



**Professional Journal of the  
WA School Library Association  
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# Editorial

*“May you live in interesting times.” (purported Chinese curse)*

Our world is changing, almost faster than most of us can keep up, and this speed of change inevitably causes problems for schools and school libraries. “Interesting” barely covers it right now, as we face ongoing challenges to the relevance of libraries – and the qualified, knowledgeable people who staff them – in the technological age. What we offer to students and staff is difficult to measure (although multiple studies across the world would demonstrate evidence of our necessity). We are encouraged to evolve, to make our own change to improve our relevance when the focus is firmly on ICT, ebooks, 1:1 learning, and on abolishing print, or, it seems, a love of reading for its own sake.

I see both sides of the coin – access to information is greater than ever before, but often more difficult to find; I own and use multiple types of e-readers, but my print book collection continues to grow; my children voluntarily read before bed each evening, but practically live on their computers and devices during the day. It seems to me we need to find a new balance, one where our skills and knowledge as managers of information are valued, and relevant. How? I’m not sure, but I’ll keep reading and trying and studying until I know! Because we live in interesting times, and how we meet the challenges we face is critical to our survival as a profession.

**Tehani Wessely, Editor**

**Cover image:** Author Barry Heard with students and staff from Scotch College, where Mr Heard spoke to the boys. (photo courtesy of Kate Flowers)

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

## **Panel of Referees:**

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

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

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## School Library Conference WA – June 2012

I have been involved with school libraries in the Pilbara for about ten years and have read enthusiastically about library conferences, but the tyranny of distance has prevented me attending. However issues such as e-books and the National Curriculum have drawn me out of isolation. My worries are widespread, judging by the sessions available at the recent School Library Conference at Churchlands. The frantic rush at registration to fill the first twenty five places for sessions about managing e-books and audio books confirms just how topical these issues are. Even though I missed out on one of my planned sessions due to my naivety, there were plenty of other excellent sessions to attend. Indeed the initial choice for each of the sessions was extremely difficult as they were all so appealing. I hope that there will be similar sessions available at future conferences so I can fill in the gaps.



Photo courtesy of Greg Lindorff

Churchlands did a wonderful job at hosting the conference and I was certainly green with envy over their brand new Auditorium which we had the privilege of being the first group attending. Indigenous storyteller Josie Boyle welcomed us to country and explained the method of storytelling in the traditional way.

After the welcome, author Norman Jorgensen gave us an entertaining talk, filling us in on the life, plight and pitfalls of authors. We were a sympathetic audience and his talk set the mood for the rest of the day. We split up for our respective sessions and came together for morning tea and lunch. It was such a hectic wonderful day and the sessions really could have been longer as they could only touched briefly on the issues before the hour was up. Even though I knew no-one else attending the conference, during the day I managed to meet and chat with at least five other people who coincidentally worked in country school libraries.

The information sessions were thought provoking and enlightening, showing us the way forward for libraries in practical ways like getting back to basics, evaluating, weeding and stocktaking. Helpful websites for library support and researching appropriate resources for the new Australian Curriculum were revealed and discussed. There were sessions to cater for all tastes and persuasions. I would have loved to go to the author sessions but as my school is a secondary school in a remote location I thought I could get the most benefit from attending IT solution sessions. We wrapped the day up back in the beautiful Auditorium with some thought-provoking inspirational ideas from Barbara Combes. It must have worked because my head was bursting when I left but back at work on Monday and I was inspired, enthused and confident that I was progressing in the right way. I urge anyone having second thoughts about attending future library conferences just do it, you will not regret it. Thank you to all the committee members, organisers and presenters on a job well done.

**Monica Chawula**  
**Librarian**  
**St Luke's College, Karratha**



Photo courtesy of Greg Lindorff

*A review of a presentation at the School Library Conference WA – June 9 2012 Churchlands Senior High School.*

A group presentation where discussion centred around a number of very successful events engaging communities and showcasing the library.

### **The pyjama storytelling party – Lisa Durkin (Our Lady’s Assumption School)**

The event was run on one evening during Book Week, with each child invited to bring along an adult family member ... dressed in pjs and dressing gowns. The students, kindergarten to Year 2 were invited to the first session, “The Pyjama Story Telling Party,” with the Years 3 to 6 for the second session, “Ghost Stories”. Invitations were sent home together with a response slip in order to gauge attendance numbers.

The Storyteller’s Guild provided the storytellers. WARNING: Plenty of prior warning is needed. Herein lies the cost: Four storytellers were invited and each family had the opportunity to hear two storytellers.

A supper of hot chocolate and biscuits was served (this was funded by the children bringing in books they had out grown or no longer wanted for a book sale).

The success of the event could be gauged by the attendance, with the entire younger group

attending, and about three quarters of the older group.

*Wendy Nosedá from the Marian Campus of Newman College shared two activities:*

### **Family Reading Month**

The month chosen was May; because it was a relatively relaxed time. A family record sheet was sent home with each child on which to record the date and what was read. An explanatory letter went home with the record sheet. This included (on the back of the sheet) some suggested activities e.g. “Read some jokes. What is your favourite joke?” and “Read the instructions for a computer/ PS3/ iphone/ xboxgame.” Or, one could read a chapter in a book or a book.

The goal: To achieve 14 days of shared reading to be a champion.

Once completed the record sheet was returned to the library to enter the Lucky Dip Family Prize for Reading.



Photo courtesy of Phyllis Paioff

### **Share a book a day! P-P and Year 1**

Special library bags were sewn, big and bright. Into each went 7 books. These were selected from the previous 5 years of CBCA and the NSW Premier Reading Challenge. A diary – large scrapbook – went with each bag. Each class had one bag, seven books (one for each day) and one diary.

A letter was sent out to parents at the beginning of the project and a copy of the same was glued to the inside cover of the diary. This set out its aims and ensured the parents were aware that they were responsible for the books and the how of it. “For this week please take the time to read each of these books to your child. It is shared reading time. Your child can read to you. The bag contains a reading diary so that you can record as much or as little information as you wish about your reading adventure for the week.” Some discussion points were given.



Photo courtesy of Phyllis Paioff

The project started with each class doing a demonstration page. Then a child’s name was pulled out of a bag. He/ she would borrow the bag and the seven books under his/ her own name. At the next library lesson the bag and books would be returned; the child would read his/ her contribution to the class and then pick the name of next borrower from the bag.

**Flat Stanley – Wendy Chapman  
(Wyalkatchem District High School)**

1964 saw the publication of the first Flat Stanley by Jeff Brown. Stanley was flattened by a fallen bulletin board and ended up with the measurements 4 feet tall, a foot wide and half an inch thick (American, sorry folks). Adventure beckons; one such adventure was being posted to California for a holiday with his friend Thomas. At the end of the holidays, Stanley was posted home! Hence the following activity.

Each child has a Flat Stanley to design, colour in, cut out and post to a host family somewhere in the world, with a return address to the school. With each Flat Stanley, a letter and brochure about the home area is included. Then a visit to the post office; attachment of stamps and each Flat Stanley is posted. On the way home the class stopped for Flat Stanley cake in the local park.

Each host family was recorded on a map of the world. Opportunities for learning abounded about different countries including; food; language and customs. As the Flat Stanleys come home each student opens the package in front of the class.

Finding host families: This can be done using the Flat Stanley Project [www.flatstanley.com](http://www.flatstanley.com), although for Wendy asking the members of an online cross stitch group to which she belongs was a solution to finding volunteer hosts.

But... Occasionally a Flat Stanley goes missing. So one needs contingency plans, as with any other project.

*A lovely collection of activities to try.*

**Jean Stretch  
Teacher Librarian  
St Mary Star of the Sea Catholic School,  
Carnarvon**



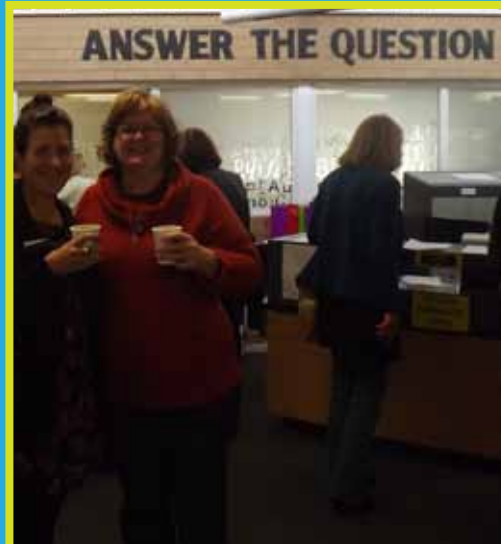
Photo courtesy of Phyllis Paioff



SLCWA  
June 9, 2012



Photos courtesy of  
Greg Lindorff and  
Phyllis Paioff





# Five Conversations [about libraries] I don't want to have anymore

**Jennifer LaGarde**

*This article originally appeared on 5 June 2012 at The Adventures of Library Girl [http://www.librarygirl.net/2011/06/5-conversations-about-libraries-i-dont.html]*


*Jennifer LaGarde (aka library girl!) is the lead librarian for New Hanover Schools and is the teacher librarian at Myrtle Grove Middle School in Wilmington, North Carolina. Jennifer earned her undergraduate degree in English Education from the Watson School of Education at the University of North Carolina at Wilmington (UNCW) and her graduate degree in Library Science from Appalachian State University. She is also a Nationally Board Certified School Librarian. Jennifer is the Advocacy and Governance Chair for the North Carolina School Library Media Association, was a founding member of NCSLMA's Young Adult Book Award and shares NCSLMA webmaster duties with another North Carolina librarian. In 2011, Jennifer was awarded the "I Love My Librarian Award" by the American Library Association, The Carnegie Corporation of New York and The New York Times. She was also named a 2011 "Mover and Shaker" by Library Journal. Jennifer is the author of the blog **The Adventures of Library Girl** where she proves you don't have to be super hero to teach Middle School, but having a cape sure helps."*

The other day I ran across this post about educational conversations that have run their course. That is to say, ed-chat (not to be confused with #edchat) topics of discussion that have been discussed to death. We've all heard of educational "sacred cows," well ... these are their "dead horse" companions. Naturally, this got me thinking about a similar list of library related conversations that I am tired of having. Don't get me wrong, I've spent plenty of time talking about these things myself and will probably be roped into talking about them again. What's more, I am not at all sitting in judgment of those for whom these issues remain compelling and important. Listen, if you're actively involved in dialogue about libraries, education and how librarians serve the needs of students, to you I tip my hat and say a hearty "bravo!" It's just, I guess I'm ready to see these conversations evolve. For me, at least, it's time to either move these conversations to the next level, or send them out to pasture. Okay. Here goes:



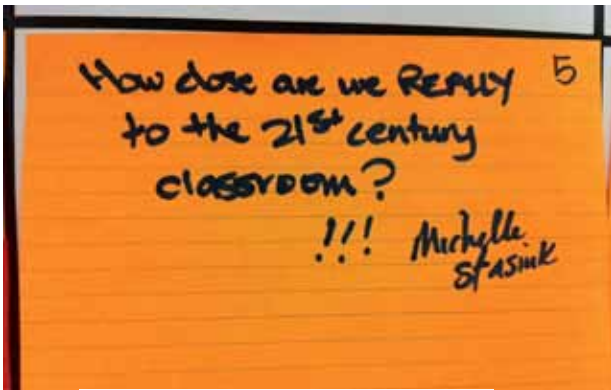
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- 1. I don't want to talk about copyright anymore.** Rather, I want to talk about creative commons, "thanktribution" and the importance of sharing expertise and resources to make, not only better products, but ultimately a better society too. Without question, it's still important to help kids understand that lots of people make their livings and feed their families from the work they create and, as such, have the right to ask for compensation/attribution. However, I find conversations with kids about the process of creating and choosing to share and/or license their own work to be far more meaningful. Rather than just telling kids it's wrong to steal, I'd like to see this conversation move towards helping students add their own works to the collective while also empowering them to license those works in the most appropriate way.
- 2. I don't want to talk about "21st Century Skills" anymore.** Seriously. It seems like I can't be involved with any educational conversation these days without being hit with the importance of 21st Century Skills. That's fine, but I'm ready to talk more specifically about what these skills really are. I want to see school librarians initiating and engaged in conversation that both identify specific skill sets and acknowledge that while the information landscape, and indeed the world, has certainly changed since the last century, many of the skills we should feel most compelled to develop in our students, (content curation, global awareness/





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citizenship, the ethical use/creation of information, etc.), are not exclusive to the 21st century. “21st Century Skills” is a convenient turn of phrase and, at one time, an impactful one. But that time has passed. Let’s move beyond the label and on to identifying, prioritising and teaching the skills that will best prepare our students for life in this century and beyond. (Yes, they are going to live a very long time).

3. **I don’t want to talk about the “digital divide” anymore.** Okay, that’s not really true. The digital divide is an issue that is important and that needs to remain a part of our collective conversation. HOWEVER, I want this conversation to move beyond issues of simple access. There is no question in my mind that access is important. Having spent much of my career working with students for whom school is the only connected, digital space they inhabit, I understand how access and equity go hand in hand. Still, if there’s one thing my time at the reference desk of the public library has taught me, it’s that ONLY providing people with access to computers/the internet is



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not enough. Our efforts to put computers in the homes of families who don’t have them, to start “one to one” initiatives at schools with high populations of students with limited/no access beyond the school day, or the ever ambitious (and noble) goal of extending broadband access to areas where there is none, will only be effective if we couple them with instruction. It may seem as though our students are born with digital devices in their hands, but that doesn’t mean they know how to use them. I want to see school librarians leading the charge to shape future conversations about the “digital divide” to include an emphasis on both access and education.



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4. **I don’t want to talk about eBooks replacing print books anymore.** I don’t believe this is going to happen. And it’s not because I’m a romantic who believes nostalgia will win the day. Rather, it’s because I understand that once the dust settles and the “new gadget” effect has worn off, schools will ultimately spend their limited monies on the resources that most impact student learning. To that end, I don’t just want to see school librarians acting as the voice of reason in these conversations, I want to see them emerge as curriculum and technology experts who understand that there’s room on the library shelves, and in student backpacks, for both traditional print and e-ink titles because both options address different instructional goals. In the end, I want to see this conversation become part of

a larger, more important, dialogue revolving around how to best meet student needs – and this, my friends, is the conversation we should all be clamoring to be a part of.

- I don't want to talk about protecting students from the evils of social media anymore. If any conversation on this list needs to evolve, it's this one. Conversations or initiatives that seek to make a student's digital footprint invisible are outmoded and, frankly, dangerous. Our students live in a digital, connected world. As fast as we think of ways to block social media, they figure out ways to circumvent the filter. This conversation must evolve to the point where our goal is to help students develop a safe and responsible online presence. As school librarians, I want to us to ask more questions like "what happens when a teacher is not there to keep a child from visiting a "bad" site?" Or "what happens when students are asked to submit personal information for an online profile, but they've never been taught how?" Or even better, "how can we expect students to make good choices when we're not there, when they're given NO choices when we are?" Filters are necessary. But conversations about helping students create a safe online presence, (one that allows them to take advantage of all the GOOD social media has to offer), are important too.



Since starting this post, I've placed and deleted this [next] image multiple times. I keep changing my mind because I'm not sure the connection between this work of art (by graffiti



cc image from <http://ow.ly/5nou2>

artist Borf) and my thinking is clear. In the end, I worry about the conversations we are having in education. Not because I feel they are the wrong ones to be had or because I'm afraid the wrong people are having them. In fact, if I'm honest, then in general I'm heartened by the amount of discussion that's being generated by and about educators/education these days. School librarians have long been part of the quiet and polite crowd in the corner, heads down, doing our work, but not making a big fuss about it, so ... believe me when I'm say I'm thrilled to see so many of my tribe kicking up the dust and (dare I say it?) showing off. If anything, I'm just nudging the conversation forward a little, because I, for one, am ready to see certain conversations evolve to a point of greater relevancy – lest they (and we) become obsolete.

### Sport Display @ Irene McCormack Catholic College

Head of Library Judy Jarvis says:

*I always try to include something in displays to help students find resources. In this case it was a reminder about our call number spine labels, colour coded for each category (yellow for the 700s) and also a procedure for finding sport fiction.*



## Vietnam Veteran Author Visits Scotch College



Vietnam veteran, conscript and award winning author, Barry Heard, visited Scotch College in June to speak with our Year 11 and 12 students about his experiences with the war and resulting mental health issues.

Principal Dr. Alec O’Connell introduced Barry’s session by relating his own story with a father who was a World War II veteran, and explained how much his father’s experience of returning home starkly contrasted with the experience of Vietnam veterans. This was followed by a screening of the Redgum song “I was only 19” as a visual stimulus for the students before Barry was invited to the stage.

Growing up in country Victoria with no media, Barry did not know what a communist was or the location of Vietnam when he received a conscription notice in

1966 ordering him to report for a medical exam. Barry related his experiences with such raw honesty and emotion that the boys were captivated, leaning forward in their seats. We heard gasps and exclamations as Barry detailed the living conditions of soldiers, actions he witnessed or was involved in, the death of mates and lack of opportunity to mourn their loss, the dehumanising effect of repetitive killing, the use of alcohol as a coping mechanism, the rejection by veterans of previous wars and the RSL, the hatred of anti-war protestors, suicides of veterans and their children, disabilities in the children of veterans caused by the chemical warfare, and the symptoms and effects associated with a breakdown that was the result of Post-Traumatic Stress Disorder.

After his institutionalisation in 1997, Barry’s doctor recognised that he was unable to talk

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about his experiences and encouraged him to write a letter to his wife instead. What began as a letter eventually became the book *Well Done Those Men*. Barry's wife passed the "letter" on to the families of other veterans, which enabled them to understand what their men were dealing with, and eventually it landed in the hands of a publisher, much to Barry's horror.



At the conclusion of Barry's presentation the boys applauded thunderously and upon exiting the venue every boy looked him in the eye and shook his hand. One student mentioned sharing a name with a friend of Barry's and Barry signed one of his books over to him. Later the young man came back to the library seeking to thank him again and was disappointed to discover that he'd left. Another young man commented that he wished Barry could have been the speaker at their Father/Son evening.

As a Teacher Librarian with a minor in Australian History I found Barry's story revelational. Hearing a first hand account of the experience of war and its effects was so much more meaningful and informative than reading a history book. One of the most heartbreaking moments for me was when Barry detailed a letter he received from a neighbour, Jack Campbell, a World War I veteran, who wrote to say that when he returned home he should come and talk to him. Sadly, Jack passed away before Barry

arrived back home and was unable to help him deal with the war experience.

Barry has now published four books, handles his own sales, and speaks at a variety of gatherings. One of his proudest moments in recent history was seeing horses wearing gas masks lead every Australian ANZAC Day march in 2009, a belated recognition of the contribution horses made during the campaigns of World War I. This issue was particularly close to Barry's heart as a result of his friendship with Jack Campbell. Barry has also recently signed a film contract for *Well Done Those Men*, which should appear on screens in around three years time.

**Kate Flowers**  
**Teacher Librarian**  
**Scotch College, Swanbourne**



*From the boys:*

**Will:** "On Friday June 15, the boys in Years 11 and 12 were treated to a guest speaker, the likes of which many of us had never seen before. Barry Heard was just your typical 20 year old growing up in rural Victoria, playing a variety of sports, participating in his local committees, and enjoying a steady relationship with his then-girlfriend. However, his life was to change indelibly when he was balloted into the frontline of the Vietnam War as a radio officer. Here, he encountered nightmarish situations on a daily basis, and saw many of his best mates die in

the most horrific of circumstances, without so much as a simple funeral to honour their sacrifice. The nightmare was only just beginning, as the Vietnam veterans returned home only to be ostracized and persecuted for their involvement in the war by the very people they were trying to protect from the so-called “Domino Theory.” Despite a complete mental breakdown and suffering from intense Post-Traumatic Stress Disorder, Barry Heard was able to overcome the difficulties faced, and went on to write multiple award winning books about his life and the lives of the soldiers on the frontline. Heard’s speech resonated with the concept that if we put our minds to something, no matter how great the challenge, we will be able to overcome it. This synthesizes seamlessly into Scotch’s own motto of “Preparing Boys for Life”, and was a truly life changing event, and provided a source for all boys to draw on should they ever need any further motivation to go the extra mile.”



**Nicholas:** “Words simply cannot describe how good Mr Heard was. It was actually quite moving for me, almost to the point of tears, as he opened up about his experiences in Vietnam and life in general. He is a truly remarkable individual – it takes a huge amount of courage and charisma to be able to stand up in front of a few hundred people and deliver such a powerful and inspirational message like that. Simply put, the man is a champion. Even more remarkable was,

despite the somber and at times shocking (I don’t mean that in a bad way) issues he spoke about, he still managed to add a brilliant sense of humour, which contributed hugely to making the occasion as enlightening as it was. I would do virtually anything to hear him again.”

*All photos courtesy of Kate Flowers.*

## Teacher Librarian Leadership Award Winners

The winners of the first annual Teacher Librarian Leadership Awards for significant contributions to the field have been announced by the editors of *Teacher Librarian: The Journal for School Library Professionals*. Dr. David Loertscher, co-editor of the journal, said these individuals “have shown visionary leadership in the Learning Commons concept and innovation in 21st century learning.”

“Librarianship and education are changing to meet the needs of students in a complex, information-rich, technology-intensive environment,” according to Loertscher, and “our honorees understand this and are working to innovate and create new models of learning and teaching, where technology plays a growing role not only in finding and using information but also by facilitating new social structures which promote collaboration, sharing, and real learning.”

WASLA would like to congratulate all the Award recipients, particularly the Australian representatives of the profession:

**Ross Todd**, associate professor, School of Communication & Information at Rutgers, the State University of New Jersey, and director, Center for International Scholarship in School Libraries (CISSL), Rutgers University.

**Karen Bonanno**, educational consultant, Australia.

**Lyn Hay**, lecturer, teacher librarianship, School of Information Studies, Charles Sturt University, Canberra, Australia.

[www.teacherlibrarian.com](http://www.teacherlibrarian.com)



# LIBRARY LOVERS DAY AT NASHS



Tuesday, 14 February saw a hive of activity in the amazing new NASHS Library Resource Centre. The winners of the Valentine's Day poetry competition were announced. (Refer front page.) You can read some of the winning entries below.

It was also National Library Lover's day and so some special activities were organised for students and staff. Mrs Morgan's velcro version of magnetic poetry with a romantic flare, was very popular! The board will stay up in the Library for a few more weeks. Jesse Venus played a fantastic acoustic guitar accompaniment with Ms Steed singing, "I'm Yours" by Jason Mraz, representing her love for music. Mrs Martin baked 420 heart shaped healthy cookies for the audience and these were appreciated by all students and staff.



14 February was also the official launch of Australia's National Year of Reading. Year 12 student, Russell Penny, read the Dreamtime story "The Three Sisters" to an enthusiastic audience. This was followed by Mr Donaldson reciting some extremely funny poetry which had the audience in fits of laughter.

Thankyou to all who supported the day here at NASHS.  
(Pippa Williams—Head of Library Services)

We have climbed the tallest mountain together,  
To touch the blue sky I remember,  
We sang together,  
Yes, I remember your eyes were shining bright,  
I can tell you now they were shining brighter than a light from above,  
You are like my angel who came down from heaven above,  
You are the special spark I needed to light up my life,  
You were the one I needed back then and now,  
You should remember that nothing on this earth can separate us,  
Together as we shall stay here and now and forever,



Can you be my Valentine on this wonderful Valentine's Day.  
(Heather Branson—Year 8 student)

### Love

Love smells like a sweet flower  
Love tastes like strawberries  
Love sounds like the singing of a blue bird  
Love looks like sunshine and rainbows  
Love feels like walking on air.  
(Kaleb Robinson—Year 11 student)



### If it were not for love.....

You took my heart,  
You crushed my soul,  
Now my mind is trapped in a hole.  
You didn't care, I didn't mind,  
In my eyes I saw you as kind.  
You treated me bad and made me weep,  
It became so bad I cried myself to sleep.  
Every night I lay awake crying, feeling like some part of me was dying.  
If it were not for love, I would have left you.  
If it were not for love, I would have died.  
(Jessica Rouse—Year 9 student)

### What is love?

Love is something blossoming slowly,  
Love is something that takes you by surprise,  
Love is when you walk in the door.  
(Mackey Davis—Year 9 student)

### What is love?

In Maths it's a problem.  
In History it's a battle.  
In Science it's a reaction.  
In Art it's a heart with an arrow.  
In words it's your soul!  
(Emily Burt—Year 8 student)

### Infatuation or Love?

Fireworks?  
So bright and flashy,  
Close, eye-catching  
The sparks fade  
The smoke blows away  
Passion



### Or?

The Moon?  
Big, beautiful  
Constant, but changing  
Forever  
Love  
(Tia Evers—Year 11 student)



The Magnetic Poetry board.



Russell Penny (above) reading a Dreamtime story, "The Three Sisters".



Mr Donaldson reciting a funny piece of poetry.

Jesse Venus and Katy Steed performing at the Library Lovers Day at NASHS.



North Albany Senior High School  
February 14, 2012



### *National Year of Reading @ Great Southern Grammar*

At Great Southern Grammar we celebrated Library Lovers' Day and the National Year of Reading with an activity Literature Day in our Junior School and Library. Each child was given a special red heart "I Love Books" badge to wear. We were fortunate enough to have staff from all sub-schools eager to be involved in reading stories to our younger students. These students loved having the *BFG* picture book read to them by our own BFG Mr Waldeck, our VET music teacher.

Multi aged groups from years 1-6 had the opportunity to listen to stories read by staff and then complete a different activity for each book read to them. Stories ranged from Mem Fox's *Possum Magic* to *The Peasant Prince*. Some students got to decorate their own *Stripey* from Wendy Binks' book or create their own *Wild Thing* from Maurice Sendak's *Where the Wild Things Are*. Book marks, lanterns and paper planes were some other activities that the students were involved in. A love of reading and books was enjoyed by young and old and many staff and students were keen to borrow many of the books shared on the day.

Karen Bradbury  
Head of Library Services  
Great Southern Grammar, Albany

In our libraries...  
Library Lovers Day  
February 14, 2012

## National Year of Reading @ Irene McCormack College



For Library Lovers' Day at Irene McCormack Catholic College, I put up a display which featured Perfect Matches. I selected books which had something in common (I had read them) and bound them together. The sign suggested that if you liked one you would probably like the other/s.

Another part of the display was Blind Date Lucky Dips where students could borrow a book sight unseen. They had to commit to reading at least enough to answer a small question to receive a chocolate treat when they returned the book. Surprisingly, these books went like hotcakes and I had to replenish the display several times.



I also had a Wall of Fame. Students were photographed with favourite books and the books were displayed ready to reserve. I made my own LLD stickers and every visitor received one. Year 11 boys loved them!! There were also random door prizes like chocolate lovehearts. I also enlisted the aid of a Year 12 student to read a story aloud during lunchtime.

The final activity was a quiz. Matched pairs (Romeo and Juliet etc) were displayed randomly on a board and students had to fill out a quiz. There were also bookmarks with a list of some love stories held by our library.





## WASLA Recommends...

### WOW Websites

#### Copyright and Copyleft

The world of copyright can be a confusing and complex place. ResourceLink has created a 'one stop shop' to provide educators and students with a simple to understand overview of Copyright, Creative Commons and other licences that exist, as well as resources to locate materials and information on how to correctly attribute these resources once they have been used.

<http://copyrightandcopyleft.wikispaces.com/Home+++Welcome+to+Copyright+and+Copyleft>

#### Apps in Education

One of the hardest thing with using the iPad in the classroom is finding the time to go through all of the apps in the iTunes Store listed under the education banner. This site lists some of the apps available under the Key Learning Areas.

<http://appsineducation.blogspot.com.au/>

### PD & Advocacy

#### Resources from SLCWA

The PowerPoints, documents and videos that we had access to from the library conference are available on the Members Only Resources page on the WASLA website.

#### New book for TLs

Prof. Carol Kuhlthau, Leslie K. Maniotes and Ann L. Caspari have just published a new book entitled: *Guided Inquiry Design: A Framework for Inquiry in your school*. ISBN 9781610690096. Publisher: Libraries Unlimited, Colorado.

<http://comminfo.rutgers.edu/~kuhlthau/docs/GIDesign-coverdes.pdf>

#### Assessment and Teaching of 21st Century Skills

The Assessment and Teaching of 21st-Century Skills (ATC21S) is a research project that proposes ways of assessing 21st-century skills and encourages teaching and adopting those skills in the classroom.

<http://atc21s.org/index.php/about/>

### Top Tip – Reworking the classics

**Struggling to get students interested in classic literature? Check out some of these cool reworkings!**

The Lizzie Bennet Diaries – not just a series of YouTube video blogs retelling *Pride and Prejudice* in a modern way, but a complete set of social networking interactions too!

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

CC Prose have a heap of books videotaped and available free on YouTube. Each chapter is read aloud whilst the words come up on the video.

<http://www.youtube.com/playlist?list=PLACA211F1B96D3BBD>

Flocabulary.com creates hip-hop music and curricular materials to teach academic content in grades K-12. Some content is freely available – worth a look!

<http://flocabulary.com/about/>

## More WASLA Recommends...

#### The Scale of the Universe

This is fantastic – open the hyperlink and then click the 'Start' button. Just slide the bottom bar left or right or Scroll if you have a roller mouse.

Be sure to go BOTH ways on the sliding scale and click on objects to learn something about them!

<http://htwins.net/scale2/scale2.swf?bordercolor=white>

#### A Mighty Girl

Founded by Carolyn Danckaert and Aaron Smith, *A Mighty Girl* is the world's largest collection of books and movies for parents, teachers, and others dedicated to raising smart, confident, and courageous girls and, of course, for girls themselves!

"We decided to create *A Mighty Girl* as a resource site to help others equally interested in supporting and celebrating girls. The site was founded on the belief that all children should have the opportunity to read books and watch movies that offer positive messages about girls and honor their diverse capabilities."

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



#### WraggleLabs

These activities will introduce the students to Trove, as well as being a good way to make history interesting, incorporating laptops if you have them in the classroom.

**Headline Roulette** <http://wraggelabs.com/shed/headline-roulette/>

**Who Am I?** <http://wraggelabs.com/whoami/>

## ADVERTISE POSITIONS VACANT WITH WASLA

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

<http://www.wasla.asn.au/employment/>

Well another term has flown by and as usual I'm not sure where the time has gone! There have been lots of things happening on the national scene with ACARA, the Australian Curriculum and AITSL, with benchmarking for teacher performance and the release of new sections of the curriculum. The Australian curriculum is due to be implemented by 2014. There is also the My School website, NAPLAN and media coverage about two BER school libraries ditching their collections (*The Australian*, 30 May 2012). Of course the article was really about the misuse of Government funds which were intended to provide much needed libraries for schools, rather than the perspective presented, which focused on the notion that cyber smart schools no longer need libraries. If your principal is inclined to go down this path then you need to remind him/her of some salient facts about school libraries. These include the following:

- School libraries are community spaces where students can come to access resources for leisure, curriculum advancement and as safe haven from the school yard.
- Kids who read both fiction and non-fiction are more likely to achieve at a higher academic level and have higher literacy scores (OECD, 2002; Paul, 2011; Krashen, 2012).
- There appears to be a strong link between professionally staffed and well resources libraries and high NAPLAN scores (Softlink, 2011).
- Other schools have tried to turn their libraries into cyber centres and Internet cafes without success (Boyes, 2005).
- Emerging research tells us that the idea of a digital native is more a myth than a reality and that students experience problems when reading from the screen (Corio, 2003, 2012; Jeong, 2012; Combes, 2009, Ritchel, 2011).

Download the *iceberg* insert from the WASLA website and put it up in your library, or better still, in every classroom and the staffroom, is one way to remind the people in your school just how complex the 21<sup>st</sup> Century landscape is and that this landscape is constantly evolving.

On another, but related topic, congratulations to everyone who presented and attended the recent School Libraries WA Conference to celebrate the National Year of Reading. The conference provided the three elements that make a really good conference. These elements are:

- everyone went home with something to think about;
- everyone went home with one thing they could implement the next day; and
- the opportunities for face-to-face social networking and the catering were fantastic.

Many thanks to our sponsors and the AISWA Libraries and WASLA committee members without whose expertise, commitment and hard work these professional development opportunities would not be possible. A special thanks to the WASLA committee members Jeff Herd (WASLA Conference Co-ordinator), Val Baird (WASLA Conference Treasurer) and Bernie Nye (WASLA Conference Facilitator). We haven't forgotten about our rural members either, so make sure you check out the members-only section of the WASLA website for conference videos and presentation materials.

I would like to extend a big thank you to Peta Harrison from Albany SHS who is WASLA's new President National Strategy and Policy. Peta attended and spoke on behalf of WA members at the recent ASLA AGM. I would also like to take this opportunity to flag upcoming PD on Saturday 15 September. This PD is all about successful planning in your library and how to show your school community how you and the library add value to the school community. The session will be presented by Information Services Consultant Dr Janine

Douglas. We want the session to be practical so delegates will take away a kit to help them plan strategically in their schools. This will be a half-day PD and if demand is high, we will run a concurrent session for Library Officers with Helen McCue as the lead presenter.

As we move into third term, WASLA will also be examining the new Teacher Registration legislation and how this affects staffing in schools, particularly school libraries, so watch this space!

Some interesting overseas reading for the holidays which has resonance with education in Australia, some evidence for advocacy in your school and new reports about digital literacies:

- *ALA responds to new report on the rise of e-reading*, <http://www.ala.org/news/pr?id=10031>
- *What Americans keep ignoring about Finland's school success*, <http://www.theatlantic.com/national/archive/2011/12/what-americans-keep-ignoring-about-finlands-school-success/250564/>
- *School library impact studies*, <http://www.lrs.org/impact.php>
- *The Assessment and Teaching of 21<sup>st</sup> Century Skills project (ATC21S)*, <http://atc21s.org/index.php/resources/white-papers/>

A reminder to everyone that WASLA will be looking for a new home for WATLnet this term, since the service is no longer being maintained by Education Services which used to be EdNA. So keep an eye peeled for information about these changes. There will also be changes to OZTLnet in the coming six months for similar reasons. WATLnet was initiated and continues to be monitored by WASLA committee members, and has certainly served WA schools well during its operation. Rest assured that WASLA is working to maintain a communication network for all its members.

I hope everyone has a restful break from the rigours of the schoolyard and I look forward to catching up again in the third edition of *ic3*.

**Barbara Combes**  
**WASLA President WA Operations**

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## Some Libraries Have Still Got It Wrong

**Andrew Churches**

*This article first appeared on 4 April 2012 at Edorigami [<http://edorigami.edublogs.org/2012/04/09/some-libraries-still-have-got-it-wrong/>]*

*Andrew is the Head of Faculty for Art and Technology & the Curriculum Manager for ICT and contributor to the 21st Century Fluency Project.*

I went into my local library over the weekend and I was disappointed that they had got it wrong.

They had the self service check out where you could scan your book and swipe your card, but they still had it wrong.

They had a nice performance area with several levels of seats, but there was no one there.

They had a wide selection of fiction works, media to take out and magazines. They had an extensive array of reference materials and even some computers, but they still had it wrong.

They had staff who were experienced and knowledgeable. They had a long and wide service desk and this was part of the problem.

I walked into the library, rummaged around, found a book and left all without ever talking to the librarians. This was where it went wrong.

The librarians with all of their accumulated wisdom, extensive experience, passion for books and understanding of system, stayed behind their thick, wide desk. They were the end point of the process if I had to withdraw a book or item that required a charge or required some degree of intervention. Other than that I was on my own.


Why is it that the experts with the passion for books are the last point of call? Why are they the end of the process? Why are they only relevant if I need help or if I need to pay?

Surely in the modern library, the librarians are the starting point of the journey.

Wouldn't it be great if they came out from behind their fortified issues desk and became relevant to me as I tried to find the object of my curiosity rather than as the cashier? I struggle too in the days of self check out, where you can demagnetize the book yourself, issue it at a compact workstation where you can perform the cataloging functions as to why they need a huge desk that keeps them separate from the customers?

Why are libraries, even ones built in the last few years, still designed with the librarians as the end point. Where the apparent role of the librarian is to protect the book stock or to issue the book.



 Some rights reserved by Indicopleustes

Walk into your own library. Does a librarian come and greet you and ask how they can help? Do they share the accumulated wisdom and scholarship they have? Do they exude the passion and love they have for reading? Or do you have my experience and never encounter a librarian at all?

And what will happen soon when eBooks are much much more common.

## Book Reviews



### **THE MONTMARAY JOURNALS (A BRIEF HISTORY OF MONTMARAY [1], THE FITZOSBORNES IN EXILE [2], THE FITZOSBORNES AT WAR [3])**

**Cooper, M**

**Random House Australia**

**Reviewed by Tehani Wessely**

It's a little unusual to review three books at once, but the Montmaray trilogy has just concluded with *The FitzOsbornes at War*, and I want to make sure as many people as possible know about this marvellous series!

I came across it by chance, when the second book came as an entry in one of the awards I judged a couple of years ago. Even though I had not read (or even heard of) the first book, immediately I fell in love with *The FitzOsbornes in Exile* – Cooper's deft hand with filling in the backstory meant I didn't feel lost by starting in the middle. The characters are so real you want to take them home and give them cups of tea to help them in their plight! I was hooked, but for one reason or another, did not actually get around to reading the first book until just this year, around the time the third of the trilogy was released.

The premise of the stories is interesting – Cooper has taken the real historical events leading up to World War II and thrown into the mix a fictional, impoverished, island kingdom near Great Britain, peopled by a mad king and his young kinfolk, daughter Veronica, nephew (and heir) Toby, Toby's sisters Sophie (our narrator) and tomboy Henry, and the housekeeper's son, Simon. The fiction is so cleverly interwoven with the fact that a reader might easily confuse the two, and this is part of the charm of the books. Cooper's clever blending of historical events with the events of the story

creates a powerful backdrop to the growth and maturation of the characters.

The setting moves from Montmaray in the first book to London and the countryside of England in the second, where Sophie, Veronica, Simon, Toby and Henry must learn how to cope with an aristocratic society they have not experienced, and a pre-war environment which threatens them all.

When war finally erupts in the final book of the saga, Sophie and Veronica find themselves not just waiting anxiously at home for news of Toby and Simon, who have of course joined up, but actively embroiled in clandestine work for the British government. Henry, too, wants to play her part, and refuses to be left at school while the rest of her family support the war effort. Suspenseful and heartbreaking, *The FitzOsbornes at War* will leave you breathless.

I cannot recommend this series highly enough. I haven't even touched on the wonderful discussions on gender and sexuality that are seamlessly woven through the books, reminding us that while we speak more openly about such things today, they have always been present. Sydney author Cooper writes beautifully, drawing history in detailed brushstrokes while always moving the action and characters forward. And while I can vouch for the fact that the trilogy can be read out of order with complete satisfaction, if you can start at the beginning, I have no doubt it will be even more powerful. An essential addition to any secondary school library!

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

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

WA School Library Association!

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






## Mindmapping iPad Apps

A list of iPad Apps that are designed to help you develop effective mindmaps.





Mindmapping iPad Apps	
	<p><b>Total Recall</b> FREE</p> <p>An elegant solution to mind mapping for the idevice. You can instantly create and share beautiful mind maps. Intuitive touch interface with automatic layout allows for mind maps with a few simple strokes.</p>
	<p><b>Simplemind</b> FREE</p> <p>Drag and drop mind mapping tool with templates and clipboard for brainstorming or thought structuring. Large mind map support only limited by memory. Download to desktop. Styles, colour changes and border all supported within the node well.</p>
	<p><b>Idea Sketch</b> FREE</p> <p>Ideas Sketch lets you easily draw a mind map and convert it to a text outline and vice versa. You can use Idea Sketch for brainstorming new ideas, illustrating concepts, making outlines, planning presentations, creating charts and more.</p>
	<p><b>Popplet</b> \$4.99</p> <p>Super simple interface allows you to move at the speed of your thoughts. Capture your ideas, sort them visually, and collaborate in realtime. You can also sign up for an online account with the app featured in “New and Noteworthy”and “What’s Hot”.</p>
	<p><b>Mindmeister</b> FREE</p> <p>Easily create, view, edit and share mind maps in this app. Seamlessly sync with your online account. Share maps directly from your device, full drag and drop support, edit colours, icons and styles.</p>
	<p><b>Mindnode</b> \$7.99</p> <p>Mindnode is a very easy and intuitive application for collecting, organising and outlining your thoughts and ideas as mind maps. Mindnode makes creating mind maps on the iPad extremely easy. Drag out a node from the well and off you go.</p>

## Mindmapping Tools on the Web

All of the tools listed below can be found on the web. Once you have created your mindmap you can either print it out, save it as a picture or embed it in a website or blog. Either way it is a great record of how you developed your ideas about a topic and makes great revision notes.

Mindmapping Tools on the Web	
	<p><a href="#"><u>99 Mindmapping resources</u></a></p> <p>Your one-stop-shop for online mindmapping / notemaking tools. The only problem is there are too many to choose from so you might like to try one of the ones listed below.</p>
	<p><a href="#"><u>Bubbl.us</u></a></p> <p>Bubbl.us is a free online mindmapping tool that lets you take notes simply and easily.</p>
	<p><a href="#"><u>Gliffy</u></a></p> <p>Easily create professional quality flowcharts, diagrams, technical drawings and so much more.</p>
	<p><a href="#"><u>Popplet</u></a></p> <p>Popplet is a very easy to use mindmapping tool that lets you drag and drop text, images, video and so much more.</p>
	<p><a href="#"><u>Mindomo</u></a></p> <p>Access your mindmaps anywhere, anytime.</p>
	<p><a href="#"><u>Freemind</u></a></p> <p>Freemind lets you create mindmaps for your research and notemaking. It has extensive functionality so if you are looking for something with a bit extra then this might be for you.</p>

## Web Tools for Capturing Websites

	<p><u><a href="#">Evernote</a></u>          Evernote is one of the best tools for capturing websites, videos etc as you are exploring the web. You can add voice notes as well and access the information on all of your devices. It is free and if you use the internet for your research it is a 'must have' tool.</p>
	<p><u><a href="#">Kwout</a></u>          You can grab a screen shot of a page you wish to quote using the Kwout bookmarklet on your desktop.</p>
	<p><u><a href="#">MyStickies</a></u>          MyStickies allows you to place little yellow squares of digital paper anywhere and everywhere on the web. Along with the ability to put sticky notes on webpages, mystickies offers a powerful interface to browse, search, sort and edit your sticky notes from any computer that has internet access.</p>
	<p><u><a href="#">Scoop.it</a></u>          Scoop.it allows you to create up to five topics where you can scoop or curate websites about your chosen topics. It provides a graphic of the website and records them in a newspaper format where you can quickly and easily see what websites you have collected. This is a great tool for harvesting or collecting your information.</p>

**Leonie McIlvenny**  
[www.studyvibe.com.au](http://www.studyvibe.com.au)



# Library Officer Forum Day

**Institute for Professional Learning, 23 April, 2012.**

In 2011 the Institute for Professional Learning established a Library Officers' Focus Group. This group works in collaboration with the Institute in continuing to support Library Officers in their roles by organising meaningful professional learning opportunities in order to increase knowledge and performance.

It was fantastic to see so many Department of Education Library Officers from as far away as Boyup Brook and Cape Naturaliste to Merredin, come and join in on some terrific professional learning at the forum day. Thanks to all the presenters who gave their time and expertise.

Library displays	Lynne Mannolini
SCISWEB refresher – Back to basics	Bev Blackwell
Copyright for library personnel in the digital age	Kelly Klymiuk
Exploring websites of professional interest for school libraries	Robin Wake
iPads and interactive whiteboards	Dianne Rigby
Cost centre management for Library Officers	Pamela Pepper/ Bronwyn Jacobson
Health & wellbeing – keeping sane and growing sane teams	Annette Sanders (BRAIN AMBULANCE)

Barbara Combes and Helen MacCue gave an overview on the benefits of joining the Western Australian School Library Association. Attendees were also offered discount personal membership to WASLA for 2012. This gives access to WASLA and all its benefits including:

- Attendance for one person to all WASLA / ASLA activities at the Member rate
- Newsletters and notice of activities from the local association
- One subscription to *ic3*, the WASLA journal
- Access to the Members Only Resources section of the WASLA website



The two photos are of Lynne Mannolini's Library Displays

For those Library Officers who have not yet had the chance to attend an Institute for Professional Learning Library Officer Forum Day registration for the next forum day to be held in October can be completed via the Institute for Professional learning website <http://det.wa.edu.au/professionallearning/detcms/portal/> For more details please contact Jackie Watt on (08) 9242 6132 or email [jackie.watt@det.wa.edu.au](mailto:jackie.watt@det.wa.edu.au)

**Helen MacCue**  
**Library Officer / WASLA committee member**  
**Coodanup Community College**  
**[Helen.MacCue@det.wa.edu.au](mailto:Helen.MacCue@det.wa.edu.au)**

## Rotary Tour – Schools in Laos

I wanted to share with you my amazing trip to South East Asia earlier this year. I was invited by the Mill Point Rotary Club to go on a tour of schools in Laos. Rotary was going there to inspect the new school libraries and ablution blocks that had been built recently and funded by them. They were also there to plan for future projects in Laos.



A group of nine people, including six teachers from various metropolitan schools, travelled to Luang Prabang in Laos and were situated right on the Mekong River there. Each day was spent touring different schools, both primary and secondary. This included very remote schools that required us to travel long distances up the Mekong as well as long distances inland.

For those of you who don't know, Laos has the dubious reputation of being the most bombed country in history and given that it has never been directly involved in a war of its own, this is just tragic. It is because the Ho Chi Ming Track, which is the main route between China and Vietnam, is partly located in Laos, so it was bombarded heavily during the Vietnam War. There is still a major problem in Laos with unexploded ordinance and the beautiful people of Laos still suffer accidents on a frequent basis. Laos is also a very poor country, second only to Burma for poverty in South East Asia.

The Mill Point Rotary Club has set up *A Helping Hand* under the guidance of Dr Rachel

Sheffield, who lectures in Education at Curtin University. As its main purpose *A Helping Hand*, in collaboration with the local people of Laos, supports schools by building school facilities such as libraries and ablution blocks. They also help fund libraries and literature in Laos schools. For your interest you can find out more about *A Helping Hand* at <http://www.ahelpinghand.org.au/>

Our first stop was to Chompet School which has approximately 2500 students all serviced by just two toilets. We looked at the construction of a kitchen which was taking place there at the time, as well as the new library which was funded by *A Helping Hand* and Belmont and Mill Point Rotary Clubs. Discussions were also held about future well and ablution facilities.

After that we went to Luksip School to inspect their new library which was funded by Woodlands Primary in WA. (Money was raised by 5c fundraisers which were held weekly in 2011 under the care and supervision of Lynette Martin and her Year 4 class.) I couldn't resist taking photos here of the toddler sitting on the circulation desk and the dog lying in the middle of the library floor.



We travelled along the Mekong River on the 'Library Boat' to visit schools in remote villages and provide the children with books to read. The Library Boat was like a mobile library and runs with help from a local lady who is the



main Librarian for Luang Prabang, named Chantha. It runs subject to funding. It was such an amazing experience to see the delight on the children's faces at the sight of the books and to watch them 'devour' them with such enthusiasm and focus. They were absolute book worms!! Although we didn't witness it, the Library Boat sometimes has the children come onboard to read the books. This is when the weather is inclement or there is no river bank at the village. The side panels of the inside of the boat have wire racks attached which display the books for the children and once they have selected a book from the racks, they sit along the middle of the boat on their special mats and read.

Alternatively the books from the Library Boat are placed on the special mats which have been laid out on the river bank. The children come down from the village school, choose a book, wander off a little way and read it. When they've finished the book they run down the riverbank, kick their shoes off, step onto the mat, choose another book, put their shoes back on then go off and read the new book. They weren't allowed to wear their shoes on the mat. They all read out loud next to each other but each was really focused on their own book. They were very respectful of the books.

Many of the older villagers were there for the Library Boat visit too and enjoyed 'reading' the books. It was fascinating to see how books

could bring people of all ages and different nationalities together.

The Library Boat was also used to transport book bags to schools. The book bags are like large curtains with pockets which hold the books. The top of the curtain is threaded through a long stick of wood which is then hung between two trees. Each bag contains over 100 books and costs about \$250 dollars. Some of the book bags have been donated to schools and are left there when the boat departs while others are only at the school while the boat is there and are taken away at the end of the visit.

This was an amazing experience both personally and professionally. It was very grounding to see such beautiful people with so little, be so content with their lot in life.

Schools in Perth currently involved with fundraising for *A Helping Hand* include All Saints College and Woodlands Primary. My own school is in the beginning stages of becoming involved as is North Beach Primary. If you are interested in a new fund raising venture with very strong links to the Australian Curriculum then please contact Dr Rachel Sheffield from *A Helping Hand* on 0407 999 995.

Thanks to WASLA for allowing me to share such an amazing experience.

**Louise Clarke**  
**Teacher Librarian**  
**Brighton Catholic Primary School**





Australian  
Library and  
Information  
Association



In an increasingly information- and knowledge-based age, one of the many elements of a world class education for all Australian students is access to high quality modern library services through the provision of professionally staffed 21<sup>st</sup> century school libraries.

School libraries and teacher librarians make a significant contribution to school communities and student learning outcomes.

There is a strong relationship between the presence of a qualified teacher-librarian in an accessible well-resourced school library and student achievement.

The severe decline in the number of qualified teacher librarians staffing libraries, in the number of teacher librarian training programs, in school library funding, and in centralised school library services and policy advisers over the last several decades is incompatible with this important educational outcome.

Despite the demonstrated importance of teacher-librarians and libraries, library services have been seriously affected by budget constraints and changing funding and staffing policies and practices. This has undermined the capacity and quality of library services provided by schools; library staffing, resources, services, equipment and facilities.

Devolution of aspects of decision making and financial management to the local level means that funding for school libraries relies on the resource allocation priorities established at the local level, which might or might not place a high priority on the need for a well-staffed library service.

This has led to marked differences between schools where library funding and staffing is at the discretion of the individual school and there are competing budgetary demands within schools.

Without an appropriate funding formula and guidelines for school libraries, the existing inequitable funding arrangements will continue. This will increase the marginalisation of some libraries through underfunding and neglect, while others are prioritised within their schools and are able to provide quality print and multimedia resources as well as access to emerging technologies, electronic databases, the internet and other online resources. This is a basic requirement for any school library and should be the norm rather than the exception.

Such marked differences between schools are incompatible with the stated commitment of governments to provide a world class quality education for every Australian child. Equitable access to an appropriately funded and well resourced school library and the services of a fully qualified teacher librarian is the right of all students and schools.

Handwritten signature of Angelo Gavrielatos in black ink.

Angelo Gavrielatos  
Federal President  
AEU

Handwritten signature of Vanessa Little in black ink.

Vanessa Little  
President  
ALIA

Handwritten signature of Isobel Williams in black ink.

Isobel Williams  
President  
ASLA