



In This Issue:

Fake News & How to Teach Truth, Truthiness & Triangulation

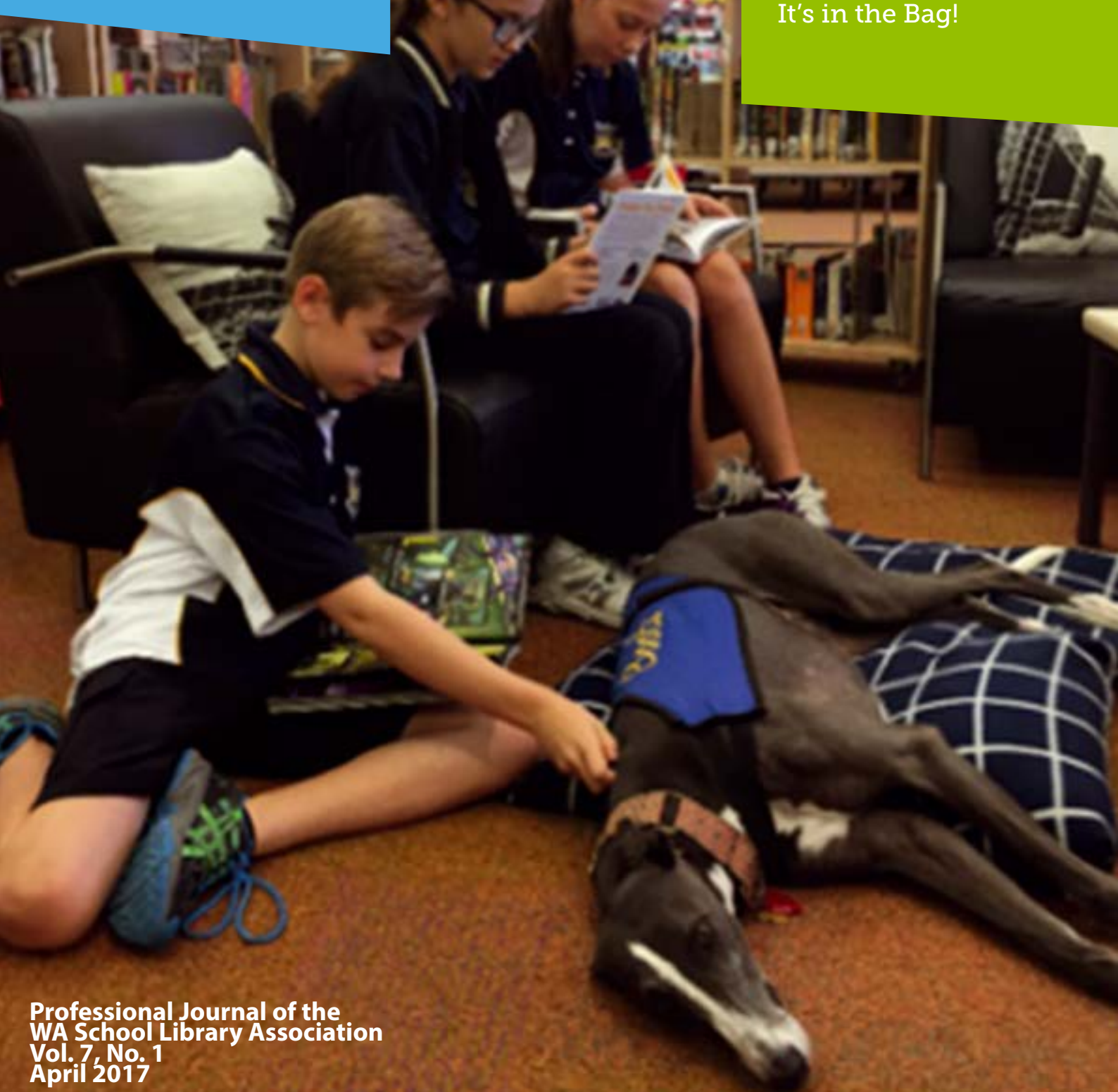
2017 School Library Award Winners

Making a Makerspace Happen

Going Global with Your School Library

Library Therapy Dogs

It's in the Bag!



When you watch the news these days, you are constantly bombarded with the phrase “fake news”, which has become a favourite catchcry of President Trump. So how do we tell if the information that we read is fake or real? The amazing Joyce Valenza has written an informative and practical article, which we as school library professionals can use to inform and teach members of our school library community how to navigate through the minefield of information that is available to us.

Many may think that contacting an international expert such as Joyce Valenza would be impossible. However, with social media it is very possible. This was how I managed to ask Joyce for this article. WASLA Committee member, Sarah Betteridge, who leads our social media sub-committee, has expanded in her article on how it is possible to connect your library with the rest of the world, including authors and experts.

WASLA's recent PD focussed on reading dogs and it sparked much interest and many questions. Julie Robinson, from Woodvale College, was in attendance and announced that her school had been working with therapy dogs since 2016. Her article explains how this eventuated and the benefits the program has created.

Next edition will be a bumper edition as I will be overseas on holiday for the next three months. Have a great term two. I know that I will!

Natasha Georgiou, Editor

Cover image courtesy of Woodvale Secondary College

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

Panel of Referees:

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

- Val Baird
- Barbara Combes
- George Diek

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From the President's Desk

After another hectic start to the year, 2017 seems to be rushing along with Easter and the end of term one just around the corner. The year has begun with some great professional development at Joseph Banks College. Sarah Pemberton introduced a group of about fifty participants to Marlin, a beautiful, black Portuguese Water Dog who also is a reading dog. Marlin accompanies Sarah in the classroom and works with students who need calming or reassurance when reading. The handler, in this case Sarah, also interacts with the student.

Sarah is a qualified English teacher who is available to visit your school with Marlin. Reading dogs and other animals used in therapy contexts have a huge effect on the children or people with whom they work. In educational settings students working with the reading dog have, on average, increased their reading levels by two grades. The discussion and Sarah's presentation were fascinating. WASLA intends to work with Sarah to do some research about Reading or Story Dogs in the near future.

We also had a very interesting presentation from Mrs Margaret Allen, the State Librarian. Margaret is an IFLA Board member and she informed the group of the many international efforts to increase literacy and the use of libraries, including the United Nations 2030 Agenda. Margaret also alerted participants to the initiatives of the State Library, which is working closely with non-government and government organisations, including WASLA, to formulate a literacy strategy for Western Australia.

The awards for the Teacher Librarian, Library Technician and Library Officer for 2017 were announced and presented. Congratulations go to Jo-Anne Urquart from St Stephens, Phyllis Paioff from Perth College and Erin Smith from Southern River College. These awards always go to worthy recipients and are a way of advertising the work done by school library personnel. Awardees receive a cheque, a framed certificate and a lovely trophy that looks great on the circulation desk of your library. Nominations for the 2018 award will be out later in the year. The WASLA Awards Committee led by the Vice President, Rebecca Murray, is exploring how these awards will run in the future, so please keep an eye out for the nominations later in the year.

Two other events occurred at this PD. Mike Spanier introduced the new look WASLA website and Natasha Georgiou and I introduced the Literacy Matters! portal. Mike has done a huge amount of work on the WASLA website and it

looks great. Everyone who is a member should be able to access the site using their old password. If you are having difficulties please contact the Executive Officer (wasla@wasla.asn.au).

Natasha Georgiou is responsible for the development of the Literacy Matters! portal, with myself providing much of the content. The portal is part of an international campaign to alert Principals, researchers, school/librarians and anyone interested in the literacy debate to use for advocacy or information. Literacy is a foundational skill for sustainable development for all countries. It is no use having access to ICT and the Internet if people cannot read, interpret and understand information that can improve their daily lives.

WASLA is also pursuing the development of a Memorandum of Understanding (MOU) with other groups that provide PD for library personnel. The first part of this work is the PD calendar which will be available on the WASLA website. WASLA currently has a word-of-mouth agreement with the West Australian Library Technicians group, where we agree to provide PD at member rates for both groups. We are also working with the All Libraries Group WA and hope to bring in others once the MOU is set up. This will mean that members will have access to a range of PD across sectors at member prices. This way there should be something for everyone. Keep an eye out for future PD. WASLA is looking at doing some gold coin after school events on topics such as fake news and we are always open to suggestions. Please send these to the PD committee (vicepresident@wasla.asn.au).

Your Committee are a dedicated, hardworking group of amazing individuals, who are working hard to provide you with the support you need in your schools where library personnel are often lone practitioners. Our *ic3* editor Natasha Georgiou is going on some well-deserved leave overseas and won't be back until July, so we will have 2 issues of *ic3* this year instead of three. The second issue will be a bumper issue! If you have any pictures/photos or stories about the great things you do in your school library please send them to president@wasla.asn.au for consideration for the Association's Journal. We look forward to a great year and wish all our members a happy and safe holiday.

**Dr Barbara Combes
President**



FAKE NEWS PD

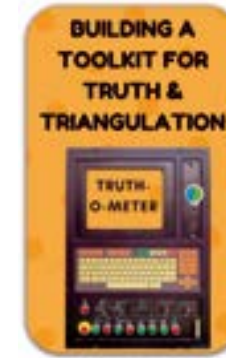
How do you teach your students to critically analyse information? WASLA is calling on **presenters** who would like to **share with others** how they are doing this in their libraries.

Tuesday May 30, 4.30pm–5.30pm
St. Norbert College, Queens Park

WASLA members - gold coin donation, \$10 for non-WASLA members
 RSVP: www.trybooking.com/PMBS

Truth, truthiness & triangulation

We were guaranteed a *free* press, We were not guaranteed a neutral or a *true* press. We can celebrate the journalistic freedom to publish without interference from the state. We can also celebrate our freedom to share multiple stories through multiple lenses. But it has always been up to the reader or viewer to make the reliability and credibility decisions.



It is up to the reader or viewer to negotiate truth. News literacy is complicated. In our attempts to discern *truth*, we are confounded by a 24/7 news cycle. News hits us across media platforms and devices, in a landscape populated by all degrees of professional journalists and citizen journalists and satirists and hoaxers and folks paid or personally moved to write intentionally fake news. All of this is compounded by the glories and the drawbacks of user-generated content, citizen journalism, and a world of new news choices.

Professional journalists themselves face new practical and ethical challenges relating to anonymity, privacy and safety, as well as reliability in their attempts to verify sources of breaking news from social media and user-generated content in all media formats. (The [Verification Handbooks](#) are a wonderful lens into this complicated process.) The Society of Professional Journalists' [Code of Ethics](#) lists four guiding principles; the first of which is *seek truth and report it*. Even news that is vetted by editors and publishers sometimes emerges from that process a bit *processed*, perhaps leaning in a particular direction.

Word choice itself is connected to truth. Over the course of the last decade we've seen professional news organizations and governments struggle with the politics and potential *loadedness* of words, notably terrorist and illegal immigrant. (See the [AP Stylebook Blog](#) and [Reuters Handbook of Journalism](#).)

On news literacy

In its [glossary](#), Stony Brook University's Center for News Literacy defines news literacy as:

The ability to use critical thinking skills to judge the reliability and credibility of news reports, whether they come via print, television or the Internet.

Our kids need new types of filters. Beyond larger notions of information literacy, I see the case for a specific focus on news literacy. Not as a lesson of good vs. bad. Not as an attempt to pitch traditional media against social media or peer review against popular publication. Not through the examination of hoaky hoax sites. And certainly not as a one-of, checklist type of lesson for a 9th grade social studies teacher at the beginning of the year.

We need to teach the important lessons of everyday civics for new consumption and production landscapes. These lessons involve sustained critical thinking, a practice to engage in regularly as we read and view and inquire with learners of all ages across disciplines.

A recent Stanford Graduate School of Education report, [Evaluating Information: The Cornerstone of Civic Online Literacy](#) assessed the news literacy of students from middle school through to college.

Students were asked to perform such tasks as:

- determine the trustworthiness of tweets;
- distinguish between news articles and opinion columns;
- identify ads on a news website;
- compare and evaluate posts from a newspaper's comment section;
- identify the blue checkmark that distinguishes a verified Facebook account from a fake one;
- consider the relative strength of evidence presented by two posters in a Facebook exchange;
- decide whether or not to trust a photo on a photo-sharing website;
- determine whether a website can be trusted in an open web search;
- search to verify a claim about a controversial issue;
- assess the reliability of a partisan website; and,
- identify the strengths and weaknesses of an online video. (p. 6)

(Note: Most of these tasks could authentically be taught in our libraries during the natural course of any inquiry project.)

The Executive Summary shared disturbing results: *By high school, we would hope that students reading about gun laws would notice that a chart came from a gun owners' political action committee. And, in 2016, we would hope*

college students, who spend hours each day online, would look beyond a .org URL and ask who's behind a site that presents only one side of a contentious issue. But in every case and at every level, we were taken aback by students' lack of preparation ...

Never have we had so much information at our fingertips. Whether this bounty will make us smarter and better informed or more ignorant and narrow-minded will depend on our awareness of this problem and our educational response to it. At present, we worry that democracy is threatened by the ease at which disinformation about civic issues is allowed to spread and flourish. (pp. 5-6)



I see a serious need for librarians to build a few seaworthy arks from the news media flood to aid students in discerning credibility, reliability and bias in context of their information needs and the context of the text itself. I can see us introducing the broad notion of triangulation to children for whom the word may be difficult to say.

What's going on?

Fake news

In the weeks leading up to the US election we were drawn to stories about Pope Francis endorsing Donald Trump and WikiLeaks' confirmation that Hillary Clinton sold weapons to ISIS.

Fake news is not new. But its potential for virality is and our awareness of it is newly awakened. Some suggested it played a role in the outcome of the election. Google and Facebook both announced that they would try to eliminate fake news from appearing in their result lists and news feeds by blocking fake news sources from using their ad networks. And fake news is but one flavor of news that is less than accurate. It is but one bucket into which readers and viewers should sort types of truthiness.

Fake news itself comes in a variety of flavors:

- Pure fake news sites use fabricated stories to lure traffic, encourage clicks (click bait), influence or profit using intentionally deceptive, but highly intriguing, often sensational information.
- Hoax sites also share false information with the intention to trick readers/viewers.
- Satirical sites present news with a comical, often exaggerated spin.
- Born digital images and edited images alter and often misrepresent visual reality

In addition, sometimes journalists just get things wrong. Their sources they choose to interview may not offer truth or a full picture. Stories reported in process lack the wisdom of hindsight and may be missing full context.

Post-truth or truthiness

Oxford Dictionaries recently announced post-truth as its 2016 international Word of the Year. Oxford defines the word as relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief.

It is well worth noting that the concept is not new. Oxford traces post-truth's history from a peripheral term simmering for at least a decade to its dramatic spike this year: in the context of the Brexit referendum in the UK and the presidential election in the US, and becoming associated overwhelmingly with a particular noun, in the phrase "post-truth politics."

Back in 2005, Stephen Colbert introduced the Word truthiness, now defined by Wikipedia as a quality characterizing a "truth" that a person making an argument or assertion claims to know intuitively "from the gut" or because it "feels right" without regard to evidence, logic, intellectual examination, or facts.



While we need to reject the notion of relying solely on from-the-gut verification systems, it is important to recognize that we are not always looking at a binary situation.

Credibility decisions are complicated. Most news is not simply fake or true. News from traditional sources can be suspect as well. Professional journalists engage in rigorous fact-checking and adhere to sets of professional ethics, but they are not entirely immune to bias or agenda or the pressures of a deadline. A single story may tell a part of a larger story at the moment of its publishing. Of course, traditional newspapers feature writing of all sorts—straight reporting, editorials, features, columns, advertisements and comments in their digital versions. Several traditional news sources are to various degrees either right or left leaning. While some admit their bias, others do not.

It is impossible to dismiss the complication that our political news consumption habits have shifted. Facebook, YouTube, Twitter, Reddit and Tumblr played huge roles in disseminating political information during the past election season. A May 2016 Pew Research Center study found that a majority of U.S. adults – 62% – get news on social media, and 18% do so often. In terms of the total population, this translates to social media news reaching 67% of U.S. adults. The two-thirds of Facebook users who get news there, then, amount to 44% of the general population. Consider the results of this report in the context of the decline of the newspaper industry also documented by recent Pew Research Center data (<http://www.journalism.org/2016/06/15/newspapers-fact-sheet/>).

Some rules of thumb:

Check About and About me pages: Clicking on or investigate authors names to consider their credentials in context should be a regular part of the research journey. (See other tricks below.)

Interrogate URLs: We see quite a bit of domain manipulation these days. For instance, what looks like an .edu domain, followed by .co or ".io" is likely a fake or deceptive site. If you are you seeing a slightly variant version of a well-known URL, do a little investigating.

Suspect the sensational: When we see something posted that looks sensational, it is even more important to be sceptical. Exaggerated and provocative headlines with excessive use of capital letters or emotional language are serious red flags.

Go back to the source: When an article mentions a study, if you can, go directly to the source and check its bona fides as well.

Go back to the story again (and again): When was

the story written? What is its context? Breaking news will continue to break. Early reports are built from limited information so you'll want to watch a story grow into a fuller picture.

Think outside the reliability box: The old checklist-type tools we used to evaluate websites do not necessarily work. ACRL's Framework reminds us that the notion of reliability can be fluid. Experts know how to seek authoritative voices but also recognize that unlikely voices can be authoritative, depending on need. On Twitter's 10th birthday this year, Poynter, the respected journalism portal, listed [10 Twitter How Tos](#)—guides for using Twitter for journalism from its own archive. Students can benefit from these tips too.

Triangulate: Try to verify or corroborate the information in multiple sources, including traditional media and library databases. You can begin to rule out the hoaxes by checking out sites like the nonprofit, nonpartisan [FactCheck.org](#), or popular sites like [Snopes](#) or [Hoax-Slayer](#).

What exactly are you reading?: Even when you find yourself in a traditional news site, identify what type of writing you are reading. Is it news reporting, or a feature story, or an editorial, or work by a guest blogger, or a review, or an op-ed or a disguised ad, or a comment?

Check your own search attitude and biases: Is your search language biased in any way? Are you paying more attention to the information that confirms your own beliefs and ignoring evidence that does not?

Use a little energy: Have you simply satisfied or have you done your due diligence in seeking and validating the best possible sources across media sources?

Stop before you forward (or use): When you see a widely shared or forwarded link, be suspicious of a hoax or a fake story. Can you verify the information outside of the social media platform on which you discovered it?

Be suspicious of pictures!: Not all photographs tell truth or unfiltered truth. Images are normally edited or process, but sometimes they are digitally manipulated. Some are born digital. A Google reverse image search can help discover the source of an image and its possible variations. Infographics are carefully constructed visual media messages. The data, the evidence, the sources, and the arguments they present beg careful deconstruction, scrutiny and analysis.

Some news literacy vocabulary to introduce in talking about credibility:

Confirmation bias: the tendency to believe information is credible if it conforms to the reader's/ viewer's existing belief system, or not credible if it does not conform.

Container collapse: my own term for our trouble discerning the original information container, format or information type—blog, book, pamphlet, government document, chapter, magazine, newspaper, journal, or section of the newspaper or magazine or journal—once publishing cues are removed and every source looks like a digital page or a printout.

Content farm or content mill: a company that employs a staff of freelance writers to create content designed to satisfy search engine retrieval algorithms with the goal of attracting views and advertising revenue.

Echo chamber: “In news media an echo chamber is a metaphorical description of a situation in which information, ideas, or beliefs are amplified or reinforced by transmission and repetition inside an “enclosed” system, where different or competing views are censored, disallowed, or otherwise underrepresented.” (Wikipedia)

Fact checking: the act of verifying assertions either prior to publication or after dissemination of the content.

Filter bubble: When search tools present with the stories we are likely to click on or share based on our past activity, potentially affirming our biases, we need may be experiencing what Eli Pariser calls a [filter bubble](#).

Herding phenomenon: as more journalists begin to cover a story, even more journalists are likely to join the herd, imitating the angle the story initially took rather than developing alternate or original approaches or angles.

Native advertising: paid, sponsored content designed to look like the legitimate content produced by the media outlet.

Satisficing: a portmanteau of the words satisfy and suffice introduced by Herbert Simon in 1956 to refer to the tendency of people, bounded by time limitations, to select good enough information over optimal information.

Triangulation or cross verification: Researchers establish validity by using several research

methods and by analyzing and examining multiple perspectives and sources in the hope that diverse viewpoints will can shed greater light on a topic.

Virality: the rapid circulation of media from one user to another. When we forward sensational stories, often from social media without checking their credibility in other sources, we increase their virality.

Resources for a post truth teaching toolkit:

- [ACRL Framework for Information Literacy for Higher Education: Authority Is Constructed and Contextual](#): Though aimed at university students, this important document reframes the way we consider authority and is well worth examining with high school students and faculty. The Framework recommends the following student dispositions - Learners who are developing their information literate abilities:
 1. *develop and maintain an open mind when encountering varied and sometimes conflicting perspectives;*
 2. *motivate themselves to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways;*
 3. *develop awareness of the importance of assessing content with a sceptical stance and with a self-awareness of their own biases and worldview;*
 4. *question traditional notions of granting authority and recognize the value of diverse ideas and worldviews; and,*
 5. *are conscious that maintaining these attitudes and actions requires frequent self-evaluation.*
- [Skills and Strategies | Fake News vs. Real News: Determining the Reliability of Sources](#): Kathleen Schulten of the *New York Times Learning Network* shares tips, lessons and videos including the video above and a related lesson plan (<http://ed.ted.com/lessons/how-to-choose-your-news-damon-brown>) from TEDEd.
- [False, Misleading, Clickbait-y, and Satirical “News” Sources](#): a dynamic Google Doc filled with tips from Melissa Zimdars, Assistant Professor of Communication and Media at Merrimack College.
- The Center for News Literacy from Stony Brook University’s School of Journalism, offers an impressive [Digital Resources Center](#).
- [News Literacy Project](#): Begun by an LA Times investigative reporter and supported by several newspapers and news organizations, the NLP is an innovative national education program that equips middle school and high school students with the tools to be smart,

active consumers of news and information and engaged, informed citizens. Don’t miss the four modules, lessons and Check Tool in the Checkology Virtual Classroom.

- [NewseumED](#): Learning tools on media literacy. Don’t miss the Resources for Promoting Dialogue Post Election and Today’s Front Pages.
- [Media Education Lab: Teaching Resources](#): The University of Rhode Island’s Harrington School of Communication and Media offers a wealth of resources. Don’t miss [Mind Over Media](#) (<http://propaganda.mediaeducationlab.com/>), a crowdsourced website that contains diverse examples of contemporary propaganda on a wide range of social, political, economic and environmental topics, as well as the six-lesson CCSS-aligned high school curriculum unit on contemporary propaganda (http://propaganda.mediaeducationlab.com/img/MoM_Complete_Curriculum.pdf).
- [Fake News vs. Real News: Determining the Reliability of Sources](#) NYTimes Learning Network.
- [Teaching Information Literacy Now](#), from SLJ Librarian of the Year finalist, Laura Gardner
- [Fake ‘News’ in a ‘Post-truth’ World](#) from reflection from Professor Judi Moreillon who shares: *Fake “news” and a “post-truth” world call all school librarians to step up and lead*

Resources for building a news literacy toolkit

- [FactCheck.org](#): Annenberg Public Policy Center’s nonpartisan, nonprofit “consumer advocate” for voters that aims to reduce the level of deception and confusion in U.S. politics. Check out the post [That Chain E-Mail Your Friend Sent to You is \(Likely\) Bogus. Seriously](#), for its Key Characteristics of Bogusness and the Viral Spiral page for claims previously checked.
- [Snopes](#): Since way back in the 90s, Snopes has been dispelling urban legends, folklore, myths, rumors, and misinformation.
- [Hoax-Slayer](#): Australian Brett Christensen has been debunking email and social media hoaxes and spam since 2003.
- [Craig Silverman’s BuzzFeed blog](#): The founding editor for BuzzFeed, Canada has been writing for many years for a variety of publications on media accuracy and verification issues.
- [Whois Lookup](#): This tool allows you to investigate the domain behind a website.
- [CRAAP Test: Currency, Relevance, Authority, Accuracy, Purpose](#) posted by the Meriam Library, California State University, Chico.
- Kathy Schrock’s [5W’s of Website Evaluation](#)
- [Does This Website Smell Funny to You?](#) Amy

Gillespie’s FART test posted in Knowledge Quest will grab middle schoolers’ attention

- [Evaluating Sources Using the RADAR Framework](#): RADAR stands for relevance, authority, date, relevance, rationale. Mandalios, J. (2013). RADAR: An approach for helping students evaluate Internet sources. *Journal of Information Science*, 39(4), 470-478.

And finally ...

Nurturing information literate, responsible, active citizens is what librarians do. There are no guarantees of truth from any source. We teach students to be discerning consumers of information. We teach them to deconstruct media messages and construct their own messages. We teach them to interrogate their sources. As the landscape continues to shift, librarians must update our own skill sets and toolkits to guide students in navigating a growingly nuanced universe of news. We must also examine and recognize our own biases so that we are open to contrary and conflicting ideas. This is our banner to wave, our curriculum to co-teach.

Of course, following the paths I’ve described for critical vetting of the news is work! This is a new landscape from the one we taught in even five years ago. We need new compasses for navigation. I do not believe we can stem the tide of fake news and truthiness and political memes and viral rumors and quick rushes to judgment. I do believe that together we can build a few arks.

Welcome to the brave new world of *truth*.

Joyce Valenza

About the Author:



Joyce is an Assistant Professor of Teaching at New Jersey’s Rutgers University’s School of Information and Communication, a technology writer, speaker, blogger and learner. Follow her on Twitter: @joycevalenza

This adapted article was originally published in the *School Library Journal Blog* (<http://blogs.slj.com/neverendingsearch/2016/11/26/truth-truthiness-triangulation-and-the-librarian-way-a-news-literacy-toolkit-for-a-post-truth-world/>)

WASLA School Library Awards

Teacher Librarian of the Year



Jo-Anne Urquhart

As the Head of Primary Libraries at St Stephen's School, Jo-Anne is responsible for developing programs alongside the classroom teachers which encourage children to become critical thinkers, inquirers and readers. The St Stephen's libraries are geographically built to be the centre of the school and it is Jo-Anne's job to make the library the academic centre of learning.

One of Jo-Anne's passions is to encourage children's love of books and reading and this is a huge part of her role with the primary school. She works with classes each week, from Kindy through to year 6 as well as working with the secondary teacher librarians to develop programs which link through to high school.

Jo-Anne has been instrumental in the development of a reading program at St Stephen's and has achieved an impressive improvement in developing a passion for reading by instigating an oral language program using the Bright Path Program. Jo-Anne works closely with the classroom teachers to ensure delivery and assessment of students is standardised across the primary classes.

Once students are reading at an independent level, Jo-Anne places them into the Lexile Reading Program. This well-respected program has encouraged the students at St Stephen's to read more and has improved their comprehension skills. A successful QR code book review program supports students reading from Year 5 and is used within the library to encourage other students to select books and read.

Other activities of which Jo-Anne has successfully instigated in the primary libraries include regular author visits, a 'Story Night In' program for each campus, participating in the Simultaneous

Storytime annually and a much-anticipated Book Week celebration each year.

The key to any teacher librarian's role is the need to have excellent knowledge of curriculum. As a curriculum leader at St Stephen's, Jo-Anne is working on enhancing a program where students are guided towards developing their own 'learning to learn' skills. The School is building on current assessment procedures in order to scaffold students' learning and take them to a deeper level of understanding in their learning journey.

As Head of Primary Libraries Jo-Anne is in charge of three campus libraries, part of the Leadership Team in the primary school, a member of the Leadership Team for Knowledge Services and part of the Independent Primary School Heads of Australia (IPSHA) group which meets once a term. Despite this high level managerial role, Jo-Anne still has a knack for developing relationships with the children and helping them to blossom in the 'wonderland that is the library'.

Jo-Anne is the epitome of a successful and highly regarded teacher librarian, whose passion and energy are above reproach. Her many years of experience bring a richness to St. Stephen's, making the libraries a vibrant and stimulating learning environment, invoking a passion for reading and life-long learning amongst its young clientele.

The library community of St Stephens and WA acknowledge Jo-Anne as a worthy recipient of the Teacher Librarian of the Year Award for 2017.

Library Technician of the Year



Phyllis Paioff

2017 Recipients

Since graduating with an Associate Degree in Science (Library Technology) Phyllis has achieved many career highlights including being a recipient for the 2015 Outstanding Professional Service Award from the Professional Teaching Council of Western Australia. Not only is Phyllis the current Secretary for WASLA, she also held the position of Executive Officer for four years from 2011 to 2015 and is also an active committee member for the ALIA Library Technicians group. Phyllis' commitment to the profession is also evident in that she served on the TAFE Industry Advisory Panel thereby ensuring that library courses meet industry requirements.

Since the introduction of the Resource Description and Access cataloguing standard (RDA), Phyllis has been a highly regarded presenter at a number of WASLA and ALIA professional development sessions, thereby extending not only her own professional knowledge but also that of her fellow librarians. Phyllis prides herself on her knowledge and competence with a large number of library management systems and has recently provided suggestions to such a vendor for potential improvements around the RDA functionality of a major piece of software.

Phyllis has proven to be an effective and efficient team member in the library at Perth College with many of the girls seeking her out for her calm and friendly demeanour. Not only is Phyllis precise in her application to all allocated tasks but she is often relied upon to manage last minute activities in the library. She does this with flair and a positive attitude, often turning an almost disaster into a glowing success.

Phyllis' knowledge of all things library is broad and beneficial to her workplace. She recognises the dynamic nature of both education and the information services sector and is prepared to adapt herself accordingly. She is also very precise and meticulous in her approach to her daily tasks and recognises the importance of abiding to and maintaining procedures for an effective library service.

Phyllis is an invaluable member of the Perth College library staff and a worthy recipient of the WASLA Library Technician Award for 2017.

Library Officer of the Year



Erin Smith

This award recognises and honours an exceptional Library Officer whose practice has a positive impact on the service provided by their school library and the awardee for 2017 does this to an exemplary level. Erin Smith is a committed staff member at Southern River College (SRC) who has worked tirelessly to improve not only the physical layout of the library but also outstanding customer service to staff and students alike.

In a very short amount of time, Erin has learnt the names of all of the students who visit the library regularly and has taken the time to get to know them and also their taste in reading. She takes pride in supporting their reading habits by emailing them and setting aside items that she knows these students will read – all part of the service at SRC.

In response to a request from one of the English teachers, Erin took the time to devise an incredibly clever and fun-filled Harry Potter themed scavenger hunt. She developed clues specific to the Southern River College library, presented them beautifully and, in conjunction with the class teacher, ran the event. As an additional activity she devised a Harry Potter themed craft project and everyone who attended had an absolutely fantastic time.

In the wider school community Erin's personal interest in science has prompted her to, in conjunction with the Science department, coordinate a whole-school Science Fair. As well as advertising the event and taking bookings for the event, Erin organised student volunteers to help with the smooth running of the event. After taking photos of the event and cleaning up at the end of the day, an exhausted Erin was heard to comment that the event in 2017 would be even bigger and better!

Erin has demonstrated an outstanding commitment to school libraries in her short career to date and is already acknowledged in the school community as someone who is available and willing to offer support no matter how small or large the request. Her attitude makes her an invaluable member of the library staff at Southern River College and a worthy recipient of this award.

**Rebecca Murray (all above award articles)
Vice President**

Outstanding Professional Service Award



Natasha Georgiou

Natasha became a member of WASLA upon returning to WA from Melbourne in 2012. After settling into her new job at Sevenoaks Senior College, she immediately volunteered to serve on the committee in 2013. Natasha has made an outstanding contribution to the Association as the Publications Officer and editor of WASLA's professional journal *ic3*. In this role Natasha is responsible for sourcing articles, photographs and new stories that will appeal to all school library staff. Ensuring the journal accommodates the wide range of personnel working in school libraries is a difficult task as the journal caters for teachers, library officers, library technicians and teacher librarians, as well as volunteers. The journal is published three times a year and Natasha is also responsible for advertising, proofreading, organizing printing and distribution of the journal.

Natasha has also been responsible for organising several half-day professional development (PD) sessions and the creation of flyers for other PD workshops run by WASLA. She has also been a member of the WASLA Conference Committee and the School Library Conference WA Committee

where she has been responsible for the design and development of the program and advertising materials. Natasha is also a member of the WASLA Social Media sub-committee and a regular presenter at PD days held by the Association.

Natasha 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.

**Barbara Combes
President**



IFLA infographic based on FactCheck.org's 2016 article *How to Spot Fake News* <http://www.ifla.org/publications/node/11174>

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A Night With Our Stars

Armed with my 30-second warning bell, a mini power saw threatening to chop the legs off anyone who dared run over their allotted time span and my Sheriff's star badge to show who was in charge I reported for MC duties at the 14th annual A Night With Our Stars. Always a popular event in the CBCA WA Branch calendar this was no exception and the mood was particularly celebratory as many of the presenters had been featured on the CBCA Notables Long List the day before. Fingers crossed that many of them also appear on the Short List which will be announced on Tuesday 28 March.



There was a wonderful range of styles and delivery from twenty equally magnificent presenters and such is the strength and depth of creative talent in WA that ANWOS Convenor Jo Andrew is now in the unenviable position of having more eligible contenders than she can realistically fit into one event.

Sally Murphy got the ball rolling by introducing the audience to her *Sage Cookson* series, first-timers Lee Battersby, Paula Hayes and Meg Caddy spoke confidently of all things ghostly and spooky and Kate McCaffrey outlined the dangers of social media and what can happen when mistakes go viral from her latest YA novel *Saving Jazz*. Topics ranged from the light-hearted and entertaining mayhem of *Pandamonia* by Chris Owen to the more sombre subject of depression with Violet Tregonning giving a brave and moving address on behalf of her sister Mel, whose book *Small Things* was published posthumously after her tragic and untimely death. While Raewyn Caisley used her allotted three minutes to explain how certain settings and characters inspired *Something Wonderful*, Karen Blair whipped up a stunning sketch with seeming effortless ease and later Kylie Howarth put the enthusiastic audience to work teaching them to draw Chip the seagull.

As always, the food was delicious and thanks to our anonymous donor there was a variety of splendid wine on offer. Committee members worked tirelessly to ensure the success of the evening and the WA Branch would like to acknowledge and thank ANWOS sponsor, Fremantle Press and official book supplier, Westbooks who have supported this event since its inception.

I would like to remind *ic3* readers that membership of the CBCA WA Branch is currently due for renewal – forms may be downloaded from our website and there has been no increase in fees so it is exceptional value. We'd also love to see lots of you at the WA Branch AGM which will be held at Penrhos College on Wednesday 5 April. Details on the website <http://wa.cbca.org.au/>

**Jan Nicholls
CBCA WA Branch**



Karen Blair's sketch



Lee Battersby book signing

The Learning Commons at Mater Christi College has an area which we have dedicated as a 'Makerspace'. The goal is to have a space where students can come in and tinker away on a project when the Learning Commons is open. Ideally a room would be great, but space restrictions have forced us to be creative and assign a corner of the Learning Commons with posters and bunting.

Even though we encourage use of the space whenever the Learning Commons is open, every Thursday we present a structured workshop to interested students and staff. We re-organise the tables, put out instructions and have equipment set up and ready to go for the start of lunchtime. Activities can be completed in 20 minutes and students can normally walk away with something that they can show their friends.

Here are 5 activities that have engaged and enthused our students since starting our Makerspace initiative.

1. Bookbinding

<http://materchristi.libguides.com/learningcommons/bookbinding>

We held a workshop that looked at bookbinding as a skill using recycled paper. Students loved the hands on aspect of this activity and the fact that they could take something away, a small notebook that could be used or gifted, added to the excitement

This was a noisy activity, we had hammers banging, punches being used and students stitching up booklets with baker's twine. After the lunchtime event, students would continue to access and use the equipment to add value to their school assignments.

We bought the leather punches from Daiso (\$2.80 for a pack of 3 or 4), hammers and craft mats were borrowed from Art, recycled paper was gathered in the days beforehand from recycle bins around the College. Some patterned front cardboard covers were bought from Kmart and twine was bought from the Reject Shop.



Bookbinding

<https://www.instagram.com/p/7UCbvmR8KY/>

2. Makey Makey Banana Piano

<http://makeymakey.com/apps/>

For many, the Makey Makey Piano was their first experience with electronics. It was very easy to connect the Makey units to a laptop, plug in banana's, go to the Makey apps website and get a piano working. Our STEM captains did a demonstration at a staff briefing and enthused students took the Makey Makey devices and adapted them to create a game of operation using copper tape and tin foil.

If we want a quick electronics activity, then the Brainbox Electronic kits offer good value for money. Cheaper than Littlebits or Hummingbird kits and they can be brought out and packed away easily. Their components can even be used in conjunction with the Makey Makey kits.



Brainbox Electronic Kits

<https://www.instagram.com/p/BRZqeAph2AY/>

3. Shrinkable Plastic

<http://materchristi.libguides.com/learningcommons/ShrinkyDinks>

Initially we had the activity running in the Makerspace as part of science week. Students designed scientific earrings and/or keyrings from science images, such a tile in the periodic table or a beaker with liquid in it. Students used permanent markers and pencils to colour their shapes and then we used the staffroom oven to shrink them. Some jewellery making pliers were used to connect them to keyrings and glue to put brooch backs on them.

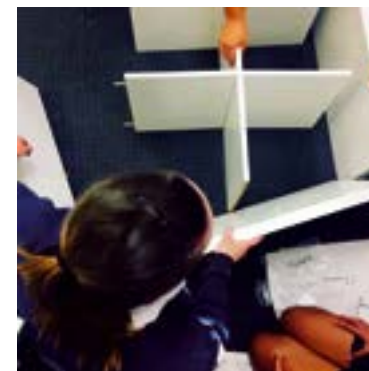
Our instructions for this activity included showing the students how much the shrinkable plastic shrank! Creating a ruler to scale and then shrinking it works well for this demonstration. You could use a small toaster oven to shrink the plastic in the Learning Commons, just remember to get it electrically tagged and tested!

Shrinkable plastic can be purchased from most craft or art stores.

4. The Ikea Flat Pack Challenge

During the Christmas break we got our side desk raised and turned into a standing desk for our 3D Printers and Raspberry Pi monitors. But underneath it looked naked. We purchased four Ikea KALLAX 2x2 bookcases and turned the construction of these bookcases into a lunchtime activity. A bright spark pitched "The Flatpack Challenge" and over a number of weeks momentum grew as our STEM leaders took control over the promotion and organisation of the activity. Learning Commons staff prepared the space and organised prizes.

Four teams competed for the prizes and had to fully construct the bookcases without any left over parts. There was much laughter, collaboration and communication. The quickest team took 13 minutes to construct one bookcase and by the end of lunch all four were constructed.



Ikea Flatpack Challenge

<https://www.instagram.com/p/BQ1ohrmB4ei/>

5. Button badges

A simple yet effective activity is creating your own button badges. We created some pre-printed button badges using Canva, but students could also make their own and then "stamp" the badge. We have used the button badge machine for promoting events such as International Women's Day or Science Week.

This activity is simple to set up and once you show one student, it runs itself. With a magnet the badges can be turned into Fridge magnets and art students can explore ideas of promoting their work through an inexpensive activity.

Our Art department has a button badge machine, but many places rent machines out for a week. Button badge machines come in useful for all sorts of projects and promotions for your Learning Commons area.

Our makerspace events are driven by opportunity, availability and budget. We try and link into events

that are happening around the college and places like Daiso [bargain Japanese shop], Reject shop and Kmart (not to mention the op shop) provide us with low cost materials that students can tinker with.



Button Badges for International Women's Day

<https://www.instagram.com/p/BRHfkFHhkeg/>

Five Criteria for a good Makerspace activity at lunchtime:

1. Make sure the activity is hands on, mess is good!
2. Make sure that the activity is short enough to be repeated a number of times throughout lunchtime.
3. If students can walk away with a product, then students can show their friends (and promote your makerspace).
4. Provide instructions that they can use after the activity.
5. Get your student leaders involved in promotion and running of the activities

Resources

Mater Christi Makerspace Homepage

<http://materchristi.libguides.com/learningcommons/makerspace>

We try and document the activities that we conduct in the makerspace so that we can empower students to continue making long after the structured lunchtime sessions are finished.

Canva

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

A great tool to create professional looking posters, business cards, bookmarks and button badge inserts.

Invent to Learn by Sylvia Libow Martinez and Gary Stager

<https://inventtolearn.com/>

A great handbook full of good ideas and the website has lots of information.

Meaningful Making: FabLearn
<http://fablearn.org/resources/>

A great pdf download book with ideas, pedagogy and references. The FabLearn site has some good links to videos and connections for Makerspace Coordinators.



Constructing MBot robots
<https://www.instagram.com/p/BCwcD58LTxn/>



Origami in the Learning Commons
<https://www.instagram.com/p/BR9vq1BhgFR/>

Image Sources – all taken by either Margaret Lawson or Jennifer Cain.

Margaret Lawson
 Teacher Librarian
 Mater Christi College



About the author:

Margaret Lawson has 20 years experience as an Information Technology Teacher and eLearning educator.

She now works as a Teacher Librarian at Mater Christi College Learning Commons in Victoria, and maintains a blog documenting her Journey into Librarianship at <http://infowhelm.blogspot.com.au/>

Going Global: Six Ways to Connect your Library and Students to the Rest of the World



Perth used to be described as one of the most remote cities in the world. Geographically, that has not changed; however, in a world where the digital device can instantly connect us to anywhere and anyone, technology literally opens the world to us and our students. Technology can be used in so many ways within our school libraries to broaden student perspectives and learning, and to connect them with other students, educators, authors and community members world-wide. Educators and library professionals all over the world have a wealth of global projects available to teach global awareness and to connect themselves and their students to the rest of the world.

Here are six ways that librarians and educators can go global in their schools and libraries:

1. Get Connected and Make Connections - Use Social Media Professionally

For those of us living connected lives, this first step might seem obvious but I am aware that there are still many hesitant to take the step towards professional connectedness and I am not talking about 20th century “old-school” email connectedness. In April 2014, I decided to join the world of **Twitter** and discovered that it is here that education and library connections truly happen! I know that Twitter can seem overwhelming and it can seem daunting to condense your thoughts into 140 characters but Twitter is truly transformational to any educators wanting to become connected beyond the school and classroom walls.

Having joined Twitter, take the next step and make connections with other educators, library professionals and authors. The best way to

Social Media & Your School Library

connect with like-minded people is to search through hashtags. Laura Fleming’s article *The Power of a School Library Hashtag* (<http://www.edutopia.org/article/power-of-school-library-hashtag-laura-fleming>), posted on the Edutopia website on September 27, 2016, really drives home the importance of the hashtag for Twitter users, as well as users of other social media for professional connections. A simple hashtag search will help you to connect with people who have similar interests and professional goals.

Once you have found a few people to connect with on Twitter you can also search those that they follow to build your Personal Learning Network (PLN). Two useful hashtags for global connection around education are #GlobalEd and #GlobalEdchat, while for school libraries in Australia we use #ausTL or #oztl and the New Zealand #slanza and #schoollibsNZ are also good library hashtags to follow. For more general educational topics, #aussieED and #whatisschool are a great start.

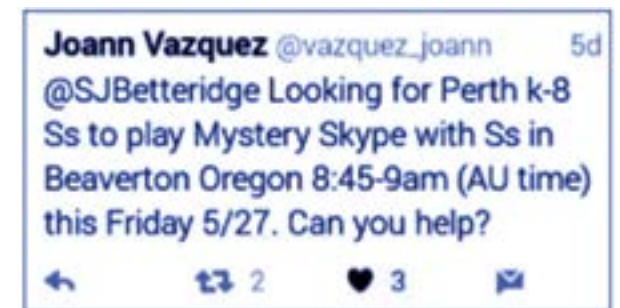
A Library Twitter account is a great way to promote all the work you do in your school library, both locally and globally. You can check out my Ocean Reef Senior High School Library Twitter account (<https://twitter.com/orshslibrary>) and Lucas Maxwell, high school librarian in the United Kingdom, has a very lively account for Glenthorne Library (<https://twitter.com/glenthorneirc>). It is also fun to follow a couple of Twitter Chats, though the speed of these can be daunting. It is okay to “lurk” and perhaps just introduce yourself and follow the discussion. Re-tweeting a few tweets that you support will soon build your Twitter connections. I recommend starting with a few of these useful **Librarian Twitter chats** (<https://magic.piktochart.com/output/2617218-library-twitter-chats-2>) and **Education Chats** (<https://sites.google.com/site/twittereducationchats/education-chat-calendar>).

For those still hesitant to take the Twitter step, you should definitely search and join some of the many **Facebook** groups for library professionals. These groups, whether public or closed, are a great way to communicate globally with other librarians and to share ideas about library activities and events, as well as library teaching program ideas. It is also great to join some general education/teaching groups to make connections with educators not based in the library. There are so many Facebook groups now that a search of your interests will bring up a plethora. Here are a few global Library Facebook groups to look at to broaden your connections:

- Western Australian School Library Association: <https://www.facebook.com/groups/812877622171734/>

- ALA Think Tank: <https://www.facebook.com/groups/ALAThinkTANK/>
- Future Ready Librarians: <https://www.facebook.com/groups/573023046218945/>
- Int’l School Library Connection: <https://www.facebook.com/groups/SLAsia/>
- Libraries and Social Media: <https://www.facebook.com/groups/LibrarySocial/>

The power of connecting through social media is demonstrated in the message (https://twitter.com/vazquez_joann/status/734470645996654592) I received from Joann Vazquez wanting to connect her class in Beaverton, Oregon through Skype with a class in Western Australia for a **Mystery Skype** session:



Below is feedback from Lynne Herbert, a Principal in Merredin, rural WA, after I was able to connect them to each other to do a Mystery Skype session:

Was fortunate enough to have our Yr3/4 class Mystery Skype with a class in Beaverton, Oregon USA today...an amazing experience for our students. Mapping, time zones, cultural experience, problem solving and massive engagement. If you get a chance to do it...jump feet first! Thank you Twitter PLN for the hook up!

Feedback on Facebook TeachMeetWA Group about Mystery Skype experience
<https://www.facebook.com/groups/TeachMeetWA/search/?query=mystery%20skype>

Craig Kemp (<https://twitter.com/mrkempnz>), a Kiwi teaching in Singapore and exemplar extraordinaire of how to teach beyond the classroom walls, has blogged about Mystery Skype (<https://t.co/ZCBgwsbE7C>) and how to get started and you will find more information at the Microsoft Mystery Skype website (<https://education.microsoft.com/skype-in-the-classroom/mystery-skype>).

2. Share your Library Events and Activities



Ocean Reef SHS Library Instagram account
<https://www.instagram.com/orshslibrary/>

In addition to Twitter and Facebook, another great place to share your library displays, events and activities and to connect globally is **Instagram**. If you already have a private Instagram account, or even if you don't, consider setting up a Library Instagram account. It is such a great place to connect with other library professionals, authors and people crazy about books and reading in a very visual way. Instagram sharing led to an author offer to visit the school last year which our students loved!



Will Kostakis, author of 'Sidekicks' and Shivaun Plozza, author of 'Frankie' visit the Year 10s.
<https://www.instagram.com/p/BGY3Y55uprx/?taken-by=orshslibrary>

School librarian Lucas Maxwell initiated the #BookDropLife hashtag on Instagram and Twitter for global sharing by librarians of their book returns as a way to connect with other library professionals and also to share what their users are reading. Librarians from the United Kingdom, the United States of America and Australia are already sharing their "book drops" at this hashtag.



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Lucas blogged about this initiative on August 31, 2016 in the post *Share your book returns with #bookdroplife!* (<http://glenthornelrc.blogspot.com.au/2016/08/share-your-book-returns-with.html>)

3. Connect your Students with Authors Virtually

Skype is something I intend to explore now that public schools in our State finally have access to it on our networks. The world of Skype and Google Hangouts literally opens up endless possibilities for connecting our students to the outside world and the perfect place to start in a library is to Skype an author both locally and internationally!

The [Skype an Author Network](#) aims to "provide K-12 teachers and librarians with a way to connect authors, books, and young readers through virtual visits", thereby allowing readers to chat with authors either before, during or after reading their books. (Virtual Author Visits In Your Library Or Classroom - Skype An Author Network 2016). A list of [Authors who Skype with classes and book clubs](#) (for free) is a good starting point to find authors available to Skype your students. Alternatively, try connecting with authors on Twitter and Instagram.

4. Connect your Students with other Readers through a Global Book Club

On September 28, 2016 Jennifer Casa-Todd (@JCasaTodd <https://twitter.com/JCasaTodd>) tweeted the following message:

"Meeting with my Ss this week to determine which books we'll read! Join our High School Global Book Club! #tlchat."

I immediately connected with Jennifer, a teacher and literacy consultant who recently started in a teacher librarian role. In her blog post of September 24, 2016, *Rethinking the traditional High School Book Club #HSGBC* (<http://jcasatodd.com/?p=1712>), Jennifer discusses her idea for a global high school book club to "help kids to share their love of reading with others". The goals of the High School Global Book Club (HSGBC) include fostering a love of reading, having students respond to their reading in a variety of ways, building community both within the school and with other schools and considering the perspectives of other students from other school communities by conversing about books.

This is such a great global project for schools all around the world to get involved in and something that I will be following up with my school book club members. Anyone in any doubt about the need to connect your students globally should read Jennifer's August 10, 2015 blog post *The Connected Student*, which is full of ideas for global connection with suggested links and projects.

5. Challenge your Students with a Global Project

A great way to engage your students and have them connect globally with other students and educators would be to challenge them with a global project. Join the *Global Education Conference Network* (<http://www.globaleducationconference.com/>) to find out about the Great Global Project Challenge. Alternatively, take a look at the Global Classroom Project site (<https://theglobalclassroomproject.org/>) to find out about current Global Classroom projects and the #globalclassroom Twitter chats.

Another wonderful initiative from the International Association of School Librarianship (IASL) is the *International School Library Month* (<http://www.iasl-online.org/advocacy/islm/index.html>) every October. Participating school libraries can choose to Skype around the World (<http://www.iasl-online.org/2016-ISLM-Project-Skype-Around-the-World>) and there is the Bookmark Exchange Project (<http://www.iasl-online.org/2016-ISLM-Project-Bookmark-Exchange-Learn-to-Decode-Your-World>) which I recently learned about at the last WASLA Birds of a Feather professional development morning. Participating schools are matched and make homemade bookmarks which they then exchange with each other. This activity can involve so much more than the simple process of making bookmarks. Students can also share information about their cultures and different ways of life and investigate each other's localities.

Another great project for both primary and high school students is *The Peace Crane Project* to celebrate the United Nations International Day of Peace. Take a look at their wonderful [promotional video](#).

For educators and library professionals wanting to test the waters and not commit to a longer global project, a global activity for a day is another option. Some examples are #GlobalMakerDay (<http://edcampglobal.wixsite.com/globalmakerspaces>), *Global Day of Design* (<http://globaldayofdesign.com/>), *International Dot Day* (<http://www.thedotclub.org/>), *World Read Aloud Day* (<http://www.litworld.org/wrad/>) and *Global Collaboration Day* (<http://www.globalcollaborationday.org/>). These events can be found in my *Australian School Library Celebrations & Reading Promotions Calendar* (<http://bit.ly/2ne8wPX>) and are a few of many activities to celebrate literacy, making, design and collaboration globally as well as locally.

6. What in the world are you reading?

The amazing Lucas Maxwell, school librarian at Glenthorne High School Library in London, has launched a *What in the world are you reading?* project. Using a web site called Postcrossing

(<https://www.postcrossing.com/>) which is a free program connecting members to other Postcrossing members across the world, he and his Year 7 and 8 students will be writing postcards to classes and book clubs interested in participating (students aged 11 - 13 years). The postcards will be describing the books they are reading and asking the recipients what they are currently reading. Anyone interested in joining in can contact Lucas Maxwell directly via his blog post (<http://glenthornelrc.blogspot.com.au/2017/02/what-in-world-are-you-reading.html>). This new project sounds like an amazing opportunity for students to connect with others globally in a more "old school" fashion, sharing their favourite books and their love of reading.

These are just a few ways for you to connect yourself and your students globally. If you have not already begun, I challenge you to make the change and begin now! We live in a connected world and we owe it to ourselves and our students to go beyond the classroom walls.

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- #Bookdroplife • Instagram Photos And Videos. Instagram.Com. <https://www.instagram.com/explore/tags/bookdroplife/>.

This article was originally published in the February online edition of *School Library Connection*. Parts of this article have been adapted.

Sarah Betteridge
Teacher Librarian
Ocean Reef SHS

Library Therapy Dog Program

In July 2016, the Library staff decided to introduce a therapy dog into the Library (LRC), as part of the Positive Education Program in the College. The LRC already plays a major role in this area and is always looking for new ways to promote positive health and well-being to students and staff. The first thing we had to do was get permission from the Principal, District Office, Animal Ethics Committee, Risk Cover, cleaners and other interested parties. Then a risk management report was written and plans were put in place.

A rescued, adopted greyhound named Boots was selected as being the perfect candidate because of his quiet and gentle nature, and the fact that he has a green collar and loves interacting with people. Greyhounds are also low-allergy and do not shed much fur. He is owned by Liz Povah (English Teacher) so it was easy to bring him to school and have him looked after outside of school hours.



Boots started coming into the Library in early September, three days a week. Parents and students were informed through the College's website and the daily bulletin. Contact Teachers were asked to discuss dog etiquette with students, and how to interact with Boots.

Since September, Boots has become a much loved part of the College. As well as, being in the Library he has attended sports carnivals, Year 12 dress-up day, assemblies, parent nights, immunisation and photo days. Whilst we expected that Boots would have an effect on staff and students, we have been overwhelmed by the benefits of having a therapy dog. Because the program has been so successful, another rescue greyhound dog, Rush, has been introduced to job share with Boots. Rush comes in two days a week. She is owned by a member of the Greyhound Adoption organisation, who drops her off to school and picks her up. Rush has been temperament tested and fulfils the same role as Boots.

Some of the very positive results of the program have been:

- The impact on the health and wellbeing of staff and students. Everyone who interacts with Boots and Rush can't help but smile and interact with each other about the dogs. It has had a very positive effect on everyone's mental and physical health and relationships. Staff regularly come into the Library to see Boots and Rush and state that they help to reduce stress and blood pressure. Other staff say it is the "best part of their day". Students have reported similar results, especially Year 12 students last year during exams. Many students regularly sit on the couch and work on their laptops whilst patting Boots or Rush. They say it is very relaxing and helps them to "chill out" and not be so stressed. The program has also been excellent for library staff team building moral.
- Boots has helped relieve student anxiety in many ways. Students who may be upset in class are sent to sit with Boots and within minutes they are laughing and smiling and happy to return to class. The School Psychologist has also reported that many of the students who regularly would spend break times in Student Services are now choosing to spend time with Boots. A Year 7 parent who said her son suffered severe anxiety in primary school and didn't enjoy school, commented that he loved coming to high school to see Boots and Rush every day. She said his stress levels had been reduced, and she was sure it was because of the calming effect of the dogs.
- The Education Assistants have used Boots in dealing with their SAER students. Boots is often used to calm or motivate students. They often will sit and read out aloud to the dog and look forward to their reading development lessons with him.
- Boots has also been used to calm/distract students during stressful situations such as before exams and immunisation programs. We have also noticed the amazing impact he has on some of our SEN students. They are now talking and interacting with other students around the dog and are making friends. They are much happier and are socialising, where in the past they would sit on their own and be quite isolated.
- Our Science HOD is using Boots in his Animal Welfare Programs. His VET students will use Boots to take heart rates and learn about caring for animals.

Apart from the positive effect Boots has had on everyone who interacts with him, it has also been

Woodvale Secondary College

beneficial to the Greyhound Adoption Organisation. A display of greyhound dogs up for fostering or adoption has resulted in several staff and parents either fostering or adopting greyhounds. It has really raised the awareness of the need to rescue animals. Various year groups have also run fundraisers for the organisation and the Library ran a Christmas Appeal for blankets, toys and food for foster dogs. Some of our students who were afraid of dogs previously, have had very positive interactions with Boots and Rush and built their confidence.

Boots has also brought a lot of positive publicity for the College and the LRC. An article featured on the front page of the *Joondalup and Wanneroo Times* and requests have been made for radio interviews and an ABC program about the program. Library staff have also been asked to speak at network meetings and to other schools about the program. New staff to the College have asked about Boots in interviews and said that they would like to work in such a progressive and innovative school.

Apart from the time to set up the program, the implementation has gone very smoothly. Boots and Rush spend most days sleeping on the couch near the TL's desk and being patted. The Library staff take them out to the toilet during break times, and apart from that, they take up very little staff time. In fact, students have become so protective of both greyhounds that looking after them has been very easy. Boots sometimes goes out on yard duty with teachers. They report that Boots makes their interactions with students more positive and friendly. Best of all, according to their owners, both dogs love coming to school and can't wait to get in the car in the mornings.

Year 12 students were asked for feedback about Boots by writing in a diary. All the comments were incredibly supportive of the program and said that they felt he'd had a big impact on them and helped them with stress and anxiety.

At the end of the 2016, staff and students were asked to complete a short survey on Boots and whether the program should continue in 2017. The responses were overwhelmingly in favour and everyone thought that the dog therapy program was a fantastic innovation and very valuable for both students and staff.

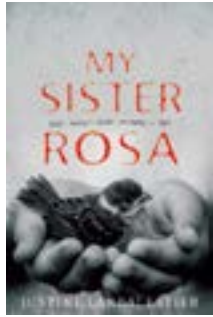
Thank you to Greyhound Adoption WA for all their support. If anyone is interested they can have a look at the following websites:

<http://www.greyhoundadoptionswa.com.au>
<http://www.facebook.com/greyhoundadoptionswa>



Julie Robinson
 TIC Learning Resource Centre
 Woodvale Secondary College

Book Reviews



My Sister Rosa
Justine Larbalestier
Allen & Unwin, 2016
pbk., 416pp., RRP \$19.99
ISBN 9781760112226

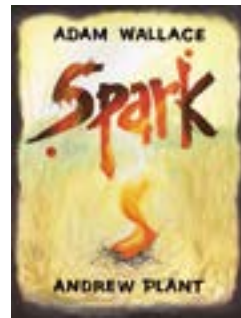
Reviewed by Tehani Wessely

All Che wants to do is get a girlfriend, move up from training to sparring in boxing, go home to Australia and...keep his little sister Rosa under control. Not the usual list a 17 year old boy might have. But Che's sister Rosa is not the usual type of girl. Che's convinced she is a psychopath (or more properly, has antisocial personality disorder), and has been studying her since she was very small – nothing he has witnessed has made him think otherwise, from the way she manipulates people around her to the outright awfulness of having her best friend kill her own guinea pig. But it seems being ten excuses a lot of strange behaviour, in the eyes of his parents at least, and most other people only see the charm in Rosa's cleverness, taking her cute smile and precocious behaviour at face value. Can Che manage to keep her in check while struggling with everything else going on in his life, when no one else seems to think there is a problem?

Given Larbalestier's previous form in work such as *Liar*, I fully expected to both devour this book and come out at the end with perhaps more questions than I had going in, and I wasn't disappointed on either count. I felt constantly off-kilter while reading, always waiting for the other shoe to fall, wondering if what I was seeing, filtered through the lens of Che's narration, was accurate, consistent, realistic, and this was a masterstroke by the author. You really never knew just where you stood in terms of the events of the book, even though Che proved again and again to be a reliable recounter of events, because at the back of your mind there was always a seed of concern, which Larbalestier carefully nurtured with drops of information about Che, his family, and past events, until uncertainty bloomed through the suspense of the story.

There's a genuine darkness to this book that reminded me of Kaaron Warren's *Slights*, albeit

being aimed at a younger audience. The true terror comes from the normality of the story – this could be a real person (and let's face it, the research suggests there are actually plenty of people like Rosa out there). It's eerie and the ongoing dread of waiting for Rosa, or possibly other characters, to do something awful is quite real. I will be very surprised if this book doesn't show up on a few Awards shortlists next year. (Editor's note: *My Sister Rosa* has been shortlisted for an Aurealis Award.)



Spark
Adam Wallace and Illustrated by Andrew Plant
Ford Street Publishing, 2017
pbk. 32pp., RRP \$24.95
ISBN 9781925272413

Reviewed by Elena Tomazin

Before we begin to tell you what this story is about, I should talk about the author and illustrator first. You will then understand why they were involved in the writing and illustrations of this quite powerful picture book. The author Adam Wallace was 11 years old when the Ash Wednesday bushfires placed his home in real danger. He was forced to leave his home accompanied by his grandmother and his budgie that was in a cage. His home was saved by a wind change but his recollection of this day is still so clear. The illustrator Andrew Plant has always appreciated the Australian Bush. He was 20km from the Black Saturday bushfires, but remembers so clearly the thick ash that he could taste in the smokey air.

This story is written about a bushfire and written in an intelligent way because it is from the fire's point of view.

The story begins with a tiny spark that is on its own in the dried out grass and the wind would like to play. The tiny spark says yes of course he will play and the wind whistles and gently picks the tiny spark up. They play, dance and have fun together but unfortunately this "fun" takes a turn for the worse very quickly. The fire now realizes they both have caused devastation and it's not

Reading Rocks

pleasant. The brilliant illustrations portray despair, destruction of property and land. We see also animals escaping this terrible fire and families escaping their burning properties. The illustrator uses bright sunny colours and red flames and also the black and greys of fire ash.

This story is quite powerful and age appropriate at the same time. Young readers will enjoy this story and the illustrations. After listening to the story they will appreciate that the wind encourages the flame and this flame becomes quite helpless. One can relate this story to human interactions.

It's a great read aloud book and the illustrations are incredible.



Harry Kruize, Born to Lose
Paul Collins
Ford Street Publishing, 2017
pbk., 225pp., RRP \$17.95
ISBN 9781925272628

Reviewed by Deni Sallie

Harry Kruize, Born to Lose is a story about an ordinary boy who struggles with challenges a lot of young people face. He is lonely and finds it difficult to make friends, he has low self-esteem and is bullied at school. He also comes from a single parent family and as a result of his father leaving, he is seeing the school counsellor. His mother, who runs a boarding house, is also acting very strangely!

Harry's English teacher sets a whole term assignment to illustrate the power of words and how the simple act of writing them down can make our deepest wishes come true. As a result, Harry keeps a journal, which is the way this novel is presented. Harry is candid, honest and funny about his life and the things he wishes were different. Amongst the wishes in his diary, he wants nothing more than to stop being bullied, have a friend and most of all, Harry wants a dog.

Then one day, a traveller comes to the house for

lodging and Harry is immediately drawn to this enigmatic man who regales him with stories of his outback travels. And better still, each story is about a dog! Through his developing friendship with Jack Ellis and his love of Jack's stories, Harry is surprised to find his life is turning around and his wishes are starting to come true.

The short stories featured throughout the book are inspired by the works of Henry Lawson and this would be a great book to include in any celebrations or plans you may have for Henry Lawson's 150th birthday in June. There is Australian slang throughout the book which some readers may find difficult to understand, but the diary style narrative is enjoyable and easy to read. Overall the book is charming, funny and heart-warming with a host of memorable and relatable characters. I was especially pleased that Harry got his "happily ever after"!

Well suited to readers aged 11 and above.



Yagan
Alex Kopp & illustrated by Glenn Lumsden
Green Barrow Publishing, 2016
pbk. 96pp. RRP \$15.50
ISBN 9781925383881

Reviewed by Elena Tomazin

Yagan is a story about the white colonisation of the area around Perth and mainly Fremantle – Nyoongar Country. The Author Alex Kopp commences with a general story of the British arrival in Australia and then focuses on one man known as Yagan. Yagan was a Nyoongar man. He lived in the Perth area during the early 1800s when this area was being settled.

This story talks about how Yagan resisted settlement and he had many violent encounters with the white settlers. He was always attempting to feed his people and defend his honour with continuous resistance.

Also the story embarks on language and one can see that the written Nyoongar is a very recent

written language. We also see that the Indigenous language and how it is used can be very complex. There are words that were recorded during Yagan's time that may have been recorded incorrectly or the language may have changed.

The blurb does indicate that the author Alex Kopp worked very closely with the Nyoongar people to write this book. We would assume the language in this book is reliable. He presents an engaging account of this history and he shows both sides of the story.

I have to commend the illustrator on how he has portrayed this part of history. The illustrations are sometimes humorous and also serious at times. There are not many illustrations in this book but they are all quite powerful images.

I haven't seen many children's novels tackling this subject and it seems Alex Kopp has touched on a significant subject matter. I felt this story was an interesting and somewhat moving account of our local history.

A great read overall!!!

WASLA Recommends



<https://readingfoundation.org/wp-content/uploads/why-reading-with-a-child-20-minutes-a-day-matters.png>

Library News

Highlighters, badges and information? Its in the bag!

Libraries are changing, we need to keep relevant, we need to keep moving forward and we need to keep up to date! This is not news to any of us, we work in libraries, we know that things are changing, we are constantly finding new and exciting ways to maintain relevance to our communities and we are all busy trying to keep up! But do our school staff know what we are doing? Do they know what we can offer them? Do they use all the resources we research, select and curate for them? With a staff of 170 and a student body of nearly 1700 getting the message to everyone in our community is a challenge we are embracing daily.

At Mandurah Catholic College we have tried various ways of getting information to all our staff: we have stood up at staff meetings and training days with beautiful, informative, amusing presentations; we send emails of new items in the library, new ebooks, new videos on ClickView; we invite staff to morning tea and showcase the library and its resources; we host and regularly present to learning area meetings; we meet with Heads of Learning Areas; and we chat to individual staff constantly. However, I can guarantee that every time we show something various members of the audience will say "that's so great, I wish I'd known about this before", even if this is the 4th time this information is made available to them! The fact is that staff are busy, their minds are elsewhere during presentations, if information is not relevant to them that day, that minute, then it is easily lost. I'm sure this is something we have all experienced both as presenters and audience.

I saw an idea in a Facebook post in the middle of 2016 and thought I would try it for the start of 2017 - "Welcome Back Bags" for every member of staff from the cleaners through to the new Principal (and yes he did receive his bag hand delivered by me in order to get the Library on his agenda in his first week!).

I was delighted to see Maxwell Lucas (2017) talking about the idea in his article in *Connections* this term, I fully agree with him that this is time consuming but very worthwhile idea. The bags contained various 'freebies' from some of our suppliers and partners; The Literature Centre in Fremantle, Overdrive, Dymocks in Busselton and ClickView were all excited by the project and were very generous in their support. The items, which included, book marks, highlighters, pens, badges and posters, were placed in an environmentally friendly paper bag with various book loving quotes

and a "Welcome to 2017" message glued to the front. However, for us, the most important item in the bag was the information we included about the services we offer from the library. This gave all staff basic information about the library itself including the various teaching and learning spaces we have and how to book them, information about all the online services that are available to staff through our library catalogue and details for all the online databases and eBook platforms we subscribe to.



Putting the bags together was a huge task, luckily we have access to amenable teenagers who helped out (yes, these lovely teenagers all happen to have a parent who works in the library!). The finished bags looked amazing and were very well received by staff with a huge number of thank you messages and comments finding their way to us. Better than the thank you messages though were the questions about how to use services mentioned in the bags, or staff telling us they had found a resource using one of our services, which they had then used in class.



The general trend for all our services this term has shown an increase which is of course a very welcome, positive sign and I would love to give the credit to the "Welcome Back Bags". However, I have also talked to nearly every high school student from years 9 to 12 about our library catalogue and its links through to our databases so a lot of this increased usage has been students logging on during my classes with them!

WASLA Recommends...

WOW Websites

Reading for pleasure : a door to success
<http://schools.natlib.govt.nz/creating-readers/creating-reading-culture/reading-pleasure-door-success>

UNESCO launch Five Laws of Media and Information Literacy
<http://www.informationliteracy.org.uk/2017/02/unesco-launch-five-laws-of-media-and-information-literacy/>

The American Library Association wants to help you distinguish real news from fake with the help of CRAAP.
http://www.huffingtonpost.com/au/entry/after-trump-librarians-develop-new-fact-checking-system_us_58c071d3e4b0ed7182699786

PD & Advocacy

A full-time school librarian makes a critical difference in boosting student achievement
http://www.slj.com/2013/03/research/librarian-required-a-new-study-shows-that-a-full-time-school-librarian-makes-a-critical-difference-in-boosting-student-achievement/#_

School Libraries Work!
<http://www.scholastic.com/slw2016/>

School libraries, teacher-librarians and student outcomes:
<http://www.scholastic.com/slw2016/>

The importance of school libraries in the Google Age
http://www2.curriculum.edu.au/scis/connections/issue_98/feature_article/importance_of_school_libraries_in_google_age.html

Around the Blog-o-Sphere

The leader's hat
<http://500hats.edublogs.org/2013/12/11/the-leaders-hat/>

Libraries, Schools, Social Media and lots more...
<https://elizabethhutch.blogspot.com.au/>

Librarian of the Near Future (Infographic)
<http://list.ly/list/1KWA-why-we-need-libraries-and-teacher-librarians>

School Libraries with Certified School Librarians MATTER!
<http://readresearchrepeat.blogspot.com.au/2016/11/school-libraries-with-certified-school.html?sref=tw>

What is Happening

So I decided to send a survey to staff about the "Welcome Back Bags" and their usefulness. The response numbers were a little on the low side, however, all of those responses were very positive. Over 50% of respondents recalled getting information about the library in amongst their pens and highlighters. Over 20% of respondents had used our library catalogue so far this year. This may not seem many but the survey also showed that less than 10% of respondents had used it during the whole of 2016! Staff also reported making more use of the online journals so far this year, again nearly double compared with the whole of 2016. I asked staff what information they would like in future and resoundingly staff wanted information about new resources, both print and electronic, as well as access to more LibGuides. These results were very useful as these are areas we had already decided to focus on for 2017 so it is good to know that we are on the right track.

However, I think the best testament of the usefulness of the information we gave staff is the fact that in nearly every staff office across the College at least one person has pinned the information from the "Welcome Back Bag" above their desk so it is ready to use when they need it. Sending the information by email or standing at the front of a whole school staff meeting does not seem to have the same result.

References:
Lucas, M. (2017). *Guerrilla book fair: getting staff involved in your school library*. Connections, (100), pp. 8-9.

Sarah Love
Head of Information Services
Mandurah Catholic College

Author in Residence @ Penrhos

Penrhos College Library recently had the pleasure of hosting Australian author Susanne Gervay for two days. Susanne was in Perth from Sydney for a short time as the original artwork done by Anna Pignataro, for her story *Elephants Have Wings* has been on display at The Literature Centre in Fremantle this term. I had been fortunate to attend the Children's Book Council of Australia National Conference in Sydney in May 2016 and be inspired by the author/illustrator session with Susanne and Anna.

During her visit Susanne presented to Pre-

Primary, Year 1, Year 2 and Year 3 classes in their library sessions. Some of her titles include picture books *Gracie and Josh*, *Ships in the Field*, *Elephants Have Wings* and the *I Am Jack* series of short novels. Susanne spoke passionately about her writing journey and the messages that she shares through story. Her titles cover themes such as difference, inclusivity, displacement, bullying and peace. Her picture books, with more complex themes can be used for both junior and lower secondary students.

Susanne also writes young adult novels including *Butterflies* and *That's Why I Wrote This Song*. During her visit Susanne also presented two sessions in the secondary school. She spoke with Year 7 students during a pastoral care period about her life and work and included references to cyber bullying and a group of Year 8 Elevate students about the publishing process.

Following the visit, my classes have continued to be immersed in her books and students have requested more copies, especially *Gracie and Josh* and *Elephants Have Wings*. Each of the Year 2 and 3 classes wrote a report as a response to the visit. It was interesting to see the way students engaged and the differences in focus even within the same year group. These were forwarded on to Susanne who was delighted and emailed back commenting "I am incredibly impressed at the profound insights the students gave. Thank you so much for sending them to me. They are so smart and thoughtful. It warms my heart and inspires me to keep writing."

Susanne Gervay's website is <http://www.sgervay.com/>

Liz Allen
Junior School Teacher Librarian
Penrhos College



Around our School Libraries

Oral Book Reviews Using QR Codes

What happens when you get a Primary Teacher Librarian, Secondary Teacher Librarian and Digital Learning Specialist together to brain storm ways to motivate and extend our readers? We wanted to develop a program that would allow us to work collaboratively and challenge our children's thinking. This extension group would share their book reviews with the class like a digital book club and in turn encourage the class to read the book.

Amanda Roberts: Secondary Teacher Librarian

The reading extension program presented an opportunity for the primary and secondary teacher librarians to work collaboratively to promote deeper reading for selected groups of Year 6 students. We wanted to find books that would challenge students to read outside their usual choice of genre and become more conscious of their understanding of the significance of the issues explored in the stories. To really challenge the students' thinking we formed leading questions and posed challenges to open discussion between students about the construction of the stories and the significance of the issues.

A primary aim of the program was to promote reading. We wanted students to be able to appreciate the fun of reading and enjoy the discussion of ideas and responses in a relaxed and rewarding situation where they had the opportunity to focus on their choice of issues. We wanted to give them a voice without any onerous tasks involved in the exercise.

The collaboration between primary and secondary teacher librarians to develop and deliver the reading program provided a functional and real transition to high school for the primary school students. They developed familiarity with the library outside their routine library lessons as well as interacting with the secondary teacher librarian, developing as a sense of purposefulness and belonging in the library setting.

The students found the program motivating for their reading because they looked forward to the new discussion each week and were given a challenge each week to come to a conclusion about an aspect of the story under consideration. They also loved the relaxed approach and the special place of having a mature discussion where they had the scope to take a lead in areas of interest.

So much had been achieved in these sessions

that it was important to capture this excitement and spread it among the rest of the class. At this point our Digital Learning Specialist joined us.

Jenny Mallis: Digital Learning Specialist

At Stephens School, we are always looking for ways to integrate technology into the curriculum that has the ability to enhance teaching and learning whilst also giving the students the opportunity to present the data research and information in a fun engaging and interactive way.

This oral book review project was a joint collaboration between Digital Learning and the Teacher Librarians. As you can see the students book reviews were exhibited as a poster accessing their video reviews through a QR code.

Photos were taken of the students with their books and then their oral retells filmed and uploaded to a video sharing website in this case Vimeo. The Vimeo URL then was placed into SafeShareTV and a new link created. This new safeshare link allowed the student to see only their video without distractions of advertising and additional functionality. The link was used to create the QR code that you see here on the student poster.

The end result was the integration of several curriculum areas with the students' research and information being displayed in a fun engaging and interactive format. The presentation of the book reviews lead to most if not all children in the class wanting to read the book. This program has been running over both the Carramar and Duncraig campuses. The children will now engage in an online meeting to discuss the book further.

The program has proven very successful with children asking to be included in the next Book Review group. It has been a very rewarding experience for students and teachers alike.

Jo-Anne Urquhart
Primary Teacher Librarian
St. Stephens School



Christchurch Grammar



Harmony Day @ Kent St. SHS

School Library Life @ Perth College



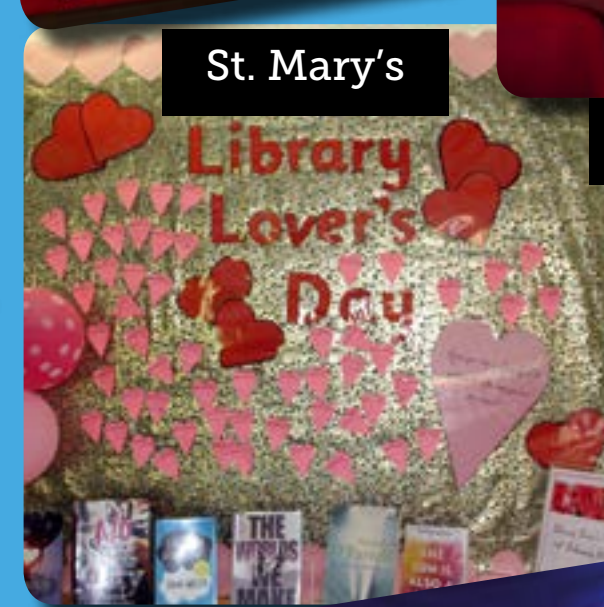
Geraldton Public Library



Yidarra Catholic Primary



Bunbury SHS



St. Mary's

Hale School



Shenton College



Kent St. SHS



Greenwood College

Professional Development Events

WASLA Term One PD

Saturday March 24 saw the first of WASLA's professional developments for the year and the recently opened Joseph Banks Secondary College, in Banksia Grove, was the venue. Thanks to Mike Spanier and his staff for the opportunity to view the open spaces and colourful design of the college, which doesn't resemble a government high school.

TAILS FROM A READING DOG

A presentation by Sarah Pemberton, assisted by Marlin.

Right from the start it was easy to see that the centre of attention was Marlin, a Portuguese Water dog, as he captivated the audience with his passive demeanour and docile nature.

After introducing Marlin, Sarah commenced her presentation with an outline of the research supporting the use of animals in the classroom. Although the original purpose was to improve the reading levels of students, there are many other benefits; such as fostering trust and improving communication with other students. One study suggested that children without disabilities were ten times more likely to interact with a peer with disabilities if that peer had a dog with them.

As a practicing teacher, Sarah has frequently taken Marlin into her class and she and Marlin have just concluded a program with a northern suburbs high school, to improve students' attitudes towards reading by creating an environment in which reading is enjoyable and beneficial. Sarah outlined her preparation for the program and touched on the differences between animals in a primary school and a high school setting. She briefly described the process and outcomes of the program, which was a huge success judging from the student feedback.

At this point, several participants shared their experiences with animals in their libraries, including the use of goats and retired greyhounds. This exchange of ideas revealed other benefits such as using animals as a stress reliever during exam periods, particularly for year 12s.

It was fascinating to learn that, just like teachers, Marlin had to undergo an accreditation process before entering the classroom. The process was almost as complicated as for teachers.

This was a very informative session that begs to be implemented in all school libraries. Thank you Sarah and Marlin!

If you missed this professional development, Sarah's presentation will appear on the recently upgraded WASLA website. Well worth a look.

After Sarah's presentation, Margaret Allen, the CEO of the State Library, talked about the role of International Federation of Library Associations (IFLA) in promoting and supporting literacy initiatives around the world and how we can get involved as individuals. Margaret then discussed the literacy programs that have and will be developed in public libraries around WA, such as *Better Beginnings*. It was also a privilege to have Margaret present the 2017 Library Awards to our worthy recipients.

WASLA then revealed the upgraded WASLA website (<http://www.wasla.asn.au/>) and launched it's new literacy portal (<http://www.literacymatters.org.au/>), which leads to articles, reports and infographics about the importance of reading, literacy and libraries.

The morning was a very informative one that created discussion and interest out of the participants. Thanks to the WASLA Committee for organising it.

Jeff Herd
WASLA Life Time Member



WASLA Professional Development

2016 AGM @ Shenton College



Guest Speaker - Angela Tanham (TL @ St George's Anglican Grammar School, Perth City)



Reading Dogs PD



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.
2017 Membership Form (including Renewals)
TAX INVOICE



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

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- 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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<input type="checkbox"/> Other: Fulltime Student / Unwaged / Retired	1 person membership	\$60.00	\$ _____
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