showed them where Port of Spain was and images of what

Around our School Libraries

other schools had created in past events. Each student chose to do their own individual style of bookmark. Waiting for the bookmarks to arrive took a month. In between, the Teacher Librarians kept in touch via email as there was a 12 hour time difference. St Josephs' Convent bookmarks had an interesting journey with FedEx. From Port of Spain, Trinidad to Puerto Rico; Memphis, Tennessee; Anchorage, Alaska; Japan, China, Singapore, and then Perth! We were also privileged to receive a book on Trinidad and Tobago for our library.

The students were very enthusiastic about the Bookmark Exchange.

Book Cafe

Another activity All Saints' College has been enjoying for many years is the Book Cafe in the Senior Library. For one week when the Reading & Research classes come they can have light refreshments while enjoying their reading. This is often mentioned as a highlight of the year by students

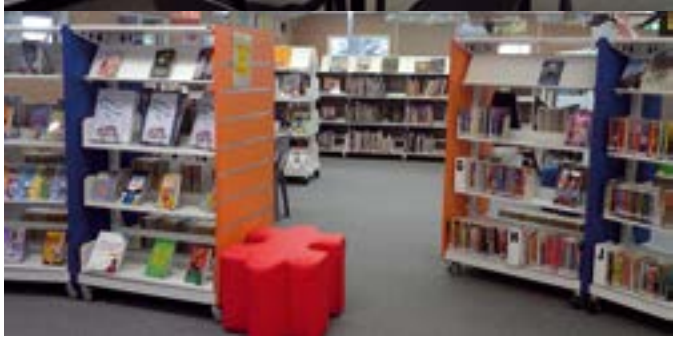
Ann Strautins
Teacher Librarian
All Saints College

Donnybrook District High

Our Mead St Junior Campus library has had a facelift this term. Out with the old, solid, HEAVY laminate shelving, in with the light, airy, on-castors shelving. So much easier to move around and change the look of the library!

The reading cave is also very popular. The changes have been a great hit with our students.

Barbara Kay
Library Officer
Donnybrook District High School



Celebrating Cultural Events & Traditions

Mandurah Baptist College

Shenton College

Wyalkatchem District High School

Library Lovers' Day

The Library celebrated Library Lovers' Week and challenged our students to read outside of their comfort zone. To do this, they were invited to have a blind date with a book!

Books had been pre-selected and wrapped lovingly with only a few key subject words to entice the reader. Many of our secondary students accepted the challenge not to judge a book by its cover and couldn't wait to see what reading adventure awaited them when they unwrapped their book!

Deni Sallie
Library Technician & Officer
Mercy College

Highgate Primary School

When one of our teachers asked me to find her a book explaining the meaning of **Remembrance Day** for her young students I was surprised to find that not only didn't we have one in our library but that I couldn't find one to purchase. So I decided to write a book of my own.

I showed it to our staff and they loved it so much that I decided to offer it to other schools via WASLAnet. Over the next two days I emailed about 60 copies of it out to schools all ready for Remembrance Day.

The response was amazing! Some made suggestions on how I could improve it, which will be included in the updated edition. Many told me how much their teachers had enjoyed reading it to their students.

For me the best reward came from our Pre-Primary/ Year 1 class when that afternoon they gave me a bunch of hand made poppies and sang the *Little Poppy* song from the book.

Wendy Chapman
Library Officer
Wyalkatchem District High School

A Night with our Stars

This was the first time that I have attended this WA Branch of the Children's Book Council of Australia event. I really didn't know what to expect but I was nicely surprised. If any school library staff wanted to get a preview of local childrens and YA authors, who have published in the last year, this is the event to go to.

Each author and illustrator was given a few minutes to talk about their recent book. The time restriction inspired creativity from the presenters and it was a pleasure to listen to them. I was also impressed by the growing number of WA authors and illustrators. They include:

- James Foley & Sigi Cohen (*My Dead Bunny*)
- Corina Martin (*The Toast Tree*)
- Kyle Hughes-Odgers (*Can a Skeleton have an X-ray?)*
- Kelly Canby (*All the Lost Things*)
- Davina Bell (*The Underwater Fancy Dress Parade*)
- Geoff Havel (*Dropping; Plughole*)
- Kylie Howarth (*Fish Jam*)
- Karen Blair (*Our Baby*)
- Brendan Ritchie (*Carousel*)
- Julia Lawrinson (*The Flyaway Girls*)
- Michael Scott Parkinson (*The Great and Wondrous Storyteller*)
- Sally Murphy (*Fly-in Fly-out Dad)*
- Danny Parker (*Perfect; Lola's Toy Box Titles*)
- Deb Fitzpatrick (*At My Door*)
- Sean E. Avery (*Harold and Grace*)
- Meg McKinlay (*Bella and the Wandering House; A Single Stone*)

The WA Branch of the CBCA are very active and are doing a wonderful job of promoting literacy and literature in our State. It is very encouraging to see that the publishing industry in WA is thriving and healthy. I encourage school library professionals to attend one the many upcoming book launches, invite local authors to your schools and join the following Facebook group pages:

- Children's Book Council of Australia - WA Branch;
- #LoveOzYA, and;
- Society of Children's Book Writers and Illustrators.

Natasha Georgiou

Karen Blair talking about her book *Our Baby*

WASLA Term One PD Hosted at Penrhos College

It was a small yet intimate group of library staff who made the most of the afternoon tea visit to the newly refurbished Penrhos senior school library on Wednesday March 23. From all reports and a few photos that were shared, the old 'daggy and dreary' library was a thing of the past. The vibrant new colour scheme and innovative use of space has made the library the new cool hangout for the students.

Head of library, Amanda Stewart, ran the attendees through a slideshow outlining the changes made to the library including an open-plan staff office, the two leisure reading sections with comfy though not easily moveable furniture, the booth section which has had special sound-proofing material added to the ceiling above to reduce the impact of noise on other sections of the library, the custom built black shelving units and the lovely and highly practical tables and chairs imported from overseas for the research area and collaboration room.

Amanda discussed the process that the library staff went through in regards to get approval for the funding required. She was also honest about the things that she would do differently in the future. Overall everyone was full of praise for the fabulous new library. For details on the suppliers of various items in the refurbishment please logon to the Members Only Section of WASLA website.

Rebecca Murray
WASLA Vice President

WASLA 2015 AGM

Guest Speaker - Jan Nicholls (CBCA - WA)

Teacher Librarian of the Year

Leonie McIlvenny

Leonie has been involved in school libraries for more years than is necessary to count. From primary resource teacher; a teacher librarian in district, senior high schools and private colleges; a Library Support Officer; a curriculum consultant and library consultant with the Department of Education and a sessional lecturer at Curtin University and Edith Cowan lecturing in teacher librarianship, scientific inquiry and learning technologies.

This extensive experience has afforded her a rich and deep understanding about the role of libraries in schools and the importance of library professionals in the development and implementation of the school curriculum.

Through her various roles she has gained experience across all systems and sectors of education not only as a practitioner but also a creator and facilitator of a wealth of information and resources related to teacher librarianship. Her advisory and curriculum consultant roles have ensured that she stay abreast of the latest theories of learning, pedagogical processes and curriculum practices as they specifically relate to teacher librarianship, information and digital literacy and lifelong learning. She has proactively contributed to the field of knowledge in these areas throughout her career, as demonstrated by the following examples:

- Leonie contributed to the development of the Library Procedures Manual, the 4 day Resource Teachers Training Course and a range of policies and procedures that are still used in many school libraries today. She also created many of the support resources that were housed on the CMIS website to support libraries.
- In her current role as Head of the iCentre at Iona Presentation College, Leonie has developed a number of programs and resources to support students in all aspects of their learning. The College's ROAD website, which delivers the entire literature program across the school, offers a wealth of resources for students and English teachers and models educationally sound applications of social media including reading blogs and a library Twitter feed.
- The Inspired Learning website at Iona is another example of a whole school repository of resources for teachers, parents and students that model sound learning practices and promotes self-efficacy in students. It provides access 24//7 to a range of scaffolded learning support materials including standardised writing templates, research planners, pathfinders and online tutorials.

Leonie has shown an ongoing commitment to the profession of teacher librarianship in her thirty-one year career. An active member of both WASLA and AISWA Libraries, she manages the AISWA Libraries website. A regular presenter at local conferences, the latest being the 2015 WASLA Conference. She is also currently on the School Library Conference WA (2016) committee. Leonie also demonstrates her commitment and expertise to the profession by freely sharing her knowledge through the vast array of presentations, webinars, journal articles and web resources.

A distinguished career and an outstanding award winner, congratulations to Leonie!

Joint Library Officers of the Year

Hanneke Van Noort

In addition to her proficiency in all aspects of Library Officer duties, Hanneke's excellent

organisational skills and ability to work independently or as part of a team allows her to demonstrate her professional knowledge. This is coupled with her sound knowledge of customer service principles and practices in dealings with students, staff, volunteers and parents at Duncraig Senior High School. Hanneke is the first port of call for staff seeking assistance with SEQTA (school information management system) efficiently. She also uses SIS and RM Management systems to the same high degree.

Hanneke has responsiblity for all the electronic systems within the library including ClickView, VTV, Bright Sign (networked Digital Signage), Bookit, and ID Capture (Smartriders cards).

Hanneke demonstrates knowledge and patience in any tasks she needs to train others to do. This includes other library officers and volunteers and she updates and maintains a library procedure manual to ensure that tasks can be continued in her absence. Hanneke is also one of the few staff members who have access to the school archive server. This is because her IT skills are excellent and she has been trusted to access this information.

Hanneke's professional practice is at the highest level. She is the first stop to all library patrons and she presents herself in a professional and courteous manner. For the last five years Hanneke's efficiency has allowed the library to achieve a 100% return rate with the Year 12's as they leave school! The school canteen went cashless this year and Hanneke, in collaboration with the P&C, set up and facilitated the ordering of cards to enable staff to effectively use the system.

On the professional aspect, Hanneke is a valued member of the WASLA Committee and has been involved in the planning, preparation and running of several PD sessions, including the last WASLA conference.

To paraphrase a work colleague:

If you are seeking a quick and accurate answer to any question, ask Hanneke, as she is the glue that holds us all together - such is the importance of her role and work at Duncraig Senior High School.

Congratulations Hanneke!

Sandi Parsons

Sandi is responsible for the all day-to-day operations of the Mount Lawley Primary School library, including customer service, reference enquiries, purchasing and budget, cataloguing and database maintenance. Sandi has rewritten the Collection Development Policy as well as step-by-step instructions to assist teachers to search the catalogue effectively and how to access TV programs and e-books available through the OPAC.

Her true love is children's fiction. Her knowledge has seen a turn around within the quality of the collection and this has resulted in higher borrowing rates. Sandi also has a good grasp on curriculum requirements and selects appropriate non-fiction resources to both suit teachers' classroom needs and students' recreational requirements.

In 2009, when Sandi first started at Mount Lawley PS, she expressed concern over the fiction collection. She identified collection gaps and weeded the collection appropriately. She overhauled the non-fiction collection with due diligence to ensure relevancy, accuracy and that the information content was current. Following a 2012 fire, Sandi ran a mobile library during the period that the school was without both the library collection and the library database. She planned the layout of the library in a demountable building to be as functional as possible in the space permitted.

She was involved with the selection of furniture and she designed the layout for the library as they prepared to return to their rebuilt school for the start of 2015. Due to relocation issues the books were not delivered to the school until 4pm on the Thursday before school recommenced. Sandi worked with a team of volunteer staff over the weekend to ensure that the library was operational when the students returned to school the following Monday.

Sandi is committed and passionate about promoting

literacy and reading. She runs reading competitions throughout the year, such as WAYRBA, Reading Olympics, Reading Bingo and the Reading Minutes Challenge. She organizes and co-ordinates author visits for the students, as well as running both Lamont and Scholastic bookclubs and the yearly Bookfair.

She is committed to peer professional development and co-ordinates the library officers network for the school in her local cluster and is a volunteer member of the WAYRBA Committee. She voluntarily runs the school's Bookclub held after school hours. She was instrumental in developing a Writers Group. Sandi is also a children's author and shares her expertise and helps these students develop their writing abilities.

Sandi's great strength is to provide an informative, welcoming and effective library environment to enhance students' knowledge, understanding and enjoyment of literature no matter the situation the school has been placed in.

Congratulations Sandi!

Outstanding Professional Service Award

Phyllis Paioff

Phyllis has been a committed and active committee member of the West Australian School Library Association (WASLA) since 2011. From 2011 until 2015 Phyllis was the Executive Officer for the Association where she managed the operations side of what is essentially a volunteer organisation. In this role Phyllis organised and assisted in the running of after-school professional development (PD), half and full day seminars and the WASLA Library Conference.

She is also a current member of both the WASLA committee and the School Library Conference WA Committee. Phyllis is also an active presenter at school PD days, Library Officer days and other PD organised by WASLA. Her areas of speciality include information management, cataloguing, RDA, RFID, copyright and the management of big data. Phyllis is a dedicated professional who willingly shares her knowledge and keeps WASLA Committee members up-to-date in areas of the library profession that are constantly evolving.

Phyllis has made and continues to make an outstanding contribution to school libraries on many levels and is a vital member of the education community in Western Australia. She has proven to be an outstanding committee member and has contributed tirelessly to WASLA and its goal to advance the profession through support, networking and research.

Jeff Herd (all above award articles)

Lifetime Achievement Award

Jeff Herd

Jeff has been an active member of WASLA since 1995 when as a student teacher-librarian he assisted with secretariat duties at the ASLA Conference held in Fremantle and he has had continuous membership and service with WASLA since he graduated and started working at Eastern Goldfields Senior High School in 1997.

During his long association with WASLA, Jeff has held many executive committee roles, including President (2005 and 2006); Vice-President (2013-2015); an active committee member over many years, and a WASLA representative on the ASLA Board. Jeff was the convenor for WASLA's

Thoughts from the Library Officer's Desk

Conference in 2012 held at Churchlands Senior High School and in his role as Vice-President was responsible for coordinating all professional development sessions held by WASLA. This included two after-school activities on a variety of topics together with larger half day sessions including Birds of a Feather and Susan La Marca. Full day Library Officer PD has been organised by Jeff for many of the years he has been an active member of the committee.

Jeff has given of his time and energy and has presented at many of the events he has organised. Jeff's expertise in "things library" also include his willingness to give of his time in the now defunct District Library Support Network, where many strong bonds with colleagues were formed, and where library staff were provided with much needed support on a range of topics as they came to hand and evolved over time, technologically. The technology focus began with the role out of EdNA, where school staff and students were provided with positive options with the use of the internet. Districts' PD days were also afforded the privilege of Jeff's time, as he offered to modify his work commitments to support others.

Jeff's most recent role as part of WASLA has also included the organising of our Annual General Meetings and social events, such as the WASLA Library Dinner recognising and celebrating libraries and their important role in education. Jeff's library experiences also include having articles published in both WASLA and ASLA journals.

Thanks Jeff for twenty years of dedicated service to Western Australian schools libraries.

Val Baird

Thoughts from the Library Officer's Desk

One of my favourite times during the school year is the very first week of Term One. I love watching the new year seven students come into the library for the first time; I scan their faces, looking for the handful of students who look around in awe at the size of the area and the books available, making comparisons to their primary school library.

These are the students that I will get to know really well. They will spend many hours in my library and will become my best borrowers. I suppose I identify with these types of kids because over thirty years ago that was me!! My high school library was my sanctuary, the place I went to when I needed to escape the pressures of being a teenager and bury myself in the fictional world of a good novel.

My love of reading was a gift I was given by my father. My earliest memories are of bedtime stories and cuddles, discussions of favourite characters and plots and authors. As I grew older my father would buy books and pass them on to me, we would then meet in the city or in Fremantle and over a cup of coffee hold our very own two person book club. We continued this tradition until he passed away in 2007. Of all the many wonderful things my father did for me I treasure our mutual love of reading the most.

I have passed this love onto my own children and I hope that in my own small way I am also passing this on to the students at my school. As library officers we are in a unique position to inspire the children around us, the question is - How do we do that?

In the library I work in (which is a high school library) we have found simple ways such as encouraging students to request books that we do not have in our collection, asking for input from our regular borrowers when we are looking at new magazine subscriptions and allowing selected students to preview and borrow our new purchases.

I am fortunate enough to work with two amazing teacher librarians and our school has a focus on literacy, so there is a school wide culture that values reading. We have earmarked a form class once a week where everyone in the school (including admin and support staff) stops and reads for 20 minutes. This has been great for the library borrowing statistics! I realise that not all library officers are as lucky as I am and I admire the amazing jobs you all do in your own libraries. It would be great if you could send me some ideas of the fabulous initiatives you have in your own school, to be included in the next issue of *ic3*.

Sometimes all it takes is a friendly face, a welcoming smile, a listening ear and a library full of amazing books to inspire a young mind.

Hanneke Van Noort

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

ABN: 14 788 316 426

WESTERN AUSTRALIAN SCHOOL LIBRARY ASSOCIATION INC.
2016 Membership Form (including Renewals)
TAX INVOICE

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

- automatic membership to WASLA Inc.
- notice of activities from the local association
- one subscription to the WASLA Inc. professional journal *iC3*
- online resources from the members only area of the website
- attendance to all WASLA Inc. activities at the member rate (note: attendance for 2 persons for Institutional membership)

A copy of this form must be sent to the Executive Officer along with payment: wasla@wasla.asn.au

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MEMBERSHIP FEES

Institutional	*2 person membership*	$165.00	$ _____
Teacher Librarian/Teacher	*1 person membership*	$95.00	$ _____
Library Technician/Library Officer	*1 person membership*	$75.00	$ _____
Other: Fulltime Student / Unwaged / Retired	*1 person membership*	$60.00	$ _____
		TOTAL FEE PAYABLE (includes GST)	$ _____

CONTACT DETAILS

Name/Contact: _____ Position: _____

School (Institutional): _____

Postal Address: _____

Courier Code: _____ Phone: _____

Email: _____

Other memberships: ASLA ALIA AISWA Libraries ACS IASL CBCA WA

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CREDIT CARD DETAILS:

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