ic3

Information
Collaboration
Communication
Celebration

In this Issue:

School Library Conference WA
A wealth of experiences from the delegates.

Investigating the Australian Curriculum

ETA and Reading Matters conference reports
Brenda Clover and Judi Jagger

Being in school libraries: challenges and successes

ICT Future Trends
Article by Valmai Baird

WASLA updates

Reconciliation Week displays
and much more!

School Library Conference WA 2011: Vision, Innovation, Action

Editorial

There's an old curse, "May you live in interesting times." It seems that we as Teacher Librarians certainly ARE living in the most interesting of times these days, but working together, as TLs are wont to do, we can hopefully turn the curse on its ear and make the interesting times positive ones.

With the release of the findings of the Parliamentary Inquiry into school libraries, a whole new opportunity for advocacy and leadership in education presents itself. School library staff can use the findings of the Inquiry to support their goals, particularly by showing current evidence that suggests qualified TLs in every school improve literacy of all kinds. As the Australian Curriculum comes into effect, there are even more opportunities for TLs to guide and lead as experts in cross curriculum knowledge, supporting and assisting teachers to implement the new requirements.

With trials come opportunities — the School Library Conference held at Santa Maria College on 10-11 June showcased the great work being done by library staff in our schools, and supplied much inspiration and food for thought on where to aim next, with the ever-increasing impact of technology. The prevalence of ICT could be seen as a threat to our profession, but with the right attitude, TLs and libraries can move forward to become an even more crucial hub of the school by incorporating ICT into our systems and learning how to utilise the technology to support our own agenda — literacy for all.

Tehani Wessely
Editor

Contents
Vol. 1, No. 2, 2011

School Library Conference WA
10-11 June, 2011
Santa Maria College, Attadale

A Library Officer's perspective on the School Library Conference

As the only staff member in my school library, I gained a considerable amount of information and useful ideas by attending the 2011 School Library Conference at Santa Maria.

It was the first time I have been to this conference and the sessions I attended were very useful in order to help continually improve our school library. I attended the concurrent sessions:

- Refurbishing your school library — have your say
- Keeping in line with technology
- Libraries and portable technologies

These sessions were helpful, insightful and thoughtfully presented. As we all are trying to keep pace with the ever-changing digital age, being able to find out what is or isn't working at other school libraries is of great assistance. Opportunities to ask questions and share our own ideas were welcomed and appreciated.

Keynote addresses by Associate Professor Rufus Black, Tom March and John Marsden were, I believe, of value to all.

Throughout the two days I was able to discuss with Teacher Librarians, Library Technicians and Library Officers about a myriad of issues that affect all of us no matter what our roles in the library are.

I enjoyed the bus tours to Servite College, UWA Science Library, Trinity College and Corpus Christi College. It was a fantastic opportunity to see what has been achieved through renovation and/or interesting ideas. I am very appreciative of the effort taken by the staff at these libraries so we could come and see the wonderful learning spaces that have been created.

I have lots of ideas to take home to my library and disseminate to my fellow staff. I have met many new colleagues and am inspired to go forward with confidence to bigger and better things within my school library.

I would like to thank the combined AISWA Libraries and WASLA committee who organised this wonderful event, as well as the presenters and trade show exhibitors.

Helen MacCue
Coodanup Community College

John Marsden's Keynote speech — my highlights, via Twitter (#slcwa2011 #johnmarsden)

- Teachers need to be adventurers!
- Any interruption to routine is a plot
- The search for truth is a plot
- Changes in status is a plot
- Plot is about solutions to problems
- Children should OWN language. It belongs to them and they can make it do what they want it to.
- We need to surround our children with rich language
- Two minute writing lesson: 3 boring sentences on the board. That's a "D". Identify nouns and pronouns. Then we need to replace nouns with better identity words. Then do the verbs and replace with higher energy words.
- Be specific, detailed, use high energy verbs. John Marsden's secret to good writing!

Tehani Wessely
Kolbe Catholic College

John Marsden's Writing and Storytelling workshop

A very appreciative audience enjoyed the experience of learning some narrative writing techniques from someone who is both a master storyteller and a great teacher. John Marsden engaged, entertained and offered practical, useful tools for teaching story writing. Jo Critch of Aquinas College offers her notes from John Marsden's session.

"We tell stories every day — we call it conversation." John Marsden, SLCWA2011, 11 June, 2011.

John suggests there's great inspiration to be gained from the TV show Whose Line Is It Anyway? (check out YouTube for some examples — some more appropriate than others!) and Keith Johnstone's Impro books [http://www.keithjohnstone.com/main.aspx?id=59]

Activities

Students work in pairs for activities 1 and 2— A and B. Get them standing — it changes the whole energy of the room!

1. A starts story and teacher calls 'change' - B takes over story and continues until 'change'

2. A starts a 'Once upon a time story' or a fairy tale and B interrupts with:
"No — he/she/it didn't — do that/go there/say that/ wear that'. A has to continue story with the story on that basis and find a substitute for what has been disputed.

3. Team game — role play situations without using words containing the letter "a". If the letter "a" is used, the player is buzzed out and next person in

team takes their place. Example scenarios:

- An umbrella seller is confronted by a customer who has purchased an umbrella that is defective.
- A lighthouse keeper is retiring after 40 years in the job and the new lighthouse keeper arrives and is given instructions on the job.

John's observations on this:

- Everyone in the audience is a genius and performers are "rubbish" until they have a go!
- The player who just gives it a go is more appreciated that the ones who stands and thinks and uses monosyllabic conversation and is too careful.

Writing stimulus:

1. Write 3 sentences describing the river without using the letter a.

John's observations:

- element of challenge is always good
- letters a and s are best for this.

2. Translate this (poem in a made up language) to English

Kara sprajada omon.
Je warken ava abey
Bow nardon from aman,
Ig warka ta vasa kay.

Keynote presenters John Marsden and Tom March

3. Write your life story (or history of the universe, or history of Australia) in fourteen words.

4. Write the story of the death of an animal — no word can be longer than four letters.

5. Write story where consecutive words start with the same letter as the one before it eg:

ss tt ff oo
Short stories take time for funny things to occur on ...

6. Write a story where every sentence starts with the next letter of the alphabet.

In closing:

After these stories are read out it is interesting to get the students to point out which writing has style — they will spot it and learn from it.

When students read out their stories make sure that they DON'T:

- apologise for their work before or after they read
- have back to the audience ie — don't face the teacher and back to class
- touch their face / cover their mouth while reading
- sit — must stand to read.

Jo Critch
Aquinas College

◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇

Claire Bentley shares her thoughts on her conference experience:

I enjoyed the keynote speakers, although if truthful, I was a bit puzzled by Rufus Black on the Friday evening — got lost for a while there!

However the best part for me were the three concurrent sessions I went to.

My first was with Cathy Scott from SIDE. Cathy spoke about how SIDE is using e-books for her students both in Australia and overseas. She made me start to feel less daunted by the prospect of using these in all levels of schooling. Cathy gave us some really good sites to look at and I am doing that now! She even added a few family snaps to keep us interested.

My second session was with Sandra Naude from St Hilda's who gave us insight into how involved the library can be in implementing all types of technology. I felt very enthused to form a committee at school to promote all we heard about with my curriculum leaders back at school. She also gave us a look at parts of her library and how the spaces are being used. The idea of having the technology (and Sandra talked about many different types) and sharing it between departments so it is fully used appeals to me too.

"Let it go Lindorff" spoke about how he uses iPads in his school. It was a simply told, clear and quite uplifting look at what you can do with the new technology that seems to be rushing upon us. Greg pointed out that we do not have to know how everything works, the students will work it out way before us, and that sometimes we just have to let our old ideas go and look to what is available on whatever technology we are using. I really appreciated Greg's notes too, as I was able to go over what he has told us and have already loaded on some of the recommended apps.

I would like to acknowledge the work put into the sessions and thank all of those who presented. I hope that there might be presentations from sessions uploaded to the website so that we might be able to get an overview of the many sessions run concurrently that we couldn't attend.

Lastly I loved the Aboriginal dancers, the musicians, and the drinks and delicious food we enjoyed on Friday, allowing our networking to begin in earnest.

A huge thank you to the committee for enabling a very successful conference.

Claire Bentley
St Stephen's Carramar

Gary Green's Thinking Frameworks:

How can we go about building a more inclusive and diverse culture of thinking within our roles as teacher librarians?

Key assumptions:

- Frameworks need to be as much about extension as they do in support for learning.
- Frameworks need to cater for a range of thinking, and not be restricted to the analyzing and evaluation of information.

- They need to have a capacity to honour what the students bring to the learning. (Prior knowledge) Thinking frameworks need to be used as generators of creative thought and we should devise others apart from brainstorming, which tends to be over used in classrooms.
- Brainstorming is a valuable tool for enabling the free flow of ideas and information. However, depending on the task, can we be doing more with this original flow of ideas to transform the thinking to a higher level? For example, using a mind map or Placemat, Lotus diagram to extend the thinking from a brainstorm into something more challenging?
- Note making is a focus of much of what we do in schools but have we really internalized what we are doing here? Are we really 'making notes' or are we teaching students to paraphrase and acknowledge the source? To move on from note making we need to look at sentence structure and vocabulary as key components in guiding students to move away from paraphrasing and to really internalizing their thinking and understanding. Selecting an appropriate framework to assist in this process can be crucially important.

Process of developing frameworks:

- Creating a 'toolbox' of thinking frameworks using Blooms as a carrier for the types of thinking we require:
    - Remembering
    - Understanding
    - Applying
    - Analysing
    - Evaluating
    - Creating
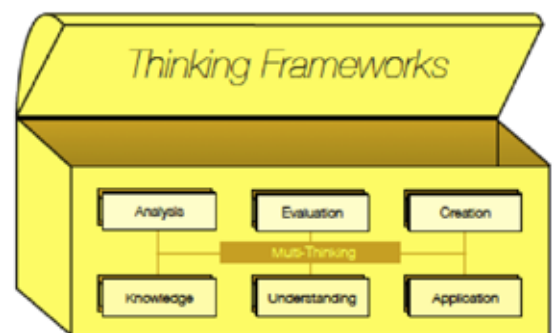
- Devising or selecting from an existing range of frameworks so that they appeal to a broad range of different learning areas.
- Restricting the number of frameworks initially so that it is easier to build awareness and understanding within learning areas.

Implementation and embedding into the school culture:

- Creating templates so staff can use and adapt them quickly and easily for their respective tasks.
- Running staff development PD on the toolbox and showing them how the frameworks can be adapted to suit their specific purposes.
- Making frameworks available to students to access from library's web page.
- Auditing the overall use and implementation of the frameworks at the year's end.

Gary Green
Presbyterian Ladies' College

SEE MORE OF GARY'S GREAT WORK AT THE MEMBERS ONLY SECTION OF THE WASLA WEBSITE

The recepients of the WASLA scholarships to attend the conference share their thoughts on the event:

While my library is being reconstructed, I have been relocated to the staff room at school for a couple of terms, hence the need to attend the WASLA conference and visit some wonderful school libraries for ideas and inspiration. I sincerely thank the WASLA committee for the scholarship to attend a wonderful and very informative conference.

I think this word wall recently made at Corpus Christi and admired by all of us on Friday's tour sums up the wonderful world that libraries offer and I was blown away with this idea.

John Marsden — what more can I say. He is such an inspirational man and I greatly enjoyed his keynote address on "Understanding and improving language and communications" and was fortunate enough to attend his "Writing and Storytelling' workshop.

One of John's techniques to inspire students to write was to write a sentence using the first same letter twice. I have used a version of this, with the title of his book, Tomorrow when the war began, to describe the 2011 WASLA Conference.

Terrific times
Wonderful, warm
Tremendous technological
Wholehearted weekend
Beneficial, brilliant.

Thank you to the conference committee for a wonderful event. I was inspired, I interacted with new ideas, new technologies and many many wonderful library staff.

Karen Wahlsten
Merredin Senior High School

I was so excited when we found the flyer asking for applicants for the WASLA scholarship to attend the conference. I say "I" but in reality it should be we. By receiving the scholarship we were able to ensure that all of our library staff (teacher librarians and library officers) could attend the conference for the first time ever, and in fact also include a library officer from the other local high school as well. Short flights and long drives later we all arrived in time to attend the secondary bus tour on Friday morning. With both of our schools currently undergoing some renovations this was a fantastic opportunity to look at colour schemes and furniture, workspaces and clever layouts. We have not stopped looking at catalogues and paint charts since!

The evening keynote by Associate Professor Rufus Black was, for want of another word, mind boggling. His discussion of the physical use of space and material to accommodate learners and the careful planning used to design his library was incredible. Other concepts such as librarians being custodians were challenging and at times quite abstract. Needless to say by time he had concluded my head was spinning with possibilities and well ready for the cocktail reception which followed.

Day two of the conference began on a high with Tom March's presentation. He was, as always, entertaining and practical with his view of digital learning. I left feeling a great impetus to throw the library "head on" into leading the charge to incorporate digital technologies as soon as possible. The idea

that we missed our first opportunity to become leaders within schools and get students and staff excited about possibilities, and Tom's discussion on why now is the time to try again, was at times a little scary, but mostly a challenge for our library community to sink our teeth into.

Between the five of us we managed to attend almost every session available with each of us walking away feeling we had learned or reaffirmed something integral to our work. For us, the availability of our peers to share what they are doing in environments very similar to our own is the highlight of the conference. (Although for me personally attending the workshop session on writing and storytelling run by John Marsden was pretty hard to beat.)

One of our teacher librarians, Jennifer Jackson, won a voucher to spend at the Book Café, which is fabulous. Particularly since booksellers both on the bus tour and at the trade exhibition must have grinned when they saw us coming!

As we piled our goodie bags into the back of the car and packed for the trip home, the motel room was abuzz with discussions on what we had learned and what we were going to do when we got home. Quickly followed by the sound of snoring.

Thanks so much to WASLA not only for the conference but for the opportunity to expose our entire library staff to what is, traditionally, one of the highlights on a teacher librarians calendar, but for making it accessible to country based libraries by offering the scholarship.

Nicky O'Brien
Albany SHS

◇◇◇

I arrived on Friday morning fearful, nervous and excited about what lay ahead for me at the Library Conference. After all I was an English Teacher masquerading as a Teacher Librarian, and the thought of fitting in or understanding the concepts and ideas was daunting to say the least.

First hiccough; name badge not on the table. Gripping doubt, maybe it was a sign that I really wasn't meant to be here. But situation resolved quickly, efficiently and pleasantly (three words that are clearly representative of the organisers of the conference).

Breakfast was lovely. Good food, great company, moving book launch and the forging of a friendship that is destined to be lasting. The library tour filled me with enthusiasm and ideas (have already begun planting the seeds of change in the principal's mind). I witnessed amazing libraries with awesome equipment and ambient areas.

Saturday was filled with the logic of Tom March presenting a clear idea of education in the 21st century. Both inspiring and interesting; a speaker who left me with a sense of "I can do that" and a sensible look at my profession. James Roy delighted me with his passion and humour, taking me back to seminal book moments in my own life. He also ignited a spark in me about the influence I would like to have in my students' reading lives.

In the informal ideas workshop after lunch, I listened intently to those who motivate their students to love and consume literature and surprisingly was able to contribute a little, using experiences and activities that have worked with reading as an English teacher.

Last but not least, John Marsden, who made us step out of our comfort zones, to participate in activities I would ask my students to willingly engage in. It was a fitting, funny end to an exhausting few days.

I left the conference with a new found clarity about what I wanted to be in my role in the library and how I wanted to interact and provide a resource to my colleagues. I think the mask has slipped and I am beginning to make the position my own.

Anne-Marie Strother
Georgiana Molloy Anglican School

The 2011 School Library Conference, WOW, what a fantastic event. As a first timer to the conference, I wasn't entirely sure what to expect but was very impressed with every aspect of the two days from the venues and guest speakers, to the trade displays, tour and endless supply of coffee and cake. Although a cold and blustery morning, the breakfast book launch at The Boatshed restaurant was a great way to start the conference and an opportunity to meet other participants. A substantial breakfast was followed by the launch of Sally Morgan's "My Country" where her daughter Ambelin Kwaymullina spoke about her family ties with the Pilbara region and how her inspiration to write and draw comes from her strong identity with this area and her Aboriginal heritage.

A very practical aspect of the conference was the primary bus tour. It gave attendees an opportunity to see what other library staff are doing in their schools. The visit to SIDE (Schools of Isolated and Distance Education) was very interesting revealing a little known fact about the number and types of students the library offers services to. I was impressed to hear that 3000 students use this library! The Grove Library, another we visited is simply amazing. A fantastic example of how a public building can incorporate environmentally sound practices in all aspects including design and function.

I particularly enjoyed John Marsden's keynote speech, an author I knew little about other than the fact that he has written so many fabulous books for young people. I found him to be both entertaining and offered food for thought on a number of topics. I left the trade hall armed with books, brochures and most importantly plenty of new ideas to implement in my school library on Christmas Island.

Conference convenors Robin Wake and Barbara Stout and their hard working committee are to be congratulated on the outstanding conference they put together. Thank you very much to the committee, Santa Maria College for providing a beautiful venue and WASLA for giving me the opportunity to attend. I look forward to returning in 2013.

Kathryn Hicks.
Christmas Island District High School

Photo credits: Thank you to Harris Allen, Brenda Clover, Lise Legge, Greg Lindorff, Alexandra Oudejans, Tehani Wessely

In the beginning, we thought it would all fall from the sky and that we would be accessing resources everywhere. Collection mapping would be a breeze and the booksellers and publishers were knocking at our door already.

Then we discovered, by listening and talking to our colleagues, that we were in the unique position of knowing more about the Australian National Curriculum than many of them.

Why was this so? Teachers had not had the time to explore, or have the discussions, or read the journals we had. They were burnt out from implementing courses of study. Some did not know there was a website. We were already familiar with ACARA, Australian Curriculum Assessment and Reporting Authority, in relation to the NAPLAN support and Literacy and Numeracy committee work that we do. We also refer to the ICT National Assessment Program in our role as ICT mentors.

Curriculum leadership is one of our major roles here at Churchlands. Each Teacher Librarian has committees allocated to them in their roles and chair those that involve aspects of curriculum, such as Literacy and Numeracy, Curriculum, and Curriculum—ICT. So the question for us was never WOULD we do this, but HOW and WHEN. Teacher Librarians need to support staff on their Australian National Curriculum journey.

The timing was wonderful; our professional association provided professional learning for us with a walk through the website. This allowed us to be in the position to go back to our admin team and say, "Yes we will present a session for whole staff on how to navigate through the site and what is it all about."

Since then we have subscribed to the ACARA Updates e-newsletter that informs schools of the latest developments. If you do nothing else in your school at least do this.

We have found that publishers have been much slower at producing the "online textbooks" than we expected. Digital resourcing can be found on Scootle, which is the new name for Learning Federation. Make sure that your staff know how to navigate through this and the many wonderful links that can be found there to other sites. The History Teachers Association also have produced some great support documents, and hopefully other associations will soon as well.

We find we are spending more time supporting colleagues. This can be on an individual basis, learning area or within our Professional Learning teams structure. This has a great flow on to collaborating within the classroom and saying 'Hey we helped you with this, now let us into your classroom."

Our experience is one of good luck and timing, and then hard work in marketing this role to all in our school. This is a role we have selected in our school. Not everyone may choose this path, however, to support teachers with their teaching and learners with their learning you need to be familiar with curriculum and the cross curriculum capabilities fall nicely into our laps as Teacher-Librarians. We need to have the conversations and then get in there and teach this, as we have the knowledge of these capabilities and how they go across all learning areas.

It won't happen overnight, but it will happen! So get subscribed to the newsletter, get staff looking at the websites! Yes there are two! Read the Melbourne Declaration on Educational Goals for Young Australians. Tom March, who was at the recent School Library Conference has a link to this on his site and a nice summary for you to share with your staff.

A group of TLs got together at the conference and we are compiling an email list of interested TLs who would like to work together and keep each other informed. Please feel free to contact Sally at Churchlands, or Dee Cunningham at St Stephens Duncraig.

Sally Morris, Jane Price, Jeff Herd
Churchlands Senior High School

Revisiting, reviewing and looking ahead:
Tls, education and the state of the nation

On 2 April, 2011, WASLA had a wonderful professional development afternoon, ably hosted by Maree Whiteley, who has been a member of the History working party for the Australian curriculum. The focus of this half-day session was the new history curriculum and the TL's role in resourcing the curriculum while also providing curriculum support. Emphasis was placed on the generic skills that form part of the information literacy continuum and how TLs should be looking to embed these into curriculum programs with teachers.

It was noted that the Australian curriculum mentions digital literacies and using a range of "communication technologies [to] facilitate a collaborative approach among students." Students will also "develop ICT competence as they learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information at school, at home, at work and in their communities." While these are mentioned in the curriculum documentation there appears to be little detailed explanation of what these digital literacies are or what ICT competence actually means. Explanations remain at the general level and include the following under the ACARA general capabilities.

Students develop ICT competence when they learn to:

- *Investigate* with ICT: using ICT to plan and refine information searches; to locate and access different types of data and information and to verify the integrity of data when investigating questions, topics or problems.
- *Create* with ICT: using ICT to generate ideas, plans, processes and products to create solutions to challenges or learning area tasks.
- *Communicate* with ICT: using ICT to communicate ideas and information with others adhering to social protocols appropriate to the communicative context (purpose, audience and technology).
- *Operate ICT:* applying technical knowledge and skills to use ICT efficiently and to manage data and information when and as needed.
- Apply appropriate social and ethical protocols and practices to operate and manage ICT.

As TLs we need to work on sending out several messages to our school communities:

- The new curriculum requires some specialist resourcing.
- Returning to a content-based curriculum that is heavily dependent on textbook learning and testing does not give students the necessary skills to cope with the wider world after school.
- Information literacy is a concept that includes all other literacies including traditional literacy skills.
- The acquisition of information literacy skills is an ongoing process that is heavily influenced by developments in technology which continue to alter and expand the information landscape.
- Traditional literacy skills require a reading maintenance program that should be expanding students' understandings of the world around them while continuing to develop their literacy skills.
- Making assumptions about students' skill levels when using technology is a huge mistake, since technology is not an educational solution, it is simply one of a number of toolsets teachers use to create opportunities for learning.

As part of the discussion about information literacy and the role of the TL, delegates received an Information Literacy chart. This is provided as a pullout in this issue of *ic3*. It is not a document that is lodged in stone. It is a working document that you can use as a starting point. Use the pullout to create a series of posters and place these around the school where teachers, students and school admin will see them — always include the link back to the library with your library logo and/or email address. You can also pull out some of the sections and elaborate, then post these on WATLnet for members to share.

Barbara Combes
WASLA President WA Operations

ICT (Information Communication Technology) Future Trends will mean different things to different people. So we should start with what we consider the definition of ICT. This term has been used in education circles for many years, with it including all aspects of the computing infrastructure — all the actual computers together with the cables and connections to servers and printers and access out to the Internet. The communication aspect was important, as the communication links to the alternative computers, whether they be in house or external was a large component to the workings of the whole. Included in this as well, was the curriculum implication, and this still holds true.

Today, however, whenever we think of computers, we automatically assume there is connectivity to the internet, and it has become so seamless that in many forums, how that happens is not considered important. For many users, it may be the knowledge that the computer has wireless capabilities, but not that there needs to be a modem somewhere to connect the internet-ready computer to the outside world. Of course this is considering the workplace or home — when it comes to being elsewhere, many of our students will be connecting with 3G or 4G technology through their mobile devices, also without thinking about how it operates. It just is!

Hardware Options

The hardware is becoming smaller, the software smarter, and the cost cheaper. This is the good news. When replacing a three year old computer today, options include two to four times as much hard drive space, two to three times as much RAM, smarter software, and at half the cost.

Laptop programs, iPods, iPads and Kindles are terms that are being used and included in classroom and library programs. This is a growth area, and although Apple has performed amazingly in the market place with its delivery of iPhones (over the last few years) and iPads, over the last year, the Android market has also gained momentum. The available options are growing. Decisions on tablet purchases might be just as hard to make as those regarding e-book readers, where each alternative reader has its strengths and weaknesses and there is no one stand out that we can say, yes — that is the best option.

The Classroom

The changing face of the curriculum, with the national focus and attention to testing, may be dampeners, but will not stop the changes that we see happening in schools. Some of the most recent articles available online have included the fact that rather than saying no to having mobile phones and other devices bought to school and into classrooms, schools are at last recognising that these are potentially useful tools, and should be an adjunct to other electronics. An article in *The Age* last month identified a school in St Kilda that was not only allowing students to bring their mobile phones to school but outlined various examples of their use in a range of subject areas. [http://www.theage.com.au/national/education/school-principal-answers-call-to-ditch-mobile-phone-ban-20110529-1faxl.html]. A similar article in *The Australian* discussed the same issue in the workplace, where employees were permitted to link their mobile phones and other mobile devices to the workplace

network, and stated that it had implications for security for employees leaving with work-related data on their machines. Software is being developed to organise the removal of said data if the employee was to leave. The article related this trend to the Gen X and Y phenomena with their "plugged in" style. [http://www.theaustralian.com.au/australian-it/the-era-of-byo-devices-is-here/story-e6frgakx-1226074439837?referrer=email&source=AIT_email_nl&emcmp=Ping&emchn=Newsletter&emlist=Member]

The Software

Not only hardware needs to be considered when thinking about ICT Future Trends, but the software, and the applications for that software. Cloud services are on offer, and could be an alternative to traditional storage and traditional software applications. For schools, software costs are not prohibitive, but the option for easy collaboration is a solid point towards using alternative online software options. Google and Microsoft have products suitable for use in this area, with the Apple iCloud now available in the US as well [http://www.apple.com/icloud/what-is.html].

Basically, these services allow users to access software and/or storage through a sign up — with Google it is a gmail account, and there is a suite of products available including word processing, spreadsheet and presentation software (collectively known as Google Docs). These can be shared with identified parties, for example each member of the team working on a project, and/or the staff member responsible for moderating and marking.

Are we prepared for these possible changes? How can we be prepared? How best to exploit the technology to ensure that staff and students make the most of the software and hardware available? Students will bring their technology, and technology experiences, to the classroom. Is it time to have a conversation at your workplace about what might be allowed in the school bag, rather than what is not allowed, as per the St Kilda example? There will always be the sceptic, the person whose glass is half empty, but we need to position ourselves to be ready to build on the skills the students bring with them. What are they doing in their free time, on their electronic gizmos? Is it an iPad/iPad 2/iPod/PSP/mobile phone? Are they connected to it during school hours? Do we want them to be? On our network? Or a paid network from home, for example 3G or 4G?

The curriculum

When we consider the curriculum, we are considering not only what the learner needs to be taught/needs to know, but also the delivery method, and the experiences which will value add to the students' understandings of the content. Curriculum design allows us to sequence the content within a rich framework of experiences for the students, and as teachers, we need to integrate the technologies, and the use of them, into the learning and teaching. Not only is it difficult to know what to consider with the hardware market, schools are also waiting to see what is taking place with electronic curriculum content — e-texts.

The technology

Many new electronic options have also emerged as options for the home, and some of those are probably as yet, still too expensive — 3D TV for example. As we consider what is going to happen in our classroom, or what could happen in our classroom, we need to be sure we have designed tasks that will exploit the electronic items sitting in those school bags or pockets, and are not wasting the opportunity freely available to us in their use.

Valmai Baird
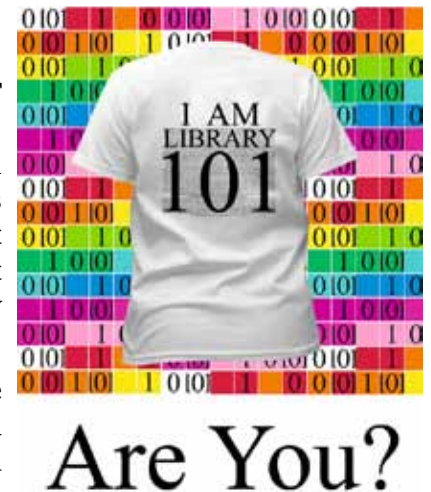
Some of our challenges...

Implementing a new laptop policy — while laptops are wonderful educational technologies, they can pose challenges as well.

Encouraging the use of non-fiction print resources in a Years 7—12 one-to-one laptop school. Bulk loans to classes ad nauseum has reminded teachers of the need for non-fiction books as kids are getting off their bums and going to the trolleys.

One-to-one laptops only being used in class and library means students flood library recess and lunch, purely to be able to sit and use their laptops, crowding out all other library users. They are working but not using the library. Really difficult dilemma in managing the crowds and increasingly different users of library.

Forever interruptions — ever feel like you just can't finish a job because of "Miss, could you please..." or "I'm looking for a book on..." or "Quick, I need some help with this class!" and so on? Sometimes it feels like the daily schedule is more interruptions than work, but then, isn't that half the fun?

Staff asking if there is a need for libraries still and trying to be polite and encouraging despite the rude thoughts in your head!

Needing to buy some technologies — just to keep up with everyone — but then finding they are not as useful or desirable as people thought they were going to be. You often have spent some serious money to find this out — people need to play and use IT themselves and not just read reviews.

Some of our successes...

Students and teachers sharing their love of books, making "literary hearts'" for our I Love Reading display.

The paper dolls that link arms all around the library and are decorated and coloured to represent interesting book characters — kids love these!

Creating a comfortable "reading room" — bean bags and a puzzle table are rather inviting.

The student dashing up to tell you how much they loved the book you recommended and where can they get another like it!

SCHOOL LIBRARIES IN THE 21ST CENTURY

Having chicken incubator and hatchery of 12 chickens in senior school — just for the hell of it. Allowing holding of and photos with chicks. Biggest public relations win ever. Next having ducklings, the snake man and other experiencal learning type events.

Ensuring we have a fiction, non-fiction and event display on concurrently. Everyone has commented how fantastic library looks.

Revamping magazines and buying 40 new titles and putting them on wall in clear hangers.

Buying some three seater lounges for reading area and making the place look "homey".

Putting coloured slip chair covers over old chairs — changed an area overnight for minimal cost.

Buying ten chess sets and putting them out on tables. Immediately, one class area full every recess and lunch with new and experienced chess players.

**Thanks to Marie Grech and Bernadette Greene
for contributions.**

WASLA Recommends…

WOW Websites

Twurdy
Identifies the reading level of websites with colour coding.
http://www.twurdy.com/

Free technology for teachers,
A blog by Google certified teacher Richard Byrne showcasing brilliant online material, vetted by a pro. Add it to your RSS feed today!
http://www.freetech4teachers.com

Qwiki
A multimedia encyclopedia containing more than three million entries.
http://www.qwiki.com/

Quicklyst
A tool for taking notes and creating outlines.
http://www.quicklyst.com/

PD & Advocacy

What do TLs Teach? poster
http://www.flickr.com/photos/78154370@N00/5761280491/

100 things to do with books
http://www.listology.com/list/100-things-do-books

Keeping up with the technological revolution
http://prezi.com/qwcim22gcjcb/top-10-bright-ideas-keeping-up-with-the-technological-revolution-building-your-pln/

Teens who read for pleasure are more likely to have professional careers as adults than those who don't crack open books for leisure
http://www.slj.com/slj/articlereview/890530-451/teens_who_read_for_pleasure.html.csp

Top Tip — Staff loans in staffroom (Marie Grech, Newman College)

Do your staff complain they don't have time to come to the library for their own pleasure? Why not go to them?!

Staff are reading a more diverse range of books because of increased variety outside comfort zone that we choose for display.

Very minimal work required. Books go on display with a slip they fill in with their name and barcode and title of book. Slip is put in library pigeonhole when borrowed from stand.

The stand is refreshed with books every ten days with fifty books.

Postcrossing
evaluated by Bernadette Greene

Postcrossing.com exists to connect people internationally, encouraging them to feel the simple joy that hand writing and receiving mail can bring, in this technologically driven world. The goal of the project is to allow people to receive international postcards. It works simply, with users requesting an address, mailing the postcard, receiving a postcard and registering it in the system. The user will in turn receive a card from somewhere around the world. It can be a lot of fun and offers insights into different cultures via the images and inscriptions sent. While it does not provide networking and chat facilities like most social network sites, users can have discussions via a community forum and send messages to each other through links on public profiles. Postcards can be sent by requesting a direct swap, or through the random address system.

Teachers and librarians are already using Postcrossing. These include a librarian in Beijing creating a postcard display, a school in the Netherlands wanting to teach its five year old students about how other children live, a teacher in Finland wanting to inspire her students in geography and foreign language, and a European librarian wanting to learn about plants and birds. Postcrossing can be used as a tool to teach curriculum. According to creator, Paulo Magelhas (2009), Postcrossing helped his students learn that different cultures, languages, thoughts and ideas are what 'makes our world more fun!'

The Australian School Library Association (ASLA) states in its 'Standards of Professional Excellence for Teacher Librarians' (2004), that they must foster specific programs in their schools. This means creating and nurturing an information-rich learning environment, providing access to resources through well managed systems, appreciating the role of ICT in education and encouraging learners to read, view, listen and respond for understanding and enjoyment. Postcards can inspire students. They can become hands on, current and topical resources for curriculum studies and a point of reference in libraries. Literacy skills can be practiced as international networks are created. Class groups will enjoy the time spent writing postcards as a group. Most importantly, the library run Postcrossing program can create a feeling of community, as the anticipated collection becomes a common goal.

Working with Information

Being able to:

- locate information using a range of sources and delivery modes;
- authenticate/evaluate information (establish authorship, veracity, relevance)
- skim and scan;
- make notes;
- reference (intext and end of text);
- understand and use information appropriately, legally, ethically (copyright, plagiarism); and
- use a range of technologies to present information (consider facilities of technology, design, layout) in a variety of forms (visual, oral, textual, multimedia)

Information Literacy Skil
What are they?

Thinking Skills

Being able to:

- ask the right questions to begin an information enquiry;
- develop an hypothesis or line of inquiry;
- concept/mind map, establish scope of inquiry;
- source/locate information – primary, secondary, tertiary
- establish authenticity - bias, opinion, disinformation
- Interrogate - analyse, information – understand and make meaning;
- deconstruct information and meaning using a range of resources, tools, technologies;
- reconstruct understandings to develop new information-knowledge;
- substantiate/support your argument; and
- apply your understandings to create new information

Information Management Skills

Being able to:

- use a range of resources, formats and delivery modes (text, print, pictorial, oral, human, multimedia, online, electronic);

- use a range of information management tools and technologies (email, electronic file structures, indexes, contents, catalogues, databases);

- categorise, collate and store information for later use; retrieve information stored for later use;

- work collaboratively in a team, roles; and

- manage time, meet deadlines, create work schedules;

Is

- **Knowing when you don't know**
- **Knowing where to seek expert assistance –** Information Specialist/Teacher Librarian

Literacy Skills

- **develop/practise** language literacy skills **– reading, writing, viewing, listening and understanding**

- **develop/practise** online/digital literacy **skills - interrogating information on screen, iconic literacy, multimedia, Internet/network literacy, …**

- **develop/practise** visual/image discrimination **and interpretation, …**

- **develop/practise** technology literacy skills **- computer literacy, ICT literacy, …**

- **develop/practise** graphical interpretation**, numerical literacy, statistical literacy, …**

A trip to Melbourne on the cusp of winter is no hardship when the purpose is to attend the biennial Reading Matters Conference. Now firmly established on the booklovers' calendar, RM is a two-day conference devoted to the discussion of YA literature. Organised by The Centre for Youth Literature at the State Library of Victoria, it is traditionally held around the corner from SLV in, appropriately enough, RMITs Storey Hall. The formula is down pat, so there is so reason to change: small venue, therefore limited numbers (around 400) with no concurrent sessions. Everyone has the same experience and the opportunity to participate as it is very interactive. If you don't book early, you might miss out, and that would be a pity.

Each RM conference has an overseas guest or two, but the bulk of the program is a celebration of our home-grown talent. The 2011 guests were both from the USA: Cassandra Clare (*City of Bones* etc) and Newbery Medal winner Rebecca Stead (*When You Reach Me*). There is usually a dramatisation of selected works and a variety of formats maintain momentum. Panel discussions, 'in conversation' sessions, author readings and presentations all give insight into familiar novels, or whet the appetite to rush to the RM bookshop to stock up on new titles. Signing times are very generous and there is plenty of opportunity to mingle with the 'stars'.

It's always exciting to hear about works in progress and this year we were treated to readings from Markus Zusak and Karen Healey. While we will have to wait a bit longer, maybe 2012, before we can read *Bridge of Clay* and *When We Wake* (tentative title) respectively, both gave us an indication that these will be amazing books.

To go through each session would take more space than I have but special mention must be made of WA writer/illustrator Brenton McKenna whose graphic novel *Ubby's Underdogs* tells his grandmother's story in post-war Broome, and whose charm as a presenter rivals Markus Zusak's. He is a bright new talent who held his own with established names such as Melina Marchetta, JC Burke, Ursula Dubosarsky and Lucy Christopher. Other new talent included the effervescent Leanne Hall (*This is Shyness*) — I imagine that her warm personality makes her a hit on school visits. She even planked on stage. Award-winners Cath Crowley (*Graffiti Moon*) and Kirsty Eagar both lived up to expectations. Kirsty looks every bit the surfer — the lifestyle she has incorporated into both her novels so far (*Raw Blue*; *Saltwater Vampires*) is obviously written from experience.

In the well-provisioned breaks there was a chance to catch up with interstate colleagues and chat to other authors who were not on the program but who were attending anyway.

The schools' day before the conference proper was apparently very successful, and a pre-conference panel discussion about a favourite children's book was hilarious. Lawrence Leung and the Berenstain Bears (Asian style) will linger long in the memory.

SLV was also hosting the Look! exhibition. This travelling exhibition will not make its way to WA, sadly, but is a stunning catalogue of the best of our illustration talent, as are the Graeme Base *Waterhole* originals on show at SLV until August.

Reading Matters is usually well supported by WA delegates, and although I am not sure how many of us attended in 2011 there seemed to be a lot. You won't be lonely if you plan to go in 2013, nor will you be disappointed.

I have written more about Look! and Reading Matters on my blog 'Slightly Addicted to Fiction' which you can easily find on Google. Posts are dated 29 and 30 May and 1 June.

Judi Jagger
WA CBCA Book of the Year Awards judge
2009-2010

Images from the Look! exhibition, courtesy of the State Library of Victoria website: http://gallery.slv.vic.gov.au/look

Federal Government Inquiry into School Libraries 2011: what can you do?

1. Learn about the advocacy campaign at http://schoollibraries2011.wikispaces.com/

2. Become familiar with the campaign page on this wiki http://schoollibraries2011.wikispaces.com/campaign

3. Go to the Facebook page http://www.facebook.com/pages/What-a-difference-a-school-library-makes/120543444695337 and post a "remarkable story" about how you have made a difference to a student's learning.

4. "Like" the Facebook page to increase the social network statistics.

5. Become familiar with the eleven recommendations and see how you can introduce these to your principal through telling him / her what you actually do in the school library.

6. Decide how you can contribute to the elements in the recommendations.

7. Write a question or suggestion about the inquiry in the box.

8. Send a letter to your state government member in your local area.

9. Continue to read about the Inquiry and talk about it to fellow teachers. Keep abreast of what's important.

10. Share this information with another library practitioner.

Mary Hookey
President National Strategy and Policy, WASLA

"L" corner: learning, leadership, literature & leisure

Get your National Year of Reading 2012 merchandise here:

http://www.cafepress.com.au/NationalYearofReading2012

These high quality products are a great way to show support for next year's theme!

• • • • • • • • • •

While this great free service has been sadly discontinued, much of the content amassed by CMIS Evaluation is still available and worth looking into. For example, the *Focus on Fiction* section has fantastic links to learning resources on authors, book awards, genre studies and much more. Get in and check it out before it disappears!

http://www.det.wa.edu.au/education/cmis/eval/fiction/index.htm

• • • • • • • • • •

Make yourself jealous by checking out these fabulous library photos:

http://blog.shelfari.com/ronbrinkmann/2009/08/gaimans-bookshelf-details.html

http://www.oddee.com/item_96527.aspx

http://www.sheilaomalley.com/?p=5729

Teachers make a difference!

The dinner guests were sitting around the table discussing life.

One man, a CEO, decided to explain the problem with education.

He argued, "What's a kid going to learn from someone who decided his best option in life was to become a teacher?"

To stress his point he said to another guest; "You're a teacher, Bonnie. Be honest. What do you make?"

Bonnie, who had a reputation for honesty and frankness replied, "You want to know what I make?"

She paused for a second, then began...

"Well, I make kids work harder than they ever thought they could.

I make kids sit through 40 minutes of class time when their parents can't make them sit for five without an iPod, Game Cube or movie rental.

You want to know what I make?"

She paused again and looked at each and every person at the table.

"I make kids wonder.

I make them question.

I make them apologize and mean it.

I make them have respect and take responsibility for their actions.

I teach them to write and then I make them write. Keyboarding isn't everything.

I make them read, read, read.

I make them show all their work in math. They use their God given brain, not the man-made calculator.

I make my students from other countries learn everything they need to know about English while preserving their unique cultural identity.

I make my classroom a place where all my students feel safe.

Finally, I make them understand that if they use the gifts they were given, work hard, and follow their hearts, they can succeed in life."

Bonnie paused one last time and then continued.

"Then, when people try to judge me by what I make, with me knowing money isn't everything, I can hold my head up high and pay no attention because they are ignorant.

You want to know what I make? I MAKE A DIFFERENCE.

What do you make Mr. CEO?"

His jaw dropped, he went silent.

Teaching is THE profession that makes all other professions possible!

WAYRBA display from Chisholm Catholic College

In our libraries...

WAYRBA (Western Australian Young Readers' Book Award) is a readers' choice award, organised on a statewide basis for young readers.

For information, visit:

http://wayrba.org.au/

According to the Reconciliation Australia website "Reconciliation involves building mutually respectful relationships between Indigenous and other Australians that allow us to work together to solve problems and generate success that is in everyone's best interests."

This year, Reconciliation Week was from Friday 27 May to Friday 3 June. The Perth College Senior School recognised reconciliation, and the library invited the school community to be a part of this by making comments on cut-out hands on red and yellow card and pinning these on the display.

Perth College's Reconciliation Week display

Reconciliation Week
display at Trinity College

NEW RESOURCES: GETTING THE WORD OUT TO STAFF
(thanks to all WATLnet contributors to this section)

- Send out a fortnightly PDF newsletter, and hyperlink the titles to link back to the OPAC. It's also good for communicating events or activities at the library too. Keep it short (one page is best) and link to interesting online tidbits too, and even new Clickview programs and so on — keep it useful!

- Gather a few together and put them in a basket in the staffroom with a borrowing sheet.

- Email target staff or general staff email with new resources titles and blurbs about the contents.

- Photocopy the cover of the books and place in the relevant HOLA's pigeon hole.

- Photocopy the covers and create a display on the staff notice board in the staffroom.

- Create posters showcasing new books and put them in the staff room.

- Display on a stand or table just in front of the teacher resource room.

- Well-signed "NEW BOOKS" display in the library, changed weekly.

- Place an 'ad' (so to speak) in the daily notices.

- Use the school intranet to post images and information about new resources.

- Put a "New Teacher Resources" display near the photocopier — it will get looked at often!

- Put on a breakfast, or morning or afternoon tea or have your staff meeting in the library.

- Try loaning out new items to target staff and placing directly in their pigeon holes with a note saying they can place back in your pigeon hole if they don't want the book.

- Keep copies of SCIS downloads and forward copies to HOLAs, highlighting resources for their subject area.

- Show new resources at weekly staff meetings (or ask a supportive deputy, HOLA, literacy co-ordinator to do it for you).

- (For Amlib users) Set up the Subject Interests feature in Borrower Details - XReferences and use this to email staff when new resources have arrived. Give non-fiction and websites a generic subject heading relating to the Learning Area eg Science, Mathematics etc, then allocate these to staff as per what they teach. Parameters can be set for various ranges (eg: one month) so any new resources relating to the generic subject heading will be included in the email.

Give Minties to the teachers who borrow resources from the current promotion!

Opening up Pandora's box: Teacher librarianship in the twenty-first century

Barbara Combes
Lecturer, Edith Cowan University

Abstract

In a world that is currently struggling to come to terms with the Internet, the exponential explosion in the volume of readily available information and a plethora of delivery modes and resource formats; the role of the teacher librarian and the school library in this new information landscape is murkier than ever before. This presentation looks at how teacher librarians can re-invent themselves and their school libraries to become an essential component of the core business of the school, ie. teaching and learning. It's all about unlocking hidden talents, facing challenges and taking control.

Continued from Issue 1...

Challenge 2 — Time and workload

Two major challenges for TLs in schools are time and workload. A school presents a very complex working environment, where the teaching staff often spend more time dealing with crisis management, than actual teaching and learning. Dealing with students who bring to school social, economic and physical/health issues, means that teachers are not only educators, but instructors, surrogate parents, advocates and social workers. The library and the TL are often viewed by students as non-threatening or less intimidating and both have been viewed over the years as safe haven. The library has traditionally been the place where students go to escape the terrors of the school yard, an unsympathetic teacher or just to get out of the cold/heat.

Coupled with this social/community role, the library should also be the centre of teaching and learning in the school. It is the place where students can find, learn to manage, evaluate and authenticate, and use information efficiently and effectively. It provides physical, human and virtual resources that both teachers and students can use to achieve teaching-learning outcomes. It is the place where students can develop, maintain and expand their literacy skills development in a non-threatening environment. The dual role of the TL as teacher and library manager is time consuming and usually consists of a workload that is neither understood nor recognised by administration and teachers alike. Finding ways to deal with these challenges, often means changing the focus of the TL and the library from a service orientation to a dynamic environment that encapsulates the core business of the school, ie. the achievement of quality teaching and student learning outcomes.

Mike Eisenberg calls it our martyr complex (Eisenberg, 2005), but I prefer Gary Green's term — humble functionary (Green, 2004). We need to resist the urge to become obsessed with minutiae and library management/housekeeping. TLs should be focussing on the bigger picture which centres on the provision of information and curriculum, specialist support for teachers and students in the areas of literacy and information literacy learning outcomes. Your job is not downloading catalogue records, shelving books or running after a teacher who suddenly appears at your door and wants a video because they don't have a lesson plan organised. Your job is not crawling under desks checking network cables or plugging in digital projectors for staff who refuse to become technologically literate. Your job is to support teachers in the:

- design of innovative curriculum that embeds information literacy and literacy skills development. These programs may include the integration of learning technologies and electronic resources;
- provision of a range of resources (formats) and delivery modes to support resource-based, independent learning;
- teaching collaboratively, evaluating and assessing student learning outcomes that involve literacy and information literacy, including the use and adaptation of integrated learning technologies.

You may also offer a range of other services to the school. Many TLs are also responsible for the annual year book, organising graduation ceremonies or weekly assemblies. These activities, plus the time you need to meet with publishers and distributors for collection selection and development, and do policy and curriculum development, need to scheduled into your weekly timetable and strategic planning document.

Strategy 1 — Learn to prioritise

Decide what you can do as one person and prioritise according to your context. If the systems in your library are not functioning well, there are a thousand items to process and get onto the shelves, the collection requires a major stocktake and weed, your physical space needs redesigning and refurbishment to make it more attractive to students or

the automated catalogue needs a cleanup and rethink; then make this a priority and do it. In many cases we work very hard because our housekeeping is not in order, ie. the library's systems are not functioning at an optimum level. We struggle with day-to-day management issues. If this is your current context then take the time to fix it, thus allowing you to delegate and get on with the major part of your role which is teaching and learning.

Strategy 2 — Be realistic

You may be a lone practitioner with assistance in the form of an untrained officer, providing services for up to fifty staff and hundreds of students. Be realistic about what you can achieve. Trying to do too much is as bad as trying to do too little. Always decide in advance the number and type of programs you intend to implement, the collaborative partnerships you intend to establish and what your contribution will be within that partnership. Be kind to yourself.

Strategy 3 — Become a strategic planner

Policies and operational plans are formal documents that clearly outline the goals and direction of the library and how these relate to the core business of the school, ie. teaching and learning outcomes. These are essential documents that we rarely complete or update. They provide your Principal with a clear articulation of your role, the place of the library within the school, your expertise and a basis for applications for future funding and extra staff.

Your strategic/operational plan should always include a time allocation and clearly indicate who is responsible for completing tasks. It provides an analysis of library staff workload and library operations. You should always take the time to evaluate your performance and complete a report at the end of the year. This may be as simple as highlighting those things you managed to compete in blue with some brief commentary about your successes. Those that remain incomplete are highlighted in yellow, with a brief explanation, such as not enough time, limited staff or budgetary constraints. These policy documents should be updated and signed off by the Principal every year. You can find a strategic plan on the WASLA members only section of the website under policy documents to get you started.

Strategy 4 — Learn to delegate and collaborate

Work smarter, not harder! Delegate tasks and empower your staff members. Hold regular meetings where they provide written reports and updates on their areas of responsibility. Include them in the operational planning process and on your weekly timetable and have clear processes and procedures in place. Begin the process by writing down everything you do and then determine those things that can be delegated.

Remember, no one is, or should be, indispensable.

Review good management practice theory:

- listen to your staff and create a team environment;
- give public praise and recognition;
- delegate tasks and manage/monitor operations, resist the urge to check up by re-doing the task; and
- when collaborating with teachers, clearly indicate your role and stick to it. Don't offer to do everything just to get access to the students.

Strategy 5 — Don't make assumptions

Don't make assumptions about your collaborative partner, they may have hidden talents. Always begin your collaborative negotiations from a position of strength, ie. have a draft program already written that includes a rationale, student learning outcomes from the library perspective, possible activities and resource support including information literacy documents to scaffold student learning, assessment rubrics and a clear outline of responsibility.

When conducting your collaborative interview with teaching staff, always have a sweetener such as good tea/coffee and chocolate biscuits on hand. Collaboration with you should always be seen as a positive experience.

Wherever possible, turn student interactions into a tangible teaching-learning opportunity. For example, if the assessment calls for students to produce a PowerPoint presentation, create a series of tutorials that can be reused, where students must gain an introductory, intermediate or advanced certificate/license in PowerPoint. Tutorials might include technical expertise in using the software, design principles and how to present an oral presentation. These become part of your Information Literacy (IL) Toolkit and are re-usable learning objects.

Link the integration of this learning technology to student outcomes and the assessment rubric to be included in the program. Include a pre-test to review prior learning and revise old skills. Use checklists, observation charts, portfolios and rubrics to make assessment less onerous, but consistent and rigorous. Assist in the development and execution of assessment rubrics, as well as team teaching with your collaborator wherever possible. Active participation in curriculum design and execution will raise your credibility with staff. When you are part of the core business of the school, no one will perceive you as just a librarian!

Strategy 6 — Staff professional development

Management of professional development for your staff should always include a formal performance management process. Staff become responsible for their own professional development and the process allows for the open exchange of ideas and information. This will ultimately save you time and decrease your workload. You are the 'ideas person', the catalyst and specialist support teacher to help teachers design, teach and assess innovative, resource-based curriculum. Good management is the process where others do the work for you. Take the time to help teachers increase their skill levels rather than doing it for them. Provide PD opportunities for teaching staff where you either help them to acquire new skills yourself or you get someone in to do the job for you. These PD sessions should always include the OPAC and how to search for information on the Web. Again, provide templates to get them started, FAQs and tip sheets. These also become part of your IL Toolkit.

Strategy 7 — Promotion and advertising

When deciding on your priorities and strategic/operational goals, remember to take little steps. Inform your community about your successes through the school newsletter, set up displays outside the library especially during parent/teacher nights, share your achievements with others at school professional development days, local conferences and in your professional association's journal or in the local newspaper. Always credit collaborative partners and recognise the support of your principal and/or other key players in your school community. Promote yourself, your library, your staff, your principal, your school and your expertise.

THIS ARTICLE BEGAN IN ISSUE 1 AND WILL BE CONCLUDED IN THE NEXT INSTALMENT OF *IC3*

Check out the First Follower: Leadership Lessons from Dancing Guy —

http://www.youtube.com/watch?v=fW8amMCVAJQ

Are you a first follower? Your importance as a follower cannot be understated and never more so than now when we have the interest of politicians at a national level. Become a first follower and get involved by going to the wiki and Facebook pages below and htiing the 'like' button.

Politicians and senior admin are now taking notice of how many people respond to and hit the 'like' button on social networking sites — they use this as a gauge of community interest. So please go into the wiki and Facebook pages below and participate. Encourage everyone including your colleagues, students and their parents to become first followers too.

In response to the release of the House of Representatives report from the Inquiry into School Libraries and Teacher Librarians, the Australian Library and Information Association (ALIA) and the Australian School Library Association (ASLA) have created a wiki

http://schoollibraries2011.wikispaces.com/

and a Facebook page

http://www.facebook.com/pages/What-a-difference-a-school-library-makes/120543444695337

to enable parents, students, teachers, and everyone else who is concerned about the state of school libraries, to find out more information about this highly topical issue and to join in the discussion.

If we are to move the agenda forward for libraries in schools and the provision of a quality education for our kids, everyone needs to become just a lttle bit proactive and be a first follower. Let's get Western Australia behind the TL for Every School agenda!

Book Reviews

The Last Viking
Jorgensen, N. & Foley, J.
Fremantle Press, 2011
ISBN: 9781921888106
Reviewed by Barbara Combes

The Last Viking is a picture book where two separate tales run side-by-side. In this delightful story of a small boy and his dog, imagination and myth integrate neatly with reality to create a picture book that will entice the reader to engage in a range of discussions including bullying, new siblings, courage and the power of myth and story.

Josh and his dog Wolverine (a very un-wolf-like West Highland terrier) set off to spend some time with his grandparents while Mum goes to hospital to have a baby, although this aspect of the story is implicit in the illustrations. Josh's grandfather is a storyteller, but on previous occasions these stories have frightened Josh, who is determined to be brave about this visit.

During his visit Josh becomes fascinated with the idea of being a Viking, the most fearless of warriors in history. Even after he is bullied and made fun of by older children in the park, Josh sticks to his ideals and announces that he is a believer in the old Viking gods and continues to follow his dream of being a true Viking, albeit with some disastrous results.

As everyone knows, gods only exist when someone believes in them, so the old Norse gods watch their new follower with great interest. When the bullies return to harass Josh, the Viking gods step in to lend a hand and Josh is triumphant. His courage and bravery make Josh the perfect protector for his new brother and sister.

The story in this picture book is enhanced by wonderful pen and watercolour illustrations that help to create a variety of moods, including Josh's uncertainty when he is on his way to his grandparents' house, his dismay when being bullied in the park and his determination to live the Viking code and be brave. Norm Jorgensen's text works well with James Foley's illustrations to produce a picture book that will entertain children of all ages. Imagination, myths and legends, the Vikings and their place in history, as well as what it means to face down your fears and bullies are all themes open for discussion. Suitable for children in early childhood and middle primary.

My Country
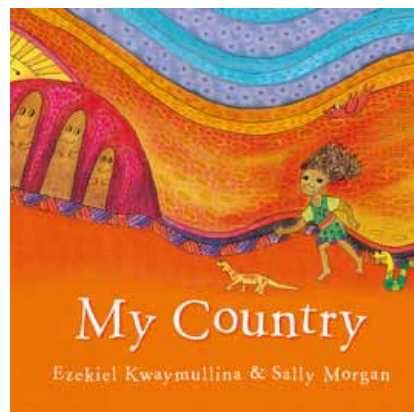
Kwaymullina, E. & Morgan, S.
Fremantle Press, 2011
ISBN: 9781921696916
Reviewed by Barbara Combes

Sally Morgan has used pen and soft, rainbow colours to depict a landscape that comes to life with characters rather than the hard, sharp ochres and reds that usually represent the Australian landscape. Each illustration in this picture book is filled with movement and character as the desert dust, the morning star and the river snake all have faces and personalities. Even the rocks that make up the land have faces. The movement in the illustrations matches perfectly with the simple, lyrical lines of the text which trace an indigenous child's explanation of what country and the land mean to the Aboriginal peoples of Australia.

Although at first glance the text appears simple, it in fact opens the door to a more in-depth examination of Aboriginal cultures and the importance of the land as a common focus. The small child in the story moves through the wonderfully coloured and moving landscape experiencing all the things about the land that are important in Aboriginal lore. She plays with the morning star, sings the Earth's song, flies with the desert dust, rides on the wind, dances with lightning, splashes with the animals, chases the sun and swims in the moonlight tide to eventually fall asleep amongst the ghost gums.

Suitable for early childhood, this picture book could also be used with older children to stimulate further understandings of the importance of the landscape to Australia's first peoples.

Dress Rehearsal
Thurner, Z
Fremantle Press, 2011
ISBN: 9781921696671
Reviewed by Bernadette Greene

This term we've had a bank robbery, an abduction and this crazy show. You kids are running wild, Lara. It's too much.

Set in a small town, with the backdrop of a school play, *Dress Rehearsal* by Zoe Thurner is an action packed and thought provoking novel. The story follows the lives of a small group of high school students, as they workshop a play with a controversial theme – poverty. When the town bank is robbed, and later, a girl is abducted, each of the characters finds themselves needing to assess their morals and allegiances. The theme of poverty is an interesting one – the highly intense and frightening events are coupled with complex character development. Many of the issues in the tumultuous chain of events span from characters motivated by feelings of inferiority or lacking. Ambition is a key issue.

The characters are refreshingly real. The protagonist Lara, is far from the stereotypical heroine. She is plus sized and really likes her food. She makes mistakes, and doesn't always learn from them. She has a complicated relationship with her best friends, Oggy and Nathan. Typically, growing up makes things confusing for this boy girl trio. Things aren't always easy – but they are always interesting.

This story is not for readers who become tired of descriptive language, or those who revel in predictability. It is, however, a story for those who enjoy complex relationships and suspenseful plot lines. It is a provocative novel for young adult readers.

WASLA news: changing the constitution

On 2 June, 2011, members of the Western Australian School Library Association gathered at the MillPoint Caffe Bookshop to vote on changes to the WASLA constitution.

The adjustments to WASLA's governing document were needed in order to make WASLA's constitutional goals relevant and up-to-date, given the changes to the constitution of the national body (ASLA) in 2010.

Association co-president Barbara Combes and treasurer Val Baird worked through the old constitution, revising it to ensure it was appropriate for not only the context of WASLA's relationship to ASLA, but also in line with the requirements for incorporation of a non-profit organisation in Western Australia.

The revised constitution was presented to the membership in the weeks leading up to the meeting and was unanimously voted in at the special general meeting in June. The constitution must now be approved by the Department of Commerce to be ratified.

ETAWA State Conference Sunday 14 May, Perth College

As a Teacher Librarian it is essential to know what is happening in other learning areas, what better way to find out than attend the PD offered to staff in other Learning Areas. On Saturday 14 May I attended the ETAWA State Conference and this was a very beneficial day for me.

Keynote Presentation — *Jeff McMullen*

Currently Jeff McMullen is the chair of the Ian Thorpe Foundation and is passionate about Indigenous Learning. He spoke about his life and how it involves telling stories. Everyone has a story to tell.

The WASLA website is a repository for practical resources, information on professional development, advocacy support, state and national events and reports and much more.

Register for access to the Members Only section for access to a growing wealth of support and resources, just one of the many benefits of being a member of the WA School Library Association!

www.wasla.asn.au

Jeff made reference to several books, including: *From little things big things grow* by Kev Carmody, *Took the Children Away* by Archie Roach, *Solid Rock* by Shane Howard and *My Island home* by Neil Murray. As we are working on developing our indigenous resources in our Library we have purchased these texts which were available through Education World. At the end of his session I was able to give him a copy of the first edition of *ic3*.

Session 1: Web 2.0 Technologies in the classroom *presented by Mark Lehmann*

Mike spoke briefly about LiveScribe Pen that allows students to write and it records what is spoken at is the same time. This would be a useful tool for group work to allow the teacher to assess the group when contributing to a task. http://www.livescribe.com/en-au/

His session focused on useful Web 2.0 tools:

- Wikis
- social bookmarking (at Perth College we already use Diigo)
- Pageflakes
- Classroom 2.0 — Web 2.0 for teachers
- Flickr — photo sharing site
- Google Docs — Office for free and everywhere
- Giffy — diagrams and software
- Bubble.us — brainstorming online, can be collaborative
- Elluminate
- Wufoo
- Mailchimp.

My thoughts:

Perth College has a diigo account set up and use this for bookmarking sites for specific assignments. This works well as it allows us to select age specific, authoritative sites for the girls and saves a lot of time in class as it limits the errors when entering specific sites into their browser. It also allows you to "tag" and "list" the sites together to create groups of sites. This is a really simple way to start building (or expanding) your virtual library. http://www.diigo.com/

Session 2: One World Centre *presented by Nuella Flynn*

"One World Centre aims to provide transformative education to all sectors of society that encourages and supports an active and engaged citizenship. We do this by promoting a just and sustainable world and enabling people to recognise the roles they can play both locally and globally." http://www.oneworldcentre.org.au/

Simple definition of sustainability: "enough for all, forever". It includes economies, society and the environment. We live in a society that is over-consuming, with 20% of the population using 80% of the world's resources. One of the Millennium Development Goals is to halve poverty by 2015.

Tools for scaffolding group discussions:

- The great divide
- Diamond ranking
- Consequences chart / tree diagram

See the global education website for more examples and templates.

Useful websites:

http://www.oneworldcentre.org.au/
http://www.globaleducation.edna.edu.au/globaled/page1.html
http://www.tidec.org/
http://www.un.org/millenniumgoals/

What do they do?

The One World Centre aims to provide transformative education that encourages and supports an active and aware global citizenship by:

- maintaining and developing resources (people, books, electronic media)
- providing resources for use in schools, in tertiary institutions, by community groups and by individuals
- by networking with other organisations working towards a just and sustainable world
- providing leadership and training for the community with a special emphasis on teachers

My thoughts:

Every school should become a member of One World Centre as this links directly with the cross—curriculum priority for sustainability in the Australian Curriculum. The cost is not prohibitive and advantages of membership means that staff at your school are entitled to attend the PD sessions and borrow materials from their Library. Plus there are regular newsletters. I was able to preview a number of books from their Library and have since purchased these for our school Library.

Brenda Clover
Perth College

2011 ASLA XXII
INNOVATION
INSTRUCTION
INTEGRATION

NATIONAL CONFERENCE
SYDNEY 2-5 OCTOBER 2011
Saint Ignatius College, Riverview

Come to Sydney to explore innovative and creative approaches to digital learning, literature and more!

The Australian School Library Association is planning an outstanding conference where participants will explore new ideas, new types of conference sessions and some great "old" ones as well! Full day workshops, multiple keynotes, concurrent sessions, unconference...

Follow us on Twitter @asla2011
or search the hashtag #ASLA2011

You can stay onsite, locally or in Darling Harbour or the CBD, travel by bus or ferry to get to the conference if you choose to stay offsite.

Innovation

How do we understand innovation in our teaching practice?
What new tools or programs could we use?

Instruction

What new methodologies or teaching & learning activities can we incorporate into learning environments?

Integration

How do we integrate digital literacy / transliteracy into a holistic teaching & learning sequence or program?

Visit the website for more information and to register:
http://www.asla.org.au/pd/conference/