



**Professional Journal of the
WA School Library Association
Vol. 4, No. 2
August 2014**

In this Issue:

Blogging: a chance for professional development

The role of the teacher librarian: current and future ideas

WA School Library Conference

Book Reviews

WASLA Recommends...
and much more!



Editorial

This will be my last issue as editor of *ic3* – I left Western Australia at the end of 2011 and with the wonderful support of the committee, was able to continue working on the journal from afar during the intervening years. Another baby, two jobs, and multiple house-moves later, I'm now settled in Canberra, working full-time as the Head of Information Services at Marist College, and loving it. Unfortunately, between that role, my family, and my publishing "hobby", some things have to give, and it is with a heavy heart I let go of the reins of this fantastic publication I helped create.

It has been a great pleasure and privilege to work with the WASLA committee for the past several years – they are tireless in their efforts to support school libraries in Western Australia, and their dedication is often behind the scenes, taking shape in ways most people never see, but often benefit from. There is no way I could have done what I do in *ic3* without the work they put in. I would particularly like to thank Barbara Combes for her vision, enthusiasm and encouragement, as well as Kate Flowers, Jeff Herd, Val Baird, Phyllis Paioff, Rebecca Murray and Natasha Georgiou for everything they have done to ensure the journal is everything it can be. And of course, thank you to every person who has contributed to the content over the past four years. It wouldn't have happened without you.

Tehani Wessely, Editor

Cover image: courtesy of Natasha Georgiou

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

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

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From the President's Desk

Welcome everyone to the second issue of *ic3* for 2014. The year is definitely slipping away! However, a lot has happened and there is even more to come. WASLA sent out its first newsletter to all P&Cs in Western Australia in semester one. The first newsletter focused on the theme of reading and literacy. However, feedback suggests that, although the newsletter was addressed to the P&C, most of the letters to P&Cs on the WACSSO mail list go to school addresses. Since all correspondence in schools is opened by admin staff on the front desk, in many cases the first newsletter, titled *Library News*, was immediately sent to the school library instead of the P&C. Hence, the second issue of the newsletter will be called *ic3 News*. The Committee was going to concentrate on technology in the second issue of the newsletter, but after attending a full day seminar at the State Library on literacy, we have decided to continue the literacy theme in the second newsletter as well.

Along with over 130 others, Val Baird (WASLA Treasurer) and I attended the morning session of the *Partners in Literacy Forum* held on 11 June 2014 at the State Library of WA. The seminar was led and sponsored by the State Library and Rio Tinto, and presented the beginning of an exciting new approach to cross-sectoral collaboration for literacy in WA. Different groups from across many sectors were invited to attend the afternoon session, also led by the State Library, which is making a long-term commitment to support improvements to literacy levels in Western Australia. The Forum aimed to bring together as many local partners and stakeholders as possible to focus on literacy. During the afternoon session a variety of groups including representatives from ALIA, WASLA, the Education Department, the prisons sector, Health, UNESCO, home schooling, immigrant education groups, Ngala and early childhood groups committed to staying in touch and taking the challenge further. This initiative is an extension of the State Library's very successful *Better Beginnings Project*, which targets all children born in WA through the public library system and child health clinics. As WASLA's representative, I will keep everyone informed of developments in this area. You can listen to audio for the full morning program and view presentations at slwa.wa.gov.au/whats_on/literacy_framework. Speakers included Tanya Ha, social researcher and best-selling author, and Dr Caroline Barrett-Pugh from Edith

Cowan University, lead researcher on the *Better Beginnings Family Literacy Program*.

WASLA members have also been very busy on the professional development front. Quite a few of our members presented at the School Library Conference, held in April this year at Scotch College. This was a very successful conference and created quite a buzz in the library community, with guest speakers including Jenny Luca, Dan Gregory, Isobelle Carmody and Kate Forsyth. The conference featured a huge selection of streams, including one dedicated to the trade exhibition where delegates could see demos of products by the exhibitors. Thanks to Kate Flowers, the WASLA Web Manager and Convener of the conference, for a fantastic job and also to her Principal and school for the wonderful facilities. Special thanks also go to Val Baird, the WASLA Treasurer, and Lisa Crofts and everyone else on the organizing committee, as well as to Natasha Georgiou who took pictures on the bus tours.

WASLA also held a very successful half-day seminar called *Birds of a Feather* on 24 May at Sevenoaks Senior College. The focus of the seminar was "sharing" and featured short sharing sessions by practitioners, a speaker from the State Library and Barbara Carle, an ex-CMIS cataloguer, who alerted attendees to the new cataloguing service being provided by SCIS. Special thanks go to Natasha Georgiou and the PD sub-committee. Feedback on the day was so positive, that the Committee has decided to make this a permanent feature on the PD calendar for next year, so look out for the date in first semester. In keeping with WASLA's commitment to affordable PD, this session was a gold coin donation for members. Please keep an eye on the WASLANet listserv, as we have other exciting PD coming up later in the year, including a whole day session with Dr Susan La Marca on 1 November and Library Officer Day on 10 October. Other events to remember are the AGM on 18 November and the School Library Day Dinner on 29 November. I also urge everyone to consider applying for the Teacher Librarian, Library Technician and Library Officer Awards 2014. Check the WASLA website for information on how to apply – <http://www.wasla.asn.au/school-library-awards/>. We need to raise the status of school libraries and one way of doing this is the official appreciation and celebration of the wonderful staff working in school libraries. On behalf of members, my thanks also go to

Jeff Herd (Vice President) who runs the PD sub-committee and the WASLA awards for all his hard work.

We have two new members who have joined the committee this year Sarah Betteridge from Ocean Reef SHS and Natasha Georgiou from Sevenoaks Senior College. Lisa Crofts has also recently joined the Committee and I would encourage like-minded TLs and library staff to think about coming on board as a Committee member. It is great to be an active member of the WA school library community, an opportunity to make a difference at another level and a way to network and learn from people who have long term experience in school libraries in WA. Hope you all have a wonderful break and I look forward to meeting many of you at PD sessions over the next two terms.

Dr Barbara Combes
President WASLA



Book Week 2014
"Connect to Reading" display idea
Maree Crofts
Trinity Christian School (ACT)

ABCs of Information Literacy

What is information literacy?
"Information literacy refers to a constellation of competencies revolving around information research, use, and practice across all occupations and professions."

A is for Access	B is for Bias	C is for Critical thinking	D is for Database
E is for Educator		F is for Fact-finding	
G is for Google	H is for Habits	I is for Internet	J is for Journal
K is for Keyword		L is for Librarian	
M is for Magazine	N is for Note-taking	O is for Outline	P is for Project
Q is for Question		R is for Research	
S is for Sources	T is for Technology	U is for Understanding	V is for Visiting the library
W is for Website evaluation		X is for eXcellent resources	
Information literacy is the foundation of lifelong learning			
Y is for Your own knowledge		Z is for Zero tolerance for plagiarism	

Piktochart

Blogging – a chance for professional development

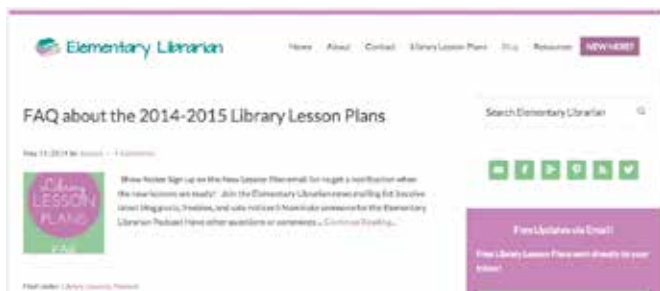


Do you work in a primary school library? Do you feel isolated in your role? Do you feel that a lot of the professional development on offer is geared more to the high school sector? Would you like to be able to connect and network with others who work in primary school libraries at a time and place that is convenient to you? Creating a blog might just be the answer you are looking for.

Why I started a blog

As a primary school teacher librarian with just four part-time years in libraries behind me, I feel like I'm just starting to find my groove, but I know that I have much more to learn – attending the recent School Library Conference (WA) has shown me that. As mum to two small children, I don't often get the chance to attend out-of-school-hours professional development and network meetings. Having the chance to chat and share ideas with others at the conference showed me the value in being able to network with others in the industry, particularly those in primary schools.

I have, however, managed to gain a lot of new ideas about school libraries from a number of blogs I have found online. The first one I discovered is by an elementary librarian in the US, called (surprise, surprise) *ElementaryLibrarian.com*. As well as providing a great range of resources for school librarians she frequently interviews other innovative school librarians for her podcast. It was listening to this podcast that led me to check out the blogs of those she interviewed and I was so excited by the practical ideas I got from them. So, I started to look for some Australian equivalents. I thought it would be great to read about the fantastic things that are happening in school libraries in an Australian context. However, I didn't have much luck in my searching.



After being motivated by the connections I made at the School Library Conference, I made the decision to start my own blog for primary school library staff. I thought it would create

an opportunity for the networking to continue beyond the conference, that it would provide an avenue for learning and professional development for primary school library staff, and that it would solve my issue of not being able to find a useful Australian primary school library blog. If I couldn't find an Aussie one, I'd just start my own, hence the name I gave it, *True Blue Librarian* [<http://truebluelibrarian.wordpress.com/>].



Creating my blog

Before creating *True Blue Librarian*, I had set up a blog for my school library. It was mainly created as a way to provide a central location for links students would need to access during library lessons. As well as this, I co-teach with another library teacher, so it was a way to share lesson materials with her. I've used this same concept on *True Blue Librarian* as well with the Learning Links and Library Staff pages containing similar materials I have on my school library blog. I thought that these resources were worth sharing with the wider community.

So far on *True Blue Librarian*, I've reviewed other school library blogs, written about my school's Radical Reader program, about how library layout can motivate your students and what library centres can do for you. I have plans to write about collection organisation, behaviour management in the library, displays, Book Fairs, Book Week, and so on. Basically anything that's currently happening in my library, I'll post about. If there was one thing I took away from the recent School Library Conference, it was that it's the little things you do in your library that are worth sharing – things that others may not have thought of but will see the benefit in.

Overall, my vision for the blog was for it to be a way of sharing what I'm doing but also to create a forum for others to share their thoughts and what they do in their own libraries. I'd love for readers to leave comments so others, myself included, can learn from them. I envision it being a useful and

interactive forum. So if you are a follower, please leave comments comparing what I've written about to what you do in your own library so we can all learn from one another.



Promoting the Blog

For all the effort that I'm putting into the blog, I want to know that people are reading it. After being live for a little over two months, *True Blue Librarian* now has 116 followers. This is all due to how I've promoted the blog. I started by letting everyone know on WASLANet and OZTLnet. Then I got my social media game face on and actually started using my Twitter and LinkedIn profiles which had been dormant for a few years. Every time I write a post, I share it on my profiles, which always brings a few visitors to the blog. If it wasn't for all the promotion I've done, I'd probably have about two followers, so promotion is pretty important.

Benefits of Blogging

"I don't have time for that!" I hear you say. But I want to share with you some of the things that have happened to me since launching the blog.

Firstly, the feedback that I've had and the connections that have been made since starting the blog have been mind-blowing and I honestly never expected such a great response. Not only do I have an audience of 116 people, I've had people from all over the world visit the blog, including Australia, the UK, the US, New Zealand, Canada, South Africa, Colombia, Mozambique, India, Serbia, Korea, Thailand, Malaysia, Hong Kong, France and Zimbabwe. Whether they were accidental visits or not (as my husband kindly

pondered when I mentioned it to him), I don't care. I'm counting them!

I've spoken about *True Blue Librarian* and creating blogs in an Ideas Shop presentation for WASLA members and this article is now appearing in WASLA's *ic3* publication. I've been invited by Jocelyn Sams, author of *Elementary Librarian*, to be a guest on her podcast. I've been contacted, via LinkedIn, by an Australian author living in the US, Margot Finke, who has offered to connect via Skype in the Classroom as a guest author and who has also offered to write a guest post about Skype Author Visits. Twitter has connected me with plenty of library staff including a teacher librarian from Texas who has also offered to connect students via Skype.

My school principal was most impressed to hear about the connections I've made because of the blog, so I think I've scored some brownie points there. I've let the rest of my school's staff know about the blog, making sure they understand that it's not just about sharing my ideas with the wider community but about learning from others as well so that I can better serve the staff and students of our school. I've had some great feedback from them also. As it was pointed out to me after I first started promoting the blog, it will be a great way to increase the status of my library and my own role not only amongst the library community but within my own school community too, which can be something school library staff often have to struggle with unfortunately.

As well as this, I've received countless messages from readers congratulating me on beginning the blog and giving encouragement. Most recently, two readers have let me know that they will be implementing the Radical Reader program in their schools that I wrote about in my last

Where the child things are



Jackie French at the State Library

post, which I count as a huge success. If there are other students out there who are going to benefit because I've shared something I do in my library with the wider community then I am truly honoured to be writing the blog.

I encourage every one of you to consider setting up a blog to share your successes with the school library community. Yes, it takes time to do it, (and who has spare time, right?) but if you can give generously of your time to share what you do in your library, even the simple everyday things, you could be inspiring someone else to better meet the needs of their students and others in their community.

If you're not yet a follower of *True Blue Librarian*, I hope I've inspired you to hop on and have a look. If you have read the blog, please keep the feedback coming – it's great motivation! But mostly I hope I've inspired you to create your own blog to share your ideas with others working in primary school libraries. I know I for one would love to read about what others are doing in their libraries. If you do decide to have a go, let me know. I'd be happy to promote your blog on *True Blue Librarian*.

So, let's set up a learning community of blogging primary school librarians!

Contact me:

iriks.libby@cathodnet.wa.edu.au

or via

<http://truebluelibrarian.wordpress.com>

Other primary school library blogs:

<http://elementarylibrarian.com>

<http://www.mrs-lodges-library.com>

<http://www.mrsnthebookbug.blogspot.com>

<http://librarylearners.com>

<http://wherethechildthingsarebookshelf.blogspot.com.au> (an Australian one!)

Libby Iriks
St Vincent's Primary School



Jackie French &
Judith Jarvis

In March I had the privilege of hearing our Children's Laureate, Jackie French, speak at the State Library. Jackie has written over 100 books and is passionate about promoting reading for pleasure. She talked about helping students find "the magic book {which} is the book which turns a child into a reader." Jackie recommended offering many different types of book, magazine etc. She said to approach it like you would when offering vegetables. "Try a spoonful. You don't have to eat it if you don't like it. But one day you might like it." But children shouldn't go on with a book they dislike. Return it and find one they like. How? Ask family, librarians and friends.

Jackie emphasised that telling children reading was good for them was likely to backfire. One strategy, which at the very least will help you get chores done, was this. Offer your child the choice. He can read to you while you clean his room or clean his room while you read to him! Worth a try.

Jackie told us she had hesitated about accepting the position of Laureate but an encounter with a homeless boy in the Emergency Department changed her mind. Jackie gave him change and he bought a sandwich and bolted it down, obviously starving. When a bed came free for her husband the boy cheered and gave thumbs up. Later, touched by his empathy, Jackie looked for him. He had gone. She was upset and felt helpless but her nephew who works with the homeless said stop wasting time and do what you can do. Jackie accepted the Laureate position because books had been her own saviour when she was homeless as a teenager. A teacher supplied her with books – many of which happened to be about the Holocaust. She learned that though bad things happened, "good people could change things" (see her *Pennies for Hitler*). "Books give you a vision of what life can be like- life can be different. Books are powerful tools to create a future." She also said, "It is impossible to overstate the power of a book. When you read a book you are walking in the shoes of every person in the book." Jackie said she often doesn't finish a book. "Don't make them finish a book. We read because it's fun!"

It was an inspiring talk by somebody whose books, I am sure, are always read to the end!

Judith Jarvis
Irene McCormack Catholic College

On a Saturday morning in May, more than 50 dedicated library professional made the trip to Sevenoaks Senior College in Cannington for a professional learning experience aimed at sharing ideas with each other. When I was given the challenge of designing this workshop, I reflected on all the PD that I had done in the past and came to the conclusion that some of the best learning experiences were ones where I came away with practical ideas that others shared with me.



The first half of the morning was based on ideas presentations. The following people presented:

- Leonie McIlvenney talked about the new Research Safari website she had just launched.
- Virginia Yurisich from Kenney Baptist College showed how they implemented their successful “Champions Read” program.
- Libbry Iriks (St Vincent’s PS) discussed why and how she set up her successful primary school library blog.
- Maureen Smith from St. Norberts showed us amazing student book trailers and how they made them.
- Lisa Crofts from Hampton SHS talked about how her library was using QR codes.
- Jasmine Klemm from Chisholm College demonstrated how to choose a library management system.
- Barbara Carle, a local cataloguer from SCIS, talked about how libraries can use the SCIS service.

Our keynote speaker was Kate Akerman, who is the Education Officer at the State Library of WA. She informed us what services the SLWA can offer schools and the best part is that they are all free! A godsend in this economy. She focused on the “Little Things tell Big Stories” project and how the

State Library and Battye WA history collection can be used to teach students how to research and engage with primary and secondary sources.

The second part of the morning was focused around four hands-on workshops:

- Writing library collection policies
- How to sell your library to school leadership
- Flipped classrooms
- Google Apps for Education

Each of these sessions were an opportunity to explore different learning technologies or strategies for your library management.

Kate Akerman’s feedback on the day was generally echoed by others: “I loved Leonie’s ‘Research Safari’ and will be exploring this site. The Champions Read was another excellent program that excited me...oh and the book trailer...so many ideas spinning. I was humbled by the quality of the presentations”. Another attendee who drove from the wheatbelt stated, “Many thanks to all who were involved in this wonderful morning – so worth the trip up.” Due to the positive feedback of the event, the WASLA committee has decided that this PD will be on our annual calendar, so if you are doing anything in your library or in your professional learning that you would like to promote, please email me on natasha.georgiou@education.wa.edu.au.



All the presentations, hand-outs and videos will be available on the member’s section of the WASLA website. Once again, thank you to all who took part in this professional learning experience from the presenters to the committee members and the attendees.

Natasha Georgiou

WA School Library Conference



The school Library Conference of Western Australia offers a collection of eminent speakers, highly regarded practitioners and as well as the opportunity to have resources available to peruse that may not necessarily be available except through trade shows. The conference also draws to Western Australia experts who are able to offer extra professional learning. Having access to this diverse range of people over the course of a few days is exciting and worthwhile allowing the school library community to stay abreast of ideas and resources.

Friday started very early with the sun coming up over the river and the opportunity to hear Isobelle Carmody talk so passionately about her writing and the life she leads as a writer. Her early life and that of her parents has left an indelible mark on her that has surely influenced her life and writing. The travels that she has undertaken, at times less than enthusiastically and at others as unwelcome adventure, have inspired her. As time ran out I wanted Isobelle to sit with me and continue telling her story, so hopefully in the future we can meet up again.



After networking over cocktails, it was time to be amazed by the energy of Jenny Luca from Toorak

College. Jenny spoke of the curation of resources and the importance of following a range of experts from around the world. Many of those present may have avoided being involved in using Twitter but in Jenny's keynote and follow-up session, she outlined the advantages of using social media although she made no attempt to hide the fact that it takes time to use it effectively. Jenny had really useful tips such as using Tweet Deck which helps curate Twitter. She had different categories for professional and personal tweets. She also alerted the participants in her workshop to Chrome and Chrome extensions which is a URL shortener, Chrome Pocket which allows you to read articles later when offline and DuckDuckGo as an alternative to Google. Jenny questioned what we are preparing our students for and believes we need to build capacity builders in "the useable library."



Dan Gregory from the Impossible Institute burst onto the stage early on Saturday morning and one could wonder what a television personality who is involved in marketing could have in common with a groups of school library professionals. He questioned how to elevate our influence, do our values align with the students and do you connect with them, do you allow participation and do you inspire a tangible vision. He also talked about disengagement and fatigue. When people are bombarded with information you need to cut through the clutter and that is no different in school libraries to any other workplace. Much of what Dan spoke about is transferable from one situation to another whether it be in marketing, business or libraries. Also the effect of situations that people find themselves in is similar regardless of the business you are in, therefore students and teachers are affected by connections and participation, honesty and vision.



Apart from keynotes, it is always wonderful to participate in sessions where our local colleagues share their practical ideas. Leonie McIlvenny is a very generous Teacher Librarian who talked about her *Passport to Digital Literacy* and provided resources for those present to adapt to their own needs. In the passport, the Year 7 students had to complete a range of skills over a year. Some of the skills were to be completed during library classes, some in other subject areas and others during their own time. The areas of skill involved ethics, investigating, creating and communicating with ICT, as well as being able to manage and operate ICT. Leonie used badges to indicate to the students that they have accomplished the task. Some of the places to source badges can be found at Class Badges, Badge Force, digitalme, Achievery, Credly, Badgeoz, Edmondo. The scope and sequence that has been developed for Iona College also indicates the skills that the students need to achieve from Year 6-10, often involving Web 2.0 tools and databases. A very comprehensive outline of expectations that is very clear for all to understand.



One of the useful aspects of the conference is the ability to have access to the sponsors and trade displays including those who supply Library

Management Systems. The IDEAs sessions allowed for closer investigation of the products which is very useful as we don't always have this level of access in Western Australia.

The conference was very well organised with a great range of speakers and workshops in a relaxed environment. It is also good to catch up with many friends and like-minded lovers of school libraries. So much so that by chatting with some of those lovely people I almost didn't hear that I had won a fantastic hamper. A great end to a great conference.

**Anette Ainsworth
Forrest Library**

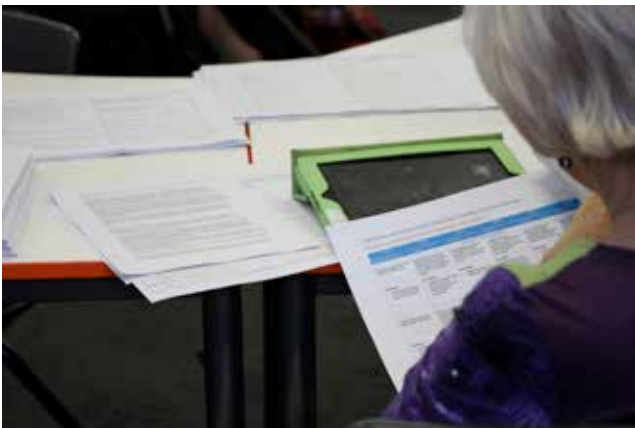


WA School Library Conference

I wanted to attend this year's conference to meet some like-minded people, hear the latest trends in our library community and scan some supplier stalls for interesting goodies. First and foremost, I wanted to hear some author talks. I adore hearing the mystery behind plotlines revealed, tidbits about characters and motivations for stories. I was not disappointed – it was a wonderful line up, and great collection of displays.



The most rewarding keynote for me was Kate Forsyth, whose own introduction to literature was a true inspiration. A fan of historical fiction myself, I adored hearing the story of the pebble that had travelled with her family through thick and thin, and inspired so many stories. I attended her session later in the day, as she told us stories and mused about the magic and mystery of fantastical fiction. It was a the highlight of the day.



Dan Gregory's keynote was very informative. And how he made me laugh! I enjoyed thinking about the way the world of advertising is changing, how it's becoming a commodity in its own right. He challenged my thinking – how can we keep adapting to this ever changing digital world? How can we move beyond the level of fatigue we're developing? These days, we are no longer simply

selling a product or idea to people; we are selling a feeling, a whole package. E.Q is as important as I.Q. and we as information professionals need to keep this in mind.

I enjoyed all the sessions thoroughly. Barbara Combes spoke about our multimodal society, the multiple formats and delivery modes and the fact that we need to move away from assumptions. That we need to teach students to become information literate, that learning is a skill. Marie Grech spoke about moving school libraries into the digital world. She shared some wonderful ideas – I particularly liked the idea of green screens, go pros and charging stations for students! I also agree that staff training is important in keeping everyone up to date. My ideas session was with Paramount Business supplies, which was informative revision regarding our large laminator.



I was lucky enough to attend this year's conference on both Friday night and Saturday, and was amazed by how far and wide people had travelled to attend. It was lovely to finally put so many faces to names. I enjoyed catching up with old colleagues, speaking face to face to people I'd met on listservs, and meeting interstate suppliers. It's always a pleasure to talk to Wendy from World Book, and it was lovely to meet the staff from Booklegger. I enjoyed perusing the displays, purchasing books and thinking about options for our library. I loved the prospect of book signings from authors – these extra things help to make our collection even more special.

Thank you to the organisers for an exceptional day, and the opportunity to attend as a scholarship winner. I can't think of anything more I'd like to see next – the day surpassed my expectations.

Bernadette Nye
St Norbert College

When the WASLA Conference was advertised, I asked myself why I would want to attend. Well, after living and teaching on the edge of the desert for three and a half years and just over two thousand kilometres from Perth (this makes me sound so much more deprived than saying I teach in Broome), I felt it was time to catch up with ideas and developments in the library world. I could also share what I discovered with my colleagues in the district. Being able to swap ideas with other Teacher Librarians and Library Officers was also a big incentive.

Friday's bus tour of school libraries and visit to Westbooks began with a breakfast at Tomkins on Swan. Although not all conference delegates attended, there were still a large group of us who were treated to a fascinating introduction to the day by keynote speaker, Isobelle Carmody. She gave us an insight into how she, as a writer, was formed into "The Journeywoman". The tour of the schools was not only a chance to see ideas in the development of new libraries but also a chance to begin networking. I was particularly happy to make connections with librarians from other country schools like Central Midlands and Denmark.



At the cocktail reception that evening we had another chance to catch up with other colleagues. Then Jenny Luca's keynote address *Just What Are We Preparing Our Students For?* explored the important role that Teacher Librarians have to play in adequately preparing our students for the future work skills that will be expected from them in 2020. She emphasised the importance of us working effectively in networks to make connections and stay abreast of change.

This led naturally into the panel discussing *Will School Libraries Exist in 10 Years Time?* It was encouraging to hear not only private school leaders but also government principals aware

of the importance of libraries to the students in their schools. I was also interested to note that the students at David Bean's school (Hale) were still big print users despite having eBooks readily available.

Saturday opened with the keynote address *Driving Relevance Through Influence* from comedian and "that fat guy from the Gruen Transfer", Dan Gregory, who was as entertaining as he was thought provoking. He is a person who is not connected to libraries but who made a connection with me about what we do as librarians. We may not be trying to sell a new product line like Coca Cola, but we are in the business of influencing people and being part of a "value exchange". Some of the points that resonated with me were:

- Do you connect with your community?
- Do your values align with theirs?
- Do you inspire a tangible vision?
- Are you a collector or a curator? (making the information accessible and useful).

Barbra Combes' session, *New Literacy Skills in a Multimodal Society – Do Traditional Literacy Skills Count?*, challenged my assumption that someone who has grown up in a computer society and was a successful enough student to enter university would be competent in negotiating web pages for research and would be really into the paperless society. Barbara's research shows this isn't the case and this makes a strong argument for Teacher Librarians to continue to teach the skills necessary to the students we have now, even though many of them think, and their teachers assume, they have mastered the skills of critically extracting information from the internet.

It was good to see quite a few familiar faces at the trade displays and catch up with new ideas. I was particularly interested in TV4Education. I thought this would be worth exploring in the future as a cost and labour effective way of accessing educational television programmes from free to air and Fox.

Was it worth the trip to Perth? Was it worth leaving my corner of paradise the North West? It certainly was, and the success was certainly due to Kate Flowers and her committee's hard work in organising the event. Everything ran smoothly and the sessions were all easily accessible at the Scotch College venue. My only disappointment was that, like all conferences of this kind, I couldn't attend more of the sessions.

William Spark

SLCWA Bus Tour

On the Friday of the Conference, two coaches left from the breakfast venue in Applecross. There were a large number of library staff from all sectors: primary, secondary, private and public. People had travelled as far north as Broome and far south as Esperance. The itinerary was as follows.



Primary:

- St Mark's Anglican Community School (Hillarys)
- Holy Rosary Primary School (Doubleview)
- Child Education Services
- Applecross Primary School

Secondary:

- St Mark's Anglican Community School (Hillarys)
- St Mary's Anglican Girls School (Karrinyup)
- Westbooks
- Chisholm Catholic College (Bedford)

I was on the Secondary bus tour and the school libraries we visited were inspiring and new. St Mark's housed the bright and attractive primary library downstairs with large learning spaces and reading nooks. Upstairs, the secondary library was enormous, with funky furniture and modern colourful shelves with plenty of learning spaces to accommodate classes and group work. The workroom was enviable, with views across to the ocean and an amazing book covering station. The information desk incorporated a nifty built-in and moveable book returns trolley. We all appreciated the fantastic morning tea put on for us. The macaroons were divine!

The Elizabeth Myles Library at St Mary's was a different space again. It too had lots of natural light but the feature I found particularly interesting were the desks that had writeable surfaces. Jo Pengelley, the Head Librarian, said that the girls used the desks to brainstorm and write notes as a group,

which they would then photograph. A great idea! Their print zone is the way we would all love to house the photocopier and other printing services.



Westbooks is always a great place to visit and we left there with full bellies and baskets full of young adult books for our libraries. For many of us, this was a rare opportunity to browse shelves of books and not just an app box.

The last stop of the tour was the brand new Chisholm College. Many of us had already had the opportunity to visit this amazing space for the 2014 WASLA AGM. The two-storey building is largely a flexible learning space. The glass elevator is a stand-out along with the wooden staircase where students congregate to read and eat their lunch. The learning spaces upstairs used glass partitions that became opaque at a flick of a switch. The listening egg pods were unique but I'm not too sure very practical for a library considering they were noisy. There was also a welcoming kitchen area with a Nespresso machine for the year 12s. The place was definitely abuzz, and full of students. Interactive tables and iPad library OPACs demonstrated that this library was aiming to incorporate technology into their operations.



WA Teacher Librarian of the Year and Library Officer/Technician of the Year

Libby Iriks, who went on the Primary tour, noted that the day offered her the following:

- How differently collections can be organised. I came away with a lot of ideas about how I'd like to change the organisation of my collection.
- Creative ways to display books, student work, etc.
- Different ways to display signage to promote collections.

The great thing about visiting other libraries is that you come away with some ideas you can use to better yours. The event was also a great way to network with other library staff and learn new ideas from them. This is a highly recommended aspect of the SLCWA.

Natasha Georgiou



Looking for a challenge? Consider yourself a highly effective teacher librarian? See yourself as a leader in your school community and the profession as a whole? You need to complete an application form for the Teacher Librarian of the Year.

Evolving employment practices place greater emphasis on an individual's skills, knowledge and professional achievements. The added pressure required by the Teacher Registration Board of Western Australia, that sets out the Professional Standards for Teachers in Western Australia, demands that appropriate professional learning activities be addressed, as teacher librarians aim to improve their knowledge, practices and competencies.

The annual compulsory process of the Performance Management provides another vehicle to identify and then tailor individual professional development opportunities, and the motivation to extend professional skills and knowledge.

The task involved in nominating for this award allows you to compare what you are doing under three main criteria. The attainment of any award should not be easy; the greater the effort, the greater the recognition, especially when awards are judged by your peers. Opportunities to demonstrate your professional leadership skills and abilities range from presenting sessions at conferences or after school professional development workshops; submitting articles to professional journals, or actively participating on conference committees. This award is complemented by other legislation that dominates our working lives, such as the AITSL Australian Teacher Performance and Development Framework, which encourages teachers in their desire to grow and develop.

As a participant on both sides of this process I found it an extremely worthwhile exercise as it encourages a close examination of your professional life and comparing it to the three criteria. Weaknesses are identified and strengths consolidated. A comment I have most often heard is, "Wow, I never thought that I did so many different things."

Challenge yourself by closely examining and evaluating your professional career against the stated criteria. Application forms are available from <http://www.wasla.asn.au/>

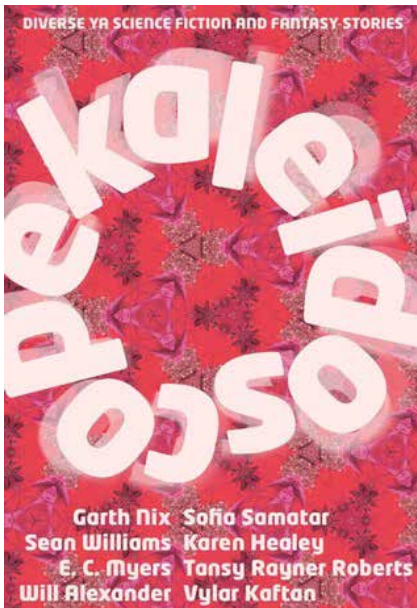
Jeff Herd
Churchlands Senior High School



Conference Photos
courtesy of Kate Flowers & Natasha Georgiou







Alisa Krasnostein & Julia Rios (eds.)

ISBN: 9781922101129

Twelfth Planet Press (2014)

Reviewed by Tehani Wessely

There is a story behind Kaleidoscope – a successful crowd-funding campaign kicked off its journey in late 2013, with international support and acclaim. The Kaleidoscope blog [<http://www.twelfthplanetpress.com/kaleidoscope/>] is well worth taking a look at for fascinating insights into why diversity in YA is so very important.

Kaleidoscope is one of the best anthologies I have read for a very long time. It's not just the concept, which is both necessary and overdue; it's not just the stories, which are engaging and beautiful and thoughtful and brilliant; it's not just the way the authors explore science fiction and fantasy from perspectives all too frequently unseen in fiction; it's all of these things, and that it seems so natural.

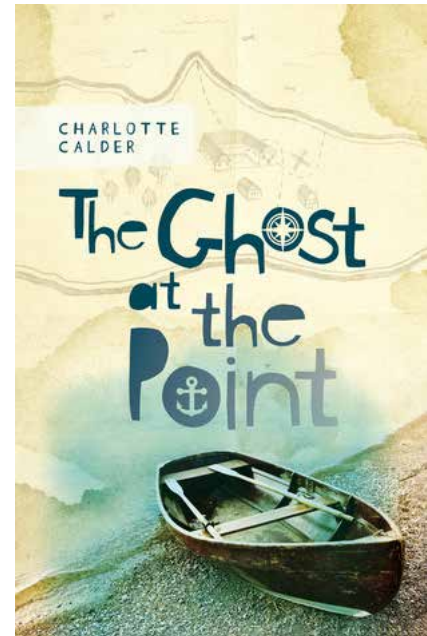
In this anthology, every story takes a character (or two or three) who is often "othered" in fiction (and life), and makes their differences a part of

the story. Readers will see themselves, they will see their friends, they will see their families, their cultures, their religious beliefs, their sexuality, their physical and neuro diversity and they will see them as normal, as okay, as special. Not othered. Important and relevant and very very good, *Kaleidoscope* offers a powerful message to our society about difference, and about what we, as readers, want (and need) to see in our stories.

Some pieces, such as Tansy Rayner Roberts' "Cookie Cutter Superhero", offer a biting commentary on popular culture, couched in humour and teen spirit; others, such as "Seventh Day of the Seventh Moon" by Ken Liu, take a gentler approach, examining first love with a fantastical twist.

Some stories shade darker, as with "The Legend Trap" by Sean Williams (set in his Twinmaker universe, an added bonus for fans) and "Kiss and Kiss and Kiss and Tell" by E.C. Myers; still others take a familiar trope and turn it sideways, like Faith Mudge's "Signature" and "The Lovely Duckling" by Tim Susman.

Some of my favourite works in the book were those that embedded the story in the protagonist's nature, like the magic of Jim C. Hines' "Chupacabra's Song" and Karen Healey's astonishingly good "Careful Magic". There are so many wonderful stories in the pages of *Kaleidoscope* that every reader will find a favourite (or two or three), and every reader, teen or adult, will find at least one that speaks to them in deeper ways.



Charlotte Calder

ISBN: 9781921977732

Walker Books (2012)

Reviewed by Bernadette Nye

What do you get if you take a little bit of history, a dash of mystery, the Australian seaside and a whole lot of heart? Add a little bit of what goes bump in the night and you've got a wonderful tale—*The Ghost at the Point* by Charlotte Calder.

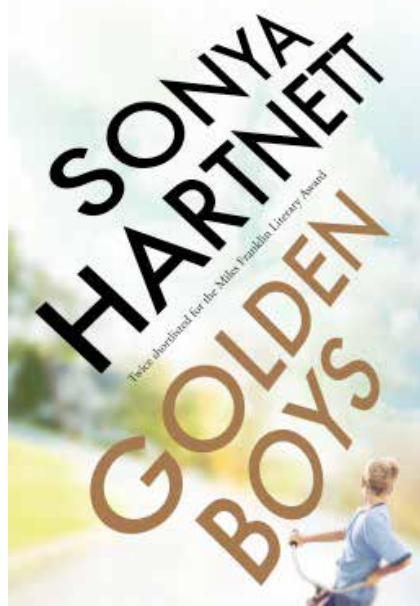
Dorrie wonders if Aunt Gertrudes stories are true. Is there really a ghost boy roaming the cliffs?

The Ghost at the Point tells the story of protagonist imaginative Dorrie, who goes to live with her fisherman grandfather, Gah after the death of her parents. She unravels family secrets and the mystery of the island, meeting a myriad of friends and foe along the way. Themes tackled include shipwrecks, ghosts, Australia, culture, family and journeys—emotional and physical.

While this story is aimed at younger readers, it can be enjoyed by readers of all ages.

Book Reviews

Teachers notes, activity sheets and classroom ideas can be found at walkerbooks.com.au



Sonya Hartnett

ISBN: 9781926428611

Penguin Australia (2014)

Reviewed by Katharine Stubbs

Golden Boys is an utterly engaging novel of a new family moving into a close-knit neighbourhood, who are from a higher socioeconomic group, and hence, stick out, becoming both a draw to the rest of the children from the street, as well as the envy of them all.

Colt and Bastian Jensen have all the toys children could wish for, and soon have an above-ground pool, as well. Their father, Rex Jensen, lavishes them with gifts, and is pushy and extreme about the other neighbourhood children taking part – everyone is welcome, at all times, and he'll offer tea and party pies and be very polite at all times.

The neighbourhood kids all have their issues. We have the large, rough bully, who hates everything at all times but also wants to keep everything for himself—especially things that aren't his.

We have a small, hopeless child who has absent parents, and currently lives with grandparents who don't care or notice where he is—so he spends his nights cycling around, enjoying the stars.

Then we also have a family of many children, a rough loveless mother, and a drunk abusive father. The eldest daughter of the family turns to Rex for advice and attention, finding a father figure in her life that she can talk to. Her siblings however quickly learn to avoid the man, who seems odd in the way children can pick up – a tendency to pat their shoulder unnecessarily, and then there's the creepy way he helps them dry off after a dip in the pool...

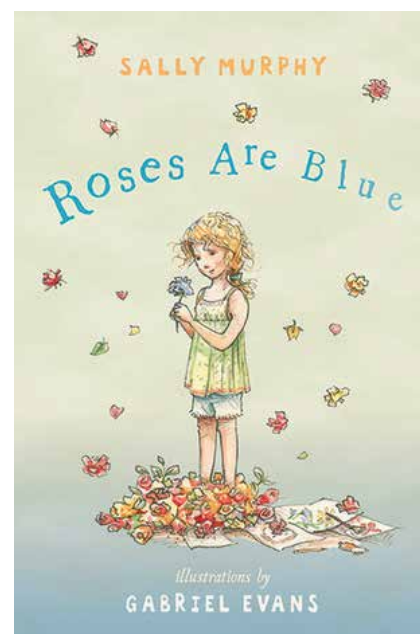
In an utterly truthful novel, Hartnett has managed to perfectly capture how children interact with each other and the adults around them, and how a child can brush off a creep's intent with a shrug and a knowing 'he's a creep' statement, matter of fact.

This is a novel that is at times brutal, and at all times engaging—it's hard to put down, and painful in its shortness. We're left with an open ending, as things are just a natural slice of their life – we see no justice for any of the terrible crimes we read, nor do we see any ending to them. We're left to believe that in an sadly realistic way—life must just carry on.

This review was first published at <http://ventureadlaxre.wordpress.com/2014/07/16/review-golden-boys-by-sonya-hartnett/>

Find more reviews at:

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



Sally Murphy & Gabriel Evans (ill.)

ISBN: 9781922244376

Walker Books (2014)

Reviewed by Tehani Wessely

Keep your tissues handy for this one. Western Australia's own Sally Murphy has an astonishing skill with language and carving out emotion from her elegant verse. Make no mistake, this is definitely another verse novel, just as wonderful as Murphy's gut-wrenching *Pearl Versus the World* and tear-jerking *Toppling*.

Roses are Blue is heartbreaking from the first pages, but ultimately hopeful and beautiful, with an insightful view into family life and the mind of a child. Murphy's gift for understanding children and how they see the world is writ large in the character of Amber and her responses to what is happening around her. A stunning book that examines a scarcely covered topic with compassion and wonder. I cannot praise this highly enough, and I fully expect to see it featuring on 2014 Awards lists all over.

Displays at Perth College

Sorry Day Display

The Sorry Day display in the library was designed to incorporate information about Sorry Day and what it means to Indigenous Australians as well as promote fiction and non-fiction resources related to the Stolen Generation and Reconciliation. The display was set up for the week around Sorry Day and tied in with a number of events around the school including a Sorry Day assembly.



World Cup Display

Having a number of soccer fans in the library staff, we couldn't resist having a World Cup display in the library! As well as books about soccer and the history of the World Cup, we included information about Brazil and the various World Cup venues around the country. Of course, we also had the group statistics and the viewing schedule for all of the night owls dedicated enough to stay up late and watch the matches live!



WAYRBA Display

We have two WAYRBA displays at Perth College at the moment—one in the Senior School Library and one in the Junior School Library. Both displays have all of the relevant books on display for students to borrow and then vote on. The displays have been a great hit with the girls and we often find the shortlisted books all out on loan! We will be voting until the end of Term 2.



Author Visit

We have been very lucky to have local author Danny Parker visit Perth College this term. Danny is the author of *Tree*, *Parachute* and *No Kind of Superman*, with a few more in the pipeline! Talking to the whole of Year 7, he described how his idea for *Tree* was almost completely changed by his editor so that the book would be published and how students shouldn't worry when teachers

WASLA Recommends...

WOW Websites

Book Week & general literacy Pinterest Boards

<http://www.pinterest.com/kinderbookboard/connect-to-reading-book-week-2014/>

<http://www.pinterest.com/spikepinterest/book-week-2014-connect-to-reading/>

<http://www.pinterest.com/jupator87/connect-to-reading/>

Classy Learning

<http://classylearning.wordpress.com>

Google like a boss

<http://m.9gag.com/gag/aLKrBOP>

Wonderopolis

<http://wonderopolis.org/>

Pottermore

<https://www.pottermore.com/>

PD & Advocacy

Promoting dusty collections

<http://www.backtothelibrary.com/blog-1/2014/7/20/promoting-dusty-collections-of-our-libraries>

Famous people talk about reading

<https://www.youtube.com/playlist?list=PL374462DCA4AFE3F6>

SLAV journal Synergy now open access

<http://www.slav.vic.edu.au/synergy/>

Article: We are the weather makers

http://www.asla.org.au/site/DefaultSite/filesystem/documents/weather_makers.pdf

Around the Blog-o-Sphere

Article: Requiem for a Beast, a case study in controversy

<http://eprints.qut.edu.au/72924/>

Database of Google-scanned books ruled “fair use”

<http://gigaom.com/2014/06/10/in-win-for-libraries-court-rules-database-of-google-scanned-books-is-fair-use/>

Article: Being a better online reader

<http://www.newyorker.com/science/maria-konnikova/being-a-better-online-reader>

Article: What are children reading?

<http://dern.org/dern/research-reviews/page/what-are-children-reading>

More Perth College Displays...

ask them to edit and change their work! Danny also spoke to some of our Junior School students about how to go about the writing process—breaking things down and making it interesting and exciting. The students were also fortunate enough to be able to watch and listen to *Tree* and *Parachute* which have both been made into a film accompanied by music composed specifically for the stories.

Alison Mackenzie
Perth College



The role of the teacher librarian: current and future pathways

Za-Za Swift hails from South Africa and is a classroom teacher at Matthew Pearce Public School in Sydney. She has loved books, words and libraries all her life and is currently completing a Masters degree in Education (Teacher Librarianship) through Charles Sturt University. While raising her girls, Za-Za has worked as a freelance editor both in South Africa and Australia and has developed numerous training and facilitation programs across a range of fields. She is a passionate advocate for reading and all forms of literacy. Za-Za hopes one day to realise her dream of becoming a published book author.

Consider the Renaissance for a moment. It swept across the continent of Europe “marking a decisive shift towards modern thinking.” (Whitfield, n.d.) This period of transformation rewarded society with some of the greatest artists, engineers, scientists and sculptors in history. They are acclaimed for their contributions in pioneering new techniques, for their fearless creation and innovation and for their timeless artworks.

The preceding Dark Ages were left reeling in the face of such enlightened advancement. The landscape must have churned with the uncertainty of all that was new. And yet global history was irrevocably changed because of the courage of renaissance men.

It is the opinion of this author that the changing educational and technological landscapes have triggered just such a renaissance for the teacher librarian (TL). It is equally decisive and has marked a tangential shift in rationale demanding the adoption of modern thinking. It is a period of ambiguity, where the role of the TL is no longer clearly defined. Affected by the shifting plates and demands of the new curriculum, the uncertainty surrounding the 2010 inquiry into school libraries (Ryan & Girolami, 2010), and the unrelenting pace of change in the global, digital space, TLs have been ushered into a phase of reinvention.

There has been much debate around the school library and whether, with the advent of Google, eBooks, and the accessibility of the internet, it has become obsolete. It is imperative that this mindset not become a reality, especially in light of the Local Schools, Local Decisions reform. (DEC, 2012).

The profession stands at the precipice of something new. TLs are entering uncharted waters and the pathways that are followed now will determine their survival or extinction. The TL must become the renaissance man of this new era.

The TL must become the renaissance man of this new era.

Leonardo da Vinci was such a man. His inquiring mind and hunger for knowledge led him to explore the boundaries of his own personal genius as a painter, draftsman, sculptor, architect, and engineer. Gopnik (2005) purports that “he could think microscopically and macroscopically, make amazing horizontal connections and see in a wide vertical range.” Leonardo was able to envision the bigger picture; to combine countless strands in such a way that he constructed order. He was a true visionary.

The TL can be the visionary that weaves the fragile skeins of perception and ignorance into one harmonious tapestry. Renaissance TLs can be architects of a brand new role; artists that blend the rich colours of the past with the digital vibrancy of the future.

In order to predict the future of the TL and the school library, it is necessary to examine some of the current features of the TL’s overlapping and multi-faceted roles.

The Australian School Library Association (ASLA) highlights the fact that TLs hold recognised qualifications in both teaching and librarianship. So perhaps it is pertinent to begin by examining one of the most crucial aspects of the TL’s role.

Teacher:

First and foremost, the TL is a teacher. But gone is the person who stood at the front of the class spouting forth wisdom in a unidirectional process. Education has changed to incorporate the more analytical skills of Bloom’s Taxonomy, and TLs now act as facilitators, helping students to navigate and analyse information and to construct their own knowledge.

According to ASLA’s *Standards of professional excellence for teacher librarians* (2002), TLs should have a “detailed knowledge of current pedagogy”. Indeed, TLs are constantly adapting to new pedagogies as the digital landscape evolves and their students become ever more

technologically adept. TLs must maintain a focus on student outcomes and empower learners to become critical thinkers in an age where such skills are vital. Lamb (2011) further exhorts TLs to create a library environment that supports curiosity, encourages risk-taking and provides students with real-world problems to solve.

A core feature of the TL's pedagogical approach is inquiry learning. Kuhlthau (1999) describes it as removing learners from the "predigested format of the textbook" and guiding them in the art of constructing their own understanding from a range of resources. TLs, in their quest for reinvention, have identified this as a pivotal skill that underpins the new Australian Curriculum. And so, they have begun to engineer frameworks for learning that provide students with the necessary skills to flourish in a multi-faceted twenty-first century society.

Students face a barrage of information every day. They need to be taught how to process this information; to ask is it useful? reliable? to connect it to their own experience and decide whether to examine or dismiss it. While renaissance TLs recognise the growing importance of information literacy, they may need to spread this awareness to their colleagues.

The TL's new currency is inquiry and information literacy. They have begun to craft a sturdy new bridge that crosses the story hour of the past to reach the information economy of the future.

The TL's new currency is inquiry and information literacy.

So what will the future hold for the TL as teacher?

As the plethora of technology resources continues to grow, TLs will combine digital tools with human understanding to tailor individual learning programs for students. They will harness the best of both worlds, uniting students to their tech to break new educational boundaries. Inquiry will become the driving heart of information lessons, leading to a move away from information as the end point, as it is superseded by the skills, attitudes, knowledge and values that have been acquired. (Todd, 2007, p. 62) TLs will contribute in tangible ways to the development of deeper human knowledge and understanding.

Collaborator:

The greatest responsibility TLs have when selecting resources is ensuring they support the curriculum. The ASLA standards state that TLs are expected to have a "comprehensive understanding of...curriculum and specific programs in their schools". As a result, TLs currently engage in collaborative planning.

In deconstructing collaboration, one finds that:

- it is mutually beneficial;
- roles must be well defined;
- common goals are achieved;
- trust and communication are vital; and,
- there is a shared vision.

Many schools may not yet recognise the value of collaborating with TLs, so they need to clearly articulate all that they offer: their skills as research experts; knowledge on maximizing the benefits of technology; and assistance with locating and evaluating resources. In the most successful collaborations, TLs are able to champion the cause of inquiry learning and assist in developing open-ended research assignments that build information literacy skills into the curriculum. (Rawlings & Van Valkenburg, 2003).

This shared creation of cross-curricular activities models collaboration for students and parents, which can lead to improved interaction inside and outside of school. Students can be inspired to share ideas via blogging, Facebook, Twitter and other platforms. Haycock (2007) underlines a further benefit: collaboration sparks creativity. As agents of change, TLs embrace this creative energy to draft a blueprint for their involvement that incorporates both vertical and horizontal integration.

But what will characterise the TL draftsman's map of the future?

TLs will adopt a more singular approach in their future collaborations, connecting curriculum standards with the individual needs of students. With the movement towards learning communities, ideas will be shared with greater ferocity and the TL's expertise will ensure that they feature prominently in curriculum planning activities. In collaboration with teachers, TLs will begin to create their own eBooks from a range of ePublications, selecting chapters, videos, and articles relevant to an identified topic. (Abram, 2011).

Media Specialist:

TLs currently try to expose their learners to an array of digital tools, but many recognise the importance of their own technical competence. (Lamb, 2011). This can be confronting for Australia's predominantly "greying" library professionals. (Combes, Hanisch, Carroll & Hughes, 2011). However, TLs worth their salt understand the benefits of engaging their students with frequent use of technology and acknowledge the "dynamic nature" of information and communication technologies (ICTs) in education. (ASLA, 2002). Renaissance TLs refuse to be intimidated by technology and do not allow fear to impede their growth.

The 'digital natives' of today need to be equipped to function in an increasingly technological environment. TLs aim to provide equitable access to the tools that facilitate acquisition of these skills. Many teach students how to construct communications through electronic messaging, audio recordings, audio-visual storytelling, wikis and graphics. Today's TLs model creativity and sharing, experimenting for themselves and publishing their own communications. Sharing resources with other schools and public libraries further enriches multimedia communication. TLs recognise the impact of media mastery on lifelong learning.

TLs recognise the impact of media mastery on lifelong learning.

Renaissance TLs are beginning to sculpt their students into responsible users of information, making them aware of their digital footprint. TLs are role models whose ethical use of social tools shapes students' online behaviour. They commit to the ASLA mandate to "teach the appropriate... use of ICTs" as they painstakingly mould their students into good digital citizens.

How will media trends shape the future?

As students continue to create and share multimedia online, ownership and copyright will become pertinent issues. Greater respect will be fostered for ownership of information. Students will need guidance navigating an increasingly borderless, global internet with all its implications for privacy and data protection. (IFLA, 2013). TLs will be increasingly vigilant about data mining in the school library context.

TLs will connect to global humanitarian aspects and lead social justice initiatives as the dimension of digital citizenship expands to include equity and social conscience.

Information Specialist:

Information has become the TL's bread and butter as they aim to provide "an information-rich learning environment" (ASLA, 2002). TLs have always been on hand to assist with locating and evaluating print or digital resources from the library databases, often conducting reference interviews to determine the needs of learners and teachers. (Herring & Lodge, 2007). There is now a need to teach students and staff about mining the deep web. TLs are also beginning to explore resources outside the school environment, making connections with information organisations.

Their goal is to nurture independent and critical information users.

TLs are experts at critically evaluating resources and now more than ever are transferring these skills to their students and colleagues. TLs teach the CRAAP technique, assessing the Currency, Relevance, Authority, Accuracy and Purpose of an information source. They are creating scaffolds for the development of information literacy, assisting students to validate, synthesise, question and interact with information. Their goal is to nurture independent and critical information users. TLs understand that the aim of a research assignment is not the information itself, but rather the process of creating knowledge and skills. (Purcell, 2010).

Passionate architects of information, TLs provide detailed frameworks around which invaluable lifelong skills are laid.

What scaffolds will be erected in the future?

Information-related skills, which equip learners for life outside the library, will take precedence. TLs will move away from teaching information location skills and towards the development of deeper knowledge. (Todd, 2007). Mobile devices will become the primary medium for accessing content within and out of the school library. With the increase in hyper-connected societies, access to information will not be restricted by physical location. (IFLA, 2013).

Library Manager:

TLs are the artists of the school library. With broad brush strokes, they colour the library canvas with passion and knowledge, then take care over infinitesimal details.

A central focus has always been to develop a love of literacy and reading. ASLA's professional standards require TLs to "foster a reading culture through the active promotion of literature." (2002) TLs believe that reading is a fundamental skill. They live by the research that proves the correlation between reading for enjoyment and advanced reading scores. TLs build a collection of books, both print and digital, that engages and inspires their learners to read. They model a love of reading and share in active literary discussions with learners, teachers and parents.

TLs build a collection...that engages and inspires their learners to read.

TLs now have to manage ever-increasing quantities of materials, equipment and resources and must develop policies according to each area. They are efficient and encouraging managers of their library teams. TLs value input, from sources within and without the library and synthesise these contributions as they implement procedures. TLs are ever-more budget conscious and accountable, and carefully evaluate resources before purchasing. TLs augment their collection by exploiting the myriad free online resources that are now available.

The prevalent issue TLs face in this era of instant gratification is that users want immediate access to information. TLs are adapting to a 'just-in-time' approach, creating user-friendly web interfaces with portals and pathways to relevant information online, including within the library databases.

TLs currently employ multiple media for learning and teaching, including print, visual, digital and online formats. They are becoming creative curators of information. TLs are driven by the understanding that "professionally managed and resourced school libraries are crucial to the achievements of the school community". (ASLA, 2002).

TLs are taking on the challenge of bridging the digital divide by providing flexible access to social networks and virtual worlds because no students

should be marginalised in their opportunities to explore these spaces. (Jenkins, as cited in Johns, 2008). Furthermore, TLs harness these powerful tools to maximise learning opportunities.

TLs are reassessing their physical spaces. In designing new masterpieces, they allow for creative learning experiences that unite the physical, social and digital dimensions.

But how will this dynamic library canvas appear in the future?

Online media will become more integrated with print media and easily retrievable in the physical space with QR codes or the like. eBooks will no longer be restricted to specific devices, becoming universally accessible. Libraries will provide more digital creation tools for students: green screens, recording suites, tripods, 3D printers, recharging stations. TLs will make greater use of the students' own portable hardware. Library databases and search engines will become a first port of call for information. They will consciously exclude content spam, and information returned will not result from geotagging or algorithms. (Abram, 2011).

Leader:

TLs are becoming leaders of innovation and learning.

In the current undulating landscape, TLs are becoming leaders of innovation and learning. No longer satisfied with their pre-renaissance role, they have begun conducting research into their impact on student learning by adopting evidence-based practice. They regularly evaluate their library programs against benchmarks and adopt innovative strategies informed by local and international research. (ASLA 2002). Although currently in an advocacy phase where they are often required to articulate their role to colleagues and superiors, they are driven by the belief that libraries play an instrumental role in student education.

TLs heed ASLA's mandate to provide "transformational leadership". Their interactions are not transactional, like an information exchange with Google or Bing (Abram, 2011), but instead aim to transform the student into a responsible user of information.

The trend towards constant reflection has taught

TLs to use both microscopic and macroscopic vision, enabling them to embrace the digital revolution, with all its promise and challenges. They have become pioneers, advocating the use of ICTs and often energizing the staff. Their own journeys to position the school library firmly in the twenty-first century have seen them delve into professional networks, collaborating and accumulating knowledge from around the globe. They can relate to the 'digital immigrant' and often arrange workshops for tech-resistant staff to build their confidence. They value lifelong learning in the face of evolving technology, recognizing that the boundaries for information management will continue to be pushed. (Combes et al, 2011).

TLs often enhance the role of the principal by innovating, taking risks, showing initiative and being willing to help and collaborate. TLs are becoming freedom fighters, drawing attention to equity and intellectual freedom issues. (Valenza, 2010).

TLs are venturing out of the library. They are no longer tucked away issuing books, but have a newfound confidence within the school community. They have formed strong opinions and are thought leaders. They may be swimming upstream but, with their Leonardo-esque ability to see the bigger picture, they know that their students are worth the fight; that the long-term benefits of this library renaissance far outweigh their present difficulties.

So, what will the future vision of this leader encompass?

Truthfully, the sky's the limit.

...the renaissance teacher librarian will pioneer new liberties for the human spirit in education.

The inspirational Anne Sullivan said: "Every renaissance comes to the world with a cry, the cry of the human spirit to be free." Perhaps libraries were ready for a renaissance. Perhaps the staid, musty chamber, punctuated by *shushes*, had lost its ability to connect with the inquiring heart of the twenty-first century child. And perhaps the renaissance teacher librarian will pioneer new liberties for the human spirit in education.

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Library Officer Day 2014 *Touching the Technology*

WASLA provides professional development and networking opportunities to all school library staff, whether professional, paraprofessional or clerical, in government and non-government schools. We are based in Perth but serve library staff throughout Western Australia.

When: Friday 10th October 2014
Time: 8:30am – 3:30pm
Where: **Sevenoaks Senior College, Cannington**
Cost: (includes morning tea, lunch and support materials)
WASLA members \$77 (including GST)
Non-members \$100 (including GST)

This is a fully catered event with keynotes and presentations by some of the most respected professionals in the field of Library and Information Service in WA. We hope to encourage and inspire you to maximise your own professional learning.

Note: Please advise on your registration form any special dietary requirements.

The program will include:

- **Collaboration Tools**
- **Resource Selection Strategies**
- **Library Promotion Ideas**
- **Google Now**
- **Union update**

For further details please email:

Val Baird vbaird@iinet.net.au

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Registrations:

Phyllis Paioff (Executive Officer) wasla@wasla.asn.au