ic3

Information
Collaboration
Communication
Celebration

In this Issue:

Editorial

WASLA continues to support school libraries and this edition reflects very clearly how this is done. Our Birds of a Feather professional learning is featured and shows quite clearly that we are looking for events that can connect us to each other and what we are doing, or might want to be inspired to do in our work places.

We have contributions from these presenters and have also included some photographs of the networking aspect of the event – the morning tea. Never to be dismissed as not an important component of any activity. Sevenoaks as a venue is great, and the lecture theatre was at capacity. We have not said no to getting out of bed on a Saturday morning to a WASLA learning experience.

Other items include some research completed by Barbara Combes in response to questions by the local media on what is happening in school libraries, and Margaret Merga's introduction to the content of her book, launched at the CBCWA's Night With Our Stars.

Natasha and I also recently attended a national meeting in Adelaide for the School Library Coalition and I have attempted to provide information on how their projects are proceeding.

Enjoy the read, and please feel free to offer content for our next edition – due to be distributed early in Term 4.

Val Baird, Editor

Contents

Vol. 10, No. 2, 2019

From the President's desk

As usual second term just seemed to rush by! WASLA held a very successful term two Birds of a Feather professional learning session at Sevenoaks Senior College in Cannington. This half day format consisting of short sessions and workshops, plus a great morning tea, seems to suit most people. If you would like to host one at your school and show off your library/school, then please contact the Executive Officer, Barb Lippiatt at barb.wasla@bigpond.com. Similarly, if you have done something successful, then please consider being a presenter or sending photos with a brief description to the ic3 editor Val Baird at vbaird@iinet.net.au. People often do amazing things, but think they are ordinary, when in fact others would really like to try them out in their schools. Please remember to complete the feedback surveys for these sessions so WASLA can organize further professional learning that is relevant to everyone who works in a school library. Professional learning is about learning new skills, knowledge and ideas, sharing with others and networking, and taking the opportunity to demonstrate professional learning for performance management.

Anything you do in relation to professional learning is tax deductable, including your WASLA fees if you pay these yourself. The next professional learning event is a combined one between AISWA Libraries and WASLA - a visit from Morris Gleitzman early in term three. If you are a WASLA member, then it is free.

Early in second term I sent out a short survey to try to capture a snapshot of what is happening in WA school libraries. The full analysis of the data sent in by the 52 participating schools is available in this issue of ic3. Thank you to all schools and personnel who participated. I will send this on to the School Library Coalition (https://studentsneedschoollibraries.org.au/), a national group working to advocate for school libraries across Australia. This data will provide some background information for a much larger research investigation currently being undertaken by the School Library Association South Australia (SLASA) in conjunction with the Education Department in that state and the Australian Council for Educational Research (ACER). This research will be a case study and will provide the basis for similar studies in all states. There are plenty of studies that tie school libraries and the presence of professional staff to higher student academic achievement and literacy rates. Schools are losing their libraries due to lack of funds and literacy rates in Australia continue to drop in real terms (they have been doing so since 2000, when school libraries began to decline). The Literacy Matters! Site at www.literacymatters.org.au contains links to current and seminal research about libraries from all over the world and is a good place to go to when you are asked to justify the existence of the library.

Even though we live in an increasingly digital world, reading and learning to read is not an intuitive skill. We learn to decode text in an holistic manner that requires a concrete object such as a book to learn to read. Students who read widely, especially fiction, have higher levels of academic achievement. Boys who don't like fiction, hone their reading and comprehension skills by reading nonfiction, magazines and newspapers (sport first, then the news). We need to provide resources in our libraries that encourage reading and listening using a wide range of resource formats and delivery modes. Hence, audiobooks, nonfiction texts, fiction, magazines, newspapers, DVDs and websites are all necessary for today's student to be well versed in the different reading skills needed to function effectively in a modern world. The school library is where students will find such resources on a range of topics that can 'fire' the imagination to create and problem-solve in a rapidly changing workplace. The library is also the place where students can share their ideas, explore new knowledge and work together to come up with solutions. It is a social learning space that provides opportunities for students to hone team-working and the social skills that are a necessary part of the modern workplace. Effective schools have fully staffed and well-resourced libraries. However, past and current research tells us that schools in Western Australia are currently struggling to provide these facilities, resources and services for their students.

**Dr Barbara Combes
President WASLA**

Social Media Accounts
Follow us and interact

Western Australian School Library Association (WASLA) Closed Group that can be found at the following link:
https://www.facebook.com/groups/812877622171734

Follow WASLA on Twitter at:
https://twitter.com/WASLApln

@WASLApln

Reading engagement for tweens and teens:

Fighting for time, space and resources in our primary and secondary schools

By Margaret K. Merga

As a Senior Lecturer in Literacy, I've been involved in a range of state-wide, national and international literacy research projects which have sought to explore the role that social influences such as teachers, parents and teacher librarians play in shaping the reading engagement of our young people. To this end, I've written more than 50 peer-reviewed journal articles reporting on my findings, to give these social influences the research they need to be more effective in facilitating increased engagement in our diverse and busy students' lives.

In January of this year, I drew together all of my recent findings into a single book, Reading Engagement for Tweens and Teens: What Would Make Them Read More?, with the view to providing teachers, parents and teacher librarians with a go-to resource that contains a comprehensive but accessible body of the recent, rigorous research conducted in Australia and elsewhere. The main point of this was to support these individuals to advocate for time, space and resources in our primary and secondary schools to ensure that reading engagement is not subsumed beneath the competing demands of contemporary school and home life.

In recent times, I have become increasingly aware of the growing range of impediments that obstruct reading engagement in schools and homes. Some of these impediments will doubtlessly resonate with you. I will now highlight 11 of these impediments, and very briefly describe how this recent book challenges them, using strong research evidence.

1. Silent reading at school is a waste of time. (Chapter 1)

With independent reading strongly associated with gains across a broad range of literacy skills, this simply is not the case. With the benefits of reading closely related to how much, and how often we read, increasing reading opportunity by providing class time for students to read is an essential educative practice.

2. The best way to improve reading comprehension is to buy the latest online learning package. (Chapter 1)

Unlike independent reading of books, expensive online learning packages marketing themselves as 'quick fixes' for children's reading comprehension issues do not have decades of research substantiating their claim of educative benefit. To improve reading comprehension in students who can already read, providing more time for students to read and be read to (including in high school) is a better way.

3. Kids stop reading because they grow out of it. (Chapter 2)

While numerous factors may lead to students reading less as they move through the years of schooling, some of these factors may very well be within our scope of influence. I argue that some kids may stop reading due to expired expectations from key social influences, and that continuing to actively position books as important and enjoyable beyond the early years is essential to counter this idea.

4. Books are not cool. (Chapter 3)

Maybe books weren't cool when we were young, but the same cannot be said in this day and age. Research suggests that we can no longer make this generalisation, and that building the social appeal of books can play an important role in fostering reading engagement.

5. Boys just aren't biologically geared to be readers. (Chapter 4)

This myth has been used to give up on boys, and research has found that there is considerable variation in boys' attitudes toward reading, with many enjoying the practice. Boys can also be avid readers of fiction, not just non-fiction. The gap in reading engagement and related performance between boys and girls is socially rather than biologically constructed.

6. Boys can't be influenced by female educators and maternal role models.(Chapter 4)

Female teachers, mothers and maternal figures can exert a strong, positive influence on boys' attitudes toward, and frequency of engagement in reading. The idea that boys can only really be influenced by male figures is fallacious.

7. Parents know how and why to promote reading at home beyond the early years. (Chapter 5)

Teachers and teacher librarians have an important role to play in supporting parental knowledge of how to supporting reading in the home beyond the early years, with many parents mistakenly thinking that their role is over once their children have learned how to read.

8. Kids prefer to read books on screens. (Chapter 6)

It is absolutely too soon to be cutting resourcing of paper books in our libraries, or replacing them entirely with eBooks. The majority of tweens and teens still choose to read in paper book mode where eReading options are available to them.

9. Older children know how to choose a good book. (Chapter 7)

Many teens and tweens still struggle to find a good book, and this can limit their reading engagement. While we might assume that teens will have learned this skill in earlier years, research suggests than many teens still lack skills for selecting books that meet their interests and needs.

10. Kids believe their teachers love reading. (Chapter 8)

Perhaps due to the emphasis on reading for the purposes of testing in our contemporary schools, children in upper primary school often do not see their teachers as lovers of reading.

11. Libraries are a waste of space. (Chapter 9)

Libraries can play an essential role in resourcing and supporting engaged readers in primary and secondary schools. We need adequately staffed and resourced libraries so that students can enjoy the literacy benefits that such libraries can confer.
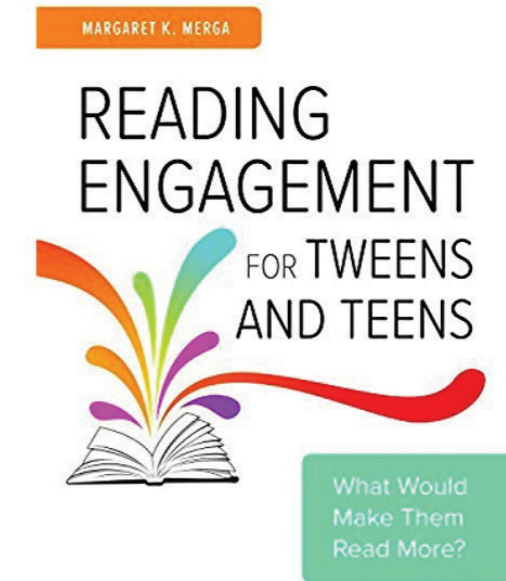
About the Author

Margaret K. Merga, PhD, has conducted six substantial research projects that explore social influences on reading engagement from the early years to adulthood.

CBCA BOOK WEEK August 17-23 2019

A snapshot of WA School Libraries

Earlier in second term WASLA asked school library personnel to answer some survey questions about what is happening in their school library. Many thanks to those who participated and sent in their data. All schools and personnel remain anonymous in this release and any further release of findings from this data collection. Below is a brief summary of the data collected using simple descriptive statistics only ie. percentages.

Demographics

A total of 52 schools answered the survey. Of these there were 19 Primary schools (36.5%), 12 Senior High Schools/Senior Colleges (23.1%) and 21 K-12 (40.4%) schools. 27 schools were Government/Public Independent schools and 25 were Independent/Private schools. For ease of convenience these two groups will be referred to as Government and Independent schools in the following discussion.

There was a small group of rural based schools. Government schools accounted for 4 Primary and 1 Senior High school, and 3 K-12 Independent schools. Overall, 28 schools in the survey identified as Government (53.8%) and 24 as Independent (46.2%).

Levels of staffing

Half of the schools in this survey had a Teacher Librarian (TL) (a qualified teacher who also has a degree, usually a Masters, in Information Science/Studies). Library Technicians (LT) (TAFE Diploma) were present in 16 schools (30.7%), Library Officers (LO) in 42 schools (81%), Library Assistants (LA) in 6 schools (11.5%), Librarians (L) (Information Science/Studies degree) in 2 schools (3.8%) and in 5 schools (9.6%) staffing was unidentified.
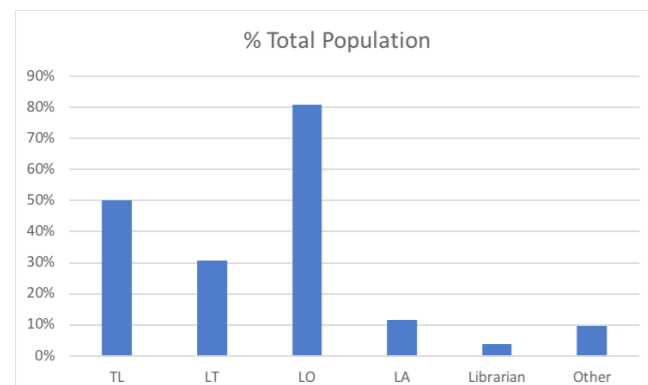
% Total Population

Figure 1: Levels of staffing, n=52 schools

In the rural schools only 1 Government and 1 Independent school out of a total of 8 had a teacher librarian. 2 Independent schools had a Library Technician and 6 schools had Library Officers. Out of 52 schools, 20 (38.5%) reported no loss of staff in the previous 2-5 years. In the 12 schools (23%) where staffing remained the same, staff were lone practitioners, ie. they were running the library by themselves.

Lone practitioners

Figure 2 below indicates that 50% of all the schools in this survey had a lone practitioner in the library. This included all library personnel, although a greater % of Library Officers identified as lone practitioners and these were located mainly in Primary Schools.
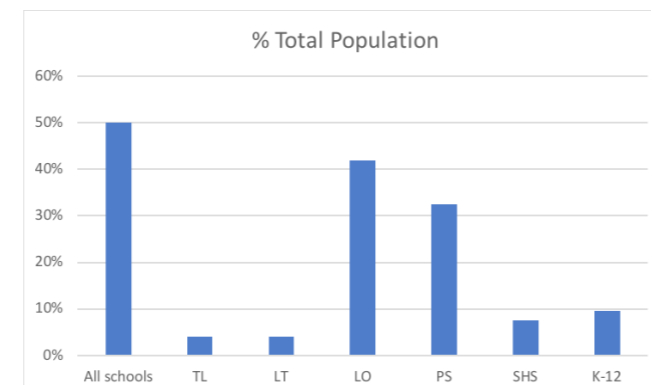
% Total Population

Figure 2: Lone practitioners

In the K-12 schools (all independent), lone practitioners tended to be classed as LOs, but had qualifications ranging from teacher librarian, librarian and library technician. This means that while the school enjoyed the expertise provided by personnel with extra qualifications, the person was employed and paid at a much lower rate.

Loss of staff

- Overall, the schools in this sample have lost 41.9 full time equivalent (FTE) staff in the last 5 years.

- 15.6 of these positions were identified as teacher librarian;

- 1.4 learning resource teachers (usually teachers who completed a short course through the Education Department, no longer offered);

- 3 librarians;

- 2.8 library technicians; and

- 11.1 library officers.

The biggest casualty in this sample are the Teacher Librarians, ie. staff who have both a teaching and a library qualification. These are the people who select items for the collection to meet the learning and curriculum needs of the school. They also conduct literacy and reading programs and teach information literacy skills to students, including search skills for authoritative information (print and electronic), internet/cyber safety and ICT appropriate use and ethical behaviour.

Library Officers have also been cut. Many Government schools now have library officers who come under an administrative officer award. They are being moved out of the library (which requires skills in handling the automated catalogue and downloading records from SCIS - Schools Cataloguing & Information Service) and into other administrative areas in the school.

Budgets

Of the 52 schools, 6 schools reported having their budgets cut by 50%, with 2 reporting a loss of 80%. 1 school did not get a budget for 2018-2019. One school lost $30K, with others reporting losses of between $5-10K. Overall, 32 schools (61.5%) reported budget losses.

Subscriptions and licenses for electronic journals and ebooks are not cheap. In fact, electronic resources can account for a huge slice of the budget. More detailed data collection is needed to ascertain just how many schools are promoting and teaching students how to use these resource formats in preparation for tertiary studies and the world of work.

Some librarians reported that they have been told not to buy print materials. This is an issue for several reasons.

- Most information on the Internet is at a reading age of Year 12+ and is not suited conceptually or at a reading level for most students.

- Reading from the screen introduces other difficulties and the reading brain needs to engage with print first, before using the screen (Combes, 2016).

- Students who are non-readers (illiterate, pre-literate) cannot use the screen for information gathering.

Use of the library as a multifunctional space

30 schools in this sample indicated that they use their library as a multifunctional space. In some cases, space in the library has been taken over permanently to be used as a classroom or for ICT and computer labs. Other uses included:

- classroom space especially for IT classes;

- bookclubs, STEM and STEAM makerspaces, coda dojo, games - board and electronic;

- gallery – displays of student work, information displays;

- celebrations – Book Week, International School Library Month, NAIDOC Week, Simultaneous Storytime;

- meetings – staff and parent; and

- community spaces – conference venue; parent meetings.

School libraries are always supervised and provide 'safe haven' where students can escape bullying and the rigours of the school yard. They are social spaces and creative spaces. Using the library as a multifunctional space is an excellent way to engage and promote creativity and innovative thinking amongst students.

What happens when school libraries close?

A school library has a number of roles and functions. A purely economic function is to prevent the purchase of multiple copies of resources and to provide an audit trail to track lost or missing items, thus saving money for the school. This function can be extended to include resources located throughout the school, not just the library collection (Combes, 2012). The library also acts as a safe place for students as mentioned above. It can be a social space and a creative space, as well as a research space. It is a space where students can access a range of items (print and electronic) for reading, both for information and leisure. It is the single most important resource in the school for the promotion, development and engagement of literacy by students.

Statistics from the ABS indicate that in technology rich environments:

'approximately 7.3 million (44%) Australians aged 15 to 74 years had literacy skills at Levels 1 or 2, a further 6.4 million (39%) at Level 3 and 2.7 million (17%) at Level 4/5' (ABSa, 2011-12).

'Literacy is defined as understanding, evaluating, using and engaging with written texts to participate in society, to achieve one's goals, and to develop one's knowledge and potential' (ABSb, 2011-2012)

While nearly 14% per cent of the Australian population have very low levels of literacy (level 1 and below), and a further 30% have literacy levels below what is considered enough to get by in everyday life, only 1.2% are operating at the highest literacy level. For a simple, but detailed explanation of the levels and what this means, visit the Information Access Group (2019).

Other studies by the OECD (Organisation for Economic Co-operation and Development) provide interesting data about literacy in Australian schools. As far back as 2002

the OECD conducted a PISA (Program for International Student Assessment) report on the reading performance and engagement of students from across the OECD countries (OECD, 2002). This study found that:

- 'changing and improving students' reading proficiency could have a strong impact on their opportunities in later life. …

- changing and improving students' reading proficiency could have a strong impact on their opportunities in later life. …

- the degree of engagement in reading varies considerably from country to county, 15-year-olds whose parents have the lowest occupational status but who are highly engaged in reading obtain higher average reading scores in PISA than students whose parents have high or medium occupational status but who report to be poorly engaged in reading. This suggests that finding ways to engage students in reading may be one of the most effective ways to leverage social change' (OECD, 2002).

The report concluded that 'all countries would be well advised to seek means to raise the level of interest in reading among students, and especially among boys' (OECD, 2002). The study also found that students who read widely, especially fiction, are more likely to have higher levels of academic achievement. In 2016 The OECD's report on Australian students revealed that 'that not only are the science, reading and maths problem-solving skills of Australian 15-year-olds sliding backwards relative to their international peers, but their skills are declining in real terms' (Munro & Bagshaw, 2016).

Reading is not intuitive. It is a skill that needs to be actively taught, continually practised (maintenance) and extended through a person's lifetime to keep their literacy skills at a high level. When learning to read and create the cognitive connections that are necessary to associate meaning with symbolic language, young children still need a concrete experience. Hence, learning to read is an holistic experience. It usually consists of oral repetition, images to connect a concept with a real/ concrete object and a physical object (picture book) to provide an anchor for the reader who still requires something physical in order to create their reading circuit (Combes, 2016). Maryanne Wolf concludes:

We humans were never born to read. We learn to do so by an extraordinarily ingenuous ability to rearrange our "original parts" — like language and vision, both of which have genetic programs that unfold in fairly orderly fashion within any nurturant environment. Reading isn't like that. … Each young reader has to fashion an entirely new "reading circuit" afresh every time. There is no one neat circuit just waiting to unfold. This means that the circuit can become more or less developed depending on the particulars of the learner: e.g., instruction, culture, motivation, educational opportunity (Wolf, 2009).

The term literacy refers to a number of skills – reading, writing, speaking, listening and (most important of all) understanding. There are numerous studies and research reports that have been published over the last 40-50 years that indicate the importance of literacy to success in life after school, and many that indicate that libraries have a crucial role to play in the development and maintenance of literacy skills. Reports, research and articles can be found at the Literacy Matters! site. (IFLA & WASLA, 2019).

When a school library closes or is stripped of professional staff and library space, students' literacy, information literacy, research and cyber skills are likely to fall (Munro & Bagshaw, 2016). A study of Gold Coast school libraries by Hughes in 2013 found that 'school NAPLAN scores for reading and writing were generally higher when student-to-library staff ratios were lower (i.e. better) and when the school employed a teacher-librarian (Hughes, 2013). In this study, data was collected from school Principals. However, this sample study of WA schools found that Teacher Librarians have been lost at an alarming rate from schools, especially Government schools. Schools where Principals have closed the library or subsumed the space for something else such as computer labs were not counted in this survey, but anecdotal evidence suggests there are a few. Kachel writes that 'budget cutters … act mistakenly – as though there is no link between libraries and educational achievement' (Kachel, 2015).

A significant finding of this limited sample also indicates that there are significant inequities between Government and Independent schools, where library services, staffing and resourcing are higher in the Independent schools' sector. This result aligns with the 2018 PISA study which noted that equity in schooling is closely related to economic status, geographic location, gender, cultural differences and the education system (Government versus Independent) (Teach for Australia, 2016; Perry, 2018). Results from an earlier study conducted by Edith Cowan University, the Australian School Library Association and the Australian Library and Information Association in 2008 (Combes, 2008), indicate that little has changed or improved in school libraries across Australia in the last 10 years. This study found:

- The Independent Schools sector, particularly Anglican schools, reported much higher levels of professional staff than the government schools.

- In total, over 50% of schools in this survey had either no professional staff or less than one FTE working in their school library.

- Tasmania, Western Australia and Victoria reported lower numbers of TLs employed, but higher numbers of Library Technicians (Tasmania and Victoria) and Library Officers (Western Australia).

- Christian schools tended to employ Librarians more than the other groups in the Independent Schools sector, while government schools employ fewer Library Technicians.

- Budgets have also declined in the last 5 years, but these were not high for most schools in 2008.

- 12.5% of all schools reported an annual budget of less than $1000. A further 16.5% reported an annual budget of less than $5000. Nearly a third of all school libraries received less than $5000 to provide curriculum, recreational reading and access to virtual and electronic resources.

- Across the whole survey group 45% of schools received less than $10,000 as their annual budget.

- Few libraries reported budgets over $50,000 (8.3%), and these tended to be the large independent schools.

- Independent schools fared much better than government schools. 54% of government schools reported an annual budget of less than $5000.

- Subscriptions to electronic database resources were few and depended on the school's capacity to pay rather than central sector provision. Independent schools provided these resources more often than government schools.

School libraries are an essential part of the educational services and resources offered by a school. They have a significant and direct effect on students' academic achievement and preparedness for the world of work. A vast amount of research over the last 50 years has shown that the presence of qualified staff and resources in the library make a real difference to students' literacy levels and even overcome economic disadvantage. Both this sample study and previous research indicates that there is an equity gap between the Government and Independent schooling sectors, and this gap is continuing to widen. As a wise man once said:

'Whatever the cost of our libraries, the price is cheap compared to that of an ignorant nation'
(Walter Cronkite).

Dr Barbara Combes
President WASLA

Wyalkatchem Library Officers' Big Day Out 2019

The annual Library Officers' Big Day Out was held on Monday June 24th, this day has been running at Wyalkatchem District High School since 2009 and numbers continue to grow with attendees not only from the Wheatbelt area but from Geraldton and Mandurah as well. This year our special guests, Louise Moore and Melissa Pettit from the LIFT (Library and Information Focused Training) covered many topics including how to make your performance evaluation meetings work for you. We also had presentations by Joy Martanovic from Meter Office Australia and Cathy Stark from Holding Educational.

After a delicious morning tea and lunch we spent much of the afternoon discovering how the Cricut cutting machine can make our life in the library much easier when making signage and for makerspace projects. Everyone went home with their very own LOBDO 2019 coffee mug personalised with their name.

Wendy Chapman

Using Social Media for Library Display Ideas
by Sarah Betteridge

Facebook Groups/Accounts

Library Displays:
https://www.facebook.com/Library-Displays-110021479081391/

Great Library Displays:
https://www.facebook.com/greatlibrarydisplays/

Western Australian School Library Association (WASLA):
https://www.facebook.com/groups/812877622171734/

Children's Book Council of Australia - WA Branch:
https://www.facebook.com/groups/111888132180231/

West Australian Young Readers' Book Award:
https://www.facebook.com/WAYRBA/

Children's Books Daily (Megan Daley):
https://bit.ly/2ROkP1M

Twitter hashtags and library/librarian accounts

#librarydisplay/s
#library
@lucasjmaxwell
@emmasuffield
@WAYRBA
@TheCBCA

Great display ideas

1. Make displays interactive – e.g. student interaction through voting, sticky note book recommendations, First Lines – lift the flap to reveal the book title

2. Promote a reading culture by creating a display of what the Library staff/teaching staff are reading

3. Consider moving beyond tightly themed displays to more general ones that can be used anytime – or continuously:

•   Top 10 books for the month/term

•   People you should meet (for biographies or character-driven fiction)

•   Greatest hits of the ____ (insert decade)

•   Good books you may have missed (books that had long holds list a few months ago)

•   What your friends are reading (Put this sign on a cart of just returned books

4. Tie celebrations/ events/ current affairs in with books/ book themes

#libraryloversday; #harmonyday; #worldautismawarenessday; #empathyday #mentalhealthawareness; #nationaloceansmonth; #RUOKDay #sportsevents; #schoolevents; #worldevents

5. Grab their attention!

•   Comic books don't count as reading!

•   Crime scene nonfiction and fiction

•   Banned Books

•   Bookflix

Pinterest boards - just a few of many

Library Display Ideas: https://www.pinterest.com.au/awnali/library-display-ideas/

School - Library Displays: https://www.pinterest.com.au/ksmurphy/school-library-displays/

Library Book Display Themes | Library Displays: https://www.pinterest.com.au/pin/130041507965543477/?lp=true

Library Display Ideas: https://www.pinterest.com.au/sjbetteridge01/library-display-ideas/more_ideas/?ideas_referrer=13

Teacher librarian stuff: https://www.pinterest.com.au/mjoh1969/teacher-librarian-stuff/

Some Instagram hashtags to follow include:

#librarydisplay;
#bookdisplay;
#highschoollibrary
#highschoollibrarydisplay;
#schoollibrarylife

Some Instagram Library professionals to follow include:

@GwynethJones (The Daring Librarian)
@scorchedpage
@scotchlibrary
@side_libraryrc
@glenthorne_library (Lucas Maxwell)
@TinkeringChild (technology)

Accounts for information about new books and other ideas:

@childrensbooksdaily (Megan Daley)
@cbcaustralia
Authors, publishers and booksellers; public libraries

School library accounts: Find those that inspire you

@glenthornelrc
@ScotchLibrary

Other Useful Links

•   12 Insta Easy Instagram Library & Literacy Promotion Ideas: http://yalsa.ala.org/blog/2017/02/23/12-insta-easy-instagram-library-literacy-promotion-ideas/

•   INSTAGRAMMING TIPS FOR LIBRARIANS: https://bookriot.com/2018/08/28/instagram-tips-for-librarians/

•   Twenty Rules for Better Book Displays: https://www.ebscohost.com/novelist/novelist-special/twenty-rules-for-better-book-displays

•   50 SCHOOL LIBRARIES TO FOLLOW ON INSTAGRAM: https://bookriot.com/2018/05/20/school-libraries-on-instagram/

•   How to Create a Physical Instagram Display: https://knowledgequest.aasl.org/create-physical-instagram-display/?fbclid=IwAR1KaengcPvzLpHKVNdNAL3eV6omGiOHDTmIvpGJu5JSqZGFpTX4ZIlrnts

Weeding: A vital component of school libraries.

A good library collection is like a good haircut.
It's not what you cut - it's what you leave that's important.

Sometimes called deselection or culling, weeding has been described as the process of regularly removing outdated or irrelevant library resources.

The question of how often your library should be weeded can depend on a range of factors, such as availability of staff, time available, the skill level of staff, level of the library budget. Depending on your individual circumstances, weeding can be conducted continuously on a day to day basis; intermittently throughout the year or periodically at regular intervals.

Whilst weeding can be a boring and labour intensive task, consider the positive outcomes that regularly weeding brings to your library.

- it ensures all your resources are reliable and up-to-date
- it offers opportunities to make your collection more attractive and inviting
- it creates more room for new materials
- it reflects your schools current thinking and attitudes
- it make it easier for your students and teachers to easily find what they need
- it will assist you to become familiar with your collection's strengths and identify its gaps

A school library cannot function effectively if any of the resources it offers are not relevant, reliable and up-to-date.

Each resource must be considered against these important points when making the decision to weed resources or to retain them.

- is the resource physically damaged, dirty, tired, vandalized?
- is the information, graphs, illustrations current and accurate?
- has the resource been used lately (circulation stats)?
- is the resource relevant to the needs and interests of students?

- is the format / cover unattractive to students?
- are the illustrations appropriate and appealing?
- does your library have duplicate copies?
- does the resource match your student's reading levels?
- is the resource available from another location?
- is the author still popular with students?

Depending on individual circumstances in your library there may be some resources that require different criteria for weeding. Resources concerning local history; works by local authors; resources with local setting; reference books are such areas.

Weeding is not a casual task or an afterthought; it is an integral part of the library collection development policy. Your library's mission, goals, and selection policy help to determine your weeding policy. Your library should have established criteria, documented in a written policy, which guides your weeding decisions. Your library then has a measure of protection in pointing to a systematic plan for not only building but also managing its collection.

Two mnemonics that may assist you whilst weeding your collection.

MUSTIE

Misleading information

Ugly appearance due to wear or outdated design

Superseded by newer materials

Trivial worth to local users

Irrelevant to your collection

available **E**lsewhere

WORST

Worn out

Out of date

Rarely used

Supplied elsewhere

Trivial or faddish

Jeff Herd
presenter at Birds of a Feather
(Sevenoaks Senior College)

Using Social Media for Library Display Ideas by Sarah Betteridge (continued)

Display ideas, featuring Bookflix at Ocean Reef SHS and 2 images from posts by Lucas Maxwell (User Name: @glenthorne_library).

BIRDS OF A FEATHER 2019
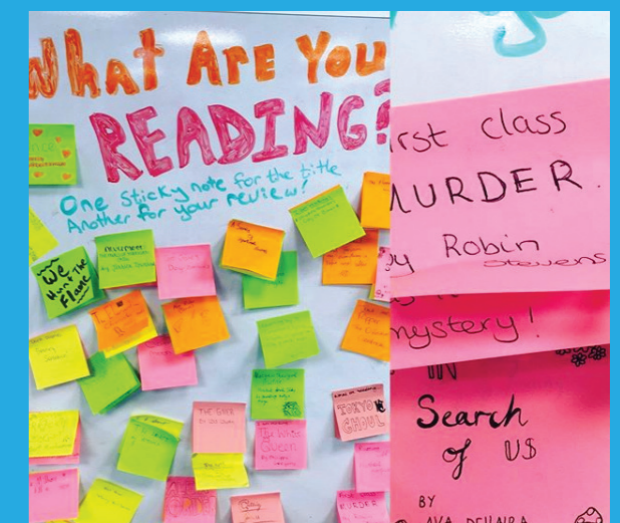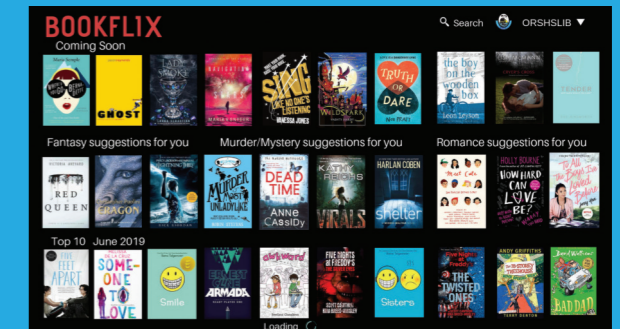
Events such as Birds of a Feather are only possible because of the generosity and collaboration of school library staff who are willing to share their ideas and programs with us all. The format is a successful one as it allows us to grab strategies from as many people as possible so that we can use them in our own libraries. There is so many great things happening in our school libraries! It is important that we keep changing it up and improving on our practice but we don't need to reinvent the wheel. We only need to share with each other. Our WASLA community is a fabulous network and it is our mission to continue this theme of collaboration. That is why our next PD is a collaboration with other libraries and records management.

Most of the presentations and handouts from BOAF are now uploaded onto the member's section of the WASLA website.

Natasha Georgiou
Vice President

Library News

National Education Summit: Capacity Building School Libraries - Brisbane 31 May – 1 June 2019

The National Education Summit took place in Brisbane on the 31 May – 1 June. The Summit occurs twice a year and combines a number of concurrent conferences such as 'Digital Classroom,' 'Creativity and Innovation,' and 'Special Needs.' This was the first year that 'Capacity Building School Libraries' was included in the Summit. The idea of the conference is that "Capacity building can be described as a sustainable process of equipping teachers with the knowledge, skills and attitudes to enable them to cope with change and achieve the desired educational outcomes."

The conference focussed on four major themes:

1.   Addressing professional standards
2.   Creating engaging spaces
3.   Designing learning experiences
4.   Collaborating with parents

The first stream addressing professional standards gave delegates advice on establishing strategies to improve, develop and support their professional practise; the importance of making and maintaining networks within the profession; and how to successfully implement initiatives to support reading and information literacy programs.

The second stream concentrated on creating engaging spaces. The presenters showed how their school libraries were transformed, and the methods and strategies they used to garner the support of the school executive to make these changes. My favourite quote was "using data to fight back."

The third stream on designing learning experiences focussed on how libraries, and teacher librarians, can establish teaching programs to successfully support students to develop technological, digital and information literacy skills.

The presenters of the final stream on collaborating with parents gave a number of great ideas on how libraries can engage and embrace parents and the community to build a vibrant library.

At the end of the two-day conference I felt excited and enlivened and did not want it to end, it was one of the best conferences I have attended. The conference was full of great ideas, and the presenters were very generous with sharing their experiences and expertise. It was wonderful to meet some of the teacher librarians whose practise I have admired from afar. I even met Megan Daley who signed my copy of Raising Readers!

The Capacity Building Libraries conference in 2020 is scheduled for the 15-16 May in Brisbane. It would be great to attend with other Western Australian delegates and if you are interested please contact me at Felicia.Harris@education.wa.edu.au

Felicia Harris

2019 Western Australian Teacher Librarian of the Year
School of Isolated and Distance Education

Tools for Modern Library Displays

twinkl.com.au
Create an account and pay a yearly subscription. All resources are aligned with the Australian Curriculum. I personally use the free resources that are made available. Twinkl will email free resources for download.

pinterest.com.au
A Social Network sharing interests and pinning them to boards, it's like an online curation. Create an account and follow other Pinterest users with similar interests. I search for library displays, library and reading bulletin boards, library area and ideas, anything to do with library.

https://www.instantdisplay.co.uk/
This is a website with free printable teaching resources.

https://www.teacherspayteachers.com
Create an account. Ficnd Library posters as little as $2US. Some free resources as well.

https://www.sparklebox.co.uk
Free printable resources for the primary age group.

https://www.teachstarter.com/
Create an account. Subscription options but I use the free resources.

https://www.weareteachers.com/category/ free-printables-for-teachers/?filter-grade= all-grades&filter-subject=2500
An educational website where you have access to free resources.

https://search.creativecommons. org/search?q=library%20display%20 &provider&li&lt&searchBy
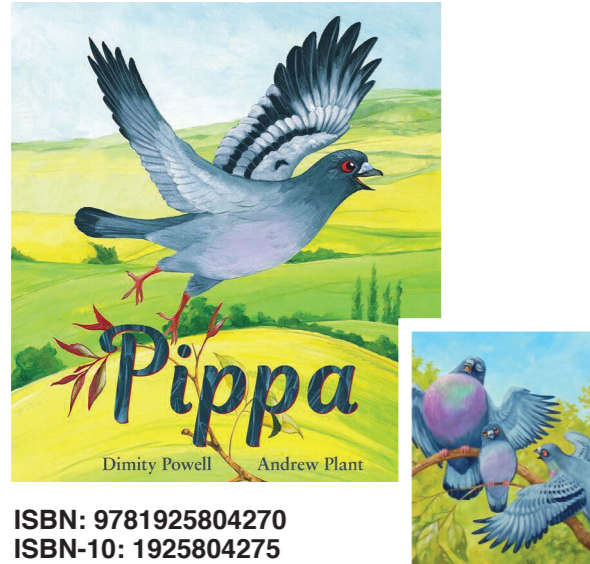Here you will find photos of library displays. If you need inspiration.

Follow Facebook Groups "Library Displays/Libraries/

By Helen Tomazin

Pippa
by Dimity Powell & Andrew Plant

ISBN: 9781925804270
ISBN-10: 1925804275
Audience: Children
For Ages: 3+ years old
Format: Paperback
Language: English
Number of Pages: 32
Published: 1st July 2019
Publisher: Ford Street Publishing Pty Ltd
Country of Publication: AU

Reviewed by Helen Tomazin

Pippa is a young pigeon who has desires to fly on her own and be independent. She would love to see the world as her nest is all she has ever known. Her parents are very over protective would rather she stay by her nest. The illustrations are brilliant and lifelike and you will want to pat and hug the pigeon as she looks so real. Pippa will demonstrate her unique talents and the instincts of a homing pigeon.

One day Pippa decides to fly away and discover the world alone. It's a big wild world out there. Will she make it safely home on her own? We are taken on a journey of discovery, adventure and the importance of family in a fun way. Once you read this book you feel a little emotional, as well as that feeling of letting go and risk taking.

Pippa is a wonderful and reflective book that teaches young children the consequences of one's actions and especially when going against parent advice.

Moon Fish
Written by Harry Laing

ISBN: 9781925804256
ISBN-10: 1925804259
Audience: Children
For Ages: 6+ years old
Format: Paperback
Language: English
Number Of Pages: 32
Published: 1st May 2019
Publisher: Ford Street Publishing Pty Ltd
Country of Publication: AU

Reviewed by Helen Tomazin

MoonFish is Harry Laing's great collection of poems that features dazzling and fresh art by some of Australia's best known illustrators including Shaun Tan, Leigh Hobbs, Judy Watson and Anna Pignataro.

Children will love this book because of its humour, the amazing creatures and catchy rhymes. The wide variety of illustrations are exciting and will give children a wonderful visual experience. The poems in this beautiful book includes monsters and anything else you can think of.

 "I'm a pencil bird I'm not gonna sing but I've written you a poem cos that's my thing".

I love this book because it's perfect to be read out aloud and one can perform too. What a wonderful book especially adding to the pleasure of reading and also a great way to lure reluctant readers.

Not only will children enjoy this book, teachers will find this an excellent resource for the classroom to inspire the student's creativity. Enjoy the wonderful poems, with lots of fun and enjoyment. The kids will love it and so will you !!!

Grace's Mystery Seed
Written by Juliet M Sampson
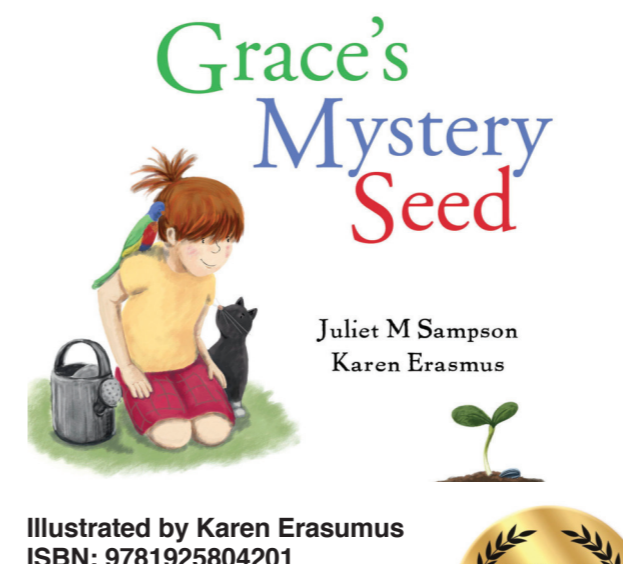
Illustrated by Karen Erasumus
ISBN: 9781925804201
ISBN-10: 1925804208
Audience: Children
Format: Hardcover
Language: English
Number Of Pages: 32
Published: 1st March 2019
Publisher: Ford Street Publishing Pty Ltd
Country of Publication: AU

Reviewed by Helen Tomazin

Grace's Mystery Seed is a story about Grace and her neighbor and how they plant a seed together. They wait and wait until the seed starts to shoot and grow. Grace then discovers the truth about her amazing mystery seed.

This is a story about wonder, patience, teamwork and a beautiful friendship between people of different generations. I love the illustrations and how they can capture children's imagination. There is so much to discover in the beautiful illustrations.

This is a wonderful book for parents and grandparents to read aloud to children and encourage the love and joy of reading together and learning at the same time. It will encourage children to explore nature and their surroundings and will appeal to children's curiosity about this mystery seed and also develop a love of gardening.

On a curriculum level this book covers areas of English, Mathematics, Science, Arts and interdisciplinary learning.

What I Like About Me
Written By Jenna Guillaume
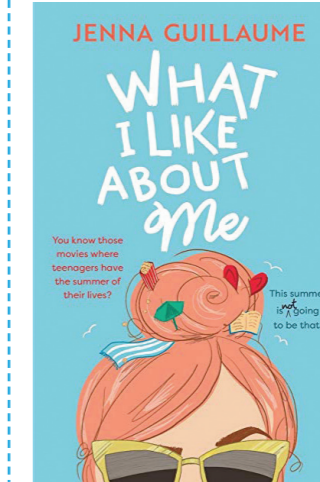
ISBN:9781760559120
Audience: Year 7+
Format: Novel, not illustrated
Category: Young adult, Contemporary, Romance
Language: English
Number of pages: 246
Published: February 2019
Publisher: Pan Australia
Country of Publication: Australia

Reviewed by Sue Stopher

This book, a diary in a humorous and chatty way, will be an easy read for year 7 and up and many scenes would make great monologues or duologues. This a book waiting to be picked up because of its bright, attractive cover and catchy blurb.

This is one of those typical family summer holidays when families gather in the same spot, year after year. Maisie Martin has to write a discovery journal over the holidays and she is not impressed. Maisie always looks forward to this particular holiday because she gets to see Sebastian, a friend since childhood. On the sidelines are Sebastian's friend Beamer and Maisie's friend Anna, who play major roles in the summer's dramas.

Also on the holiday are Eva's 'perfect' sister and her new partner, Bess. Eva has won Miss Summer Teen Queen, the annual highlight of the New Year and, this year, Maisie, in spite of her poor self-image, is going to enter it, or is she? She makes a new friend on the beach, Leila, who is able to inspire her.

Infatuation and love, poetry, family relationships and a father in absentia, runaways and dirty dancing are all part of the journal entries which show Maisie's deepest thoughts and dreams. Her DJ is a remarkable account of one summer and how dreams can be redirected and realised.

Kennedy Baptist College
Makerspace - Lego Challenge

With the Australian Lego Masters being held earlier this year it inspired the Research and Study Centre to hold its own Lego Challenge. The students were surveyed to see if there was an interest and 33 students said that they were keen to have a go. After much thought, the format for the challenge was designed and students were then asked to sign up in pairs.

The challenge was run over six weeks with the first three weeks being heats of 8 pairs in each competing at Friday lunchtimes. Working in pairs and using the lego provided, the students had 20 minutes to create a model on the given topic. Topics were broad and included; animals, something associated with the ocean, any means of transport and a place where a person or animal could live.

The top 4 pairs in each heat went through to the semifinals and the top two in each semifinal went through to the final. Overall, we had 48 students compete from various year groups with a good mix of boys and girls and many more student came to spectate. It is was amazing to see what the students could create in 20 minutes.

Kennedy Baptist College is a co-educational high school with around 1200 students spanning years 7-12. Recess and lunch time are half an hour, so the challenge was limited to 20 minutes.

Extra lego was needed and we purchased two boxes of Lego Classic 10717 with 1500 pieces. The lego was sorted into colours and placed in shallow containers for the students to select from.

At recess, students who were competing that lunchtime were messaged the topic to enable them to plan and get their adrenaline going!

Creations were assessed on - meeting the topic criteria, creativity, appeal, use of colour and teamwork.   We were very thankful to our Psychology teacher, Judy Fleming who volunteered to be our chief judge. Of course, prizes and trophies were awarded, with the trophy being produced on our 3 D printer.

As a Makerspace activity it complemented our vision;

Our Makerspace is a place where students and teachers explore new skills and ideas together so that we are inspired to push boundaries in a way we might not have otherwise.

 Explore, Inspire, Collaborate

The challenge provided an excellent opportunity for the students to push their creative boundaries and to collaborate with each other. Their creations were on display for the week to be admired and discussed.

The challenge also gave an opportunity to promote the Research and Study Centre. We invited our Public Relations person, Linda Ang to take photos and she reported the activity on the school's Facebook page. The Principal, Mark Ashby was also invited, and he popped in on the heats, attended the Final and presented the trophies and prizes.

We will be looking forward to holding the Lego Challenge again!

Alison Hanham
Teacher Librarian
Kennedy Baptist College Research and Study centre
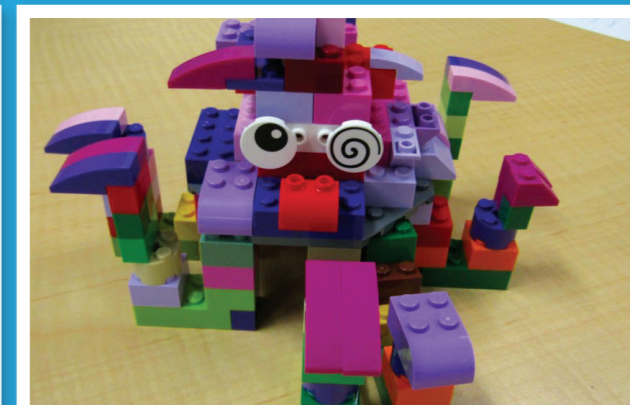
Historical Fiction - bringing history to life at Greenwood College

Children are always curious about what happened before they were here, things such as your phone being attached to a wall or having to take a bus to the Library after school to look things up in an encyclopaedia for your homework. We of a certain age all know that this is actually living memory not history but it's good to humour them with these ancient stories of having to leave the house to shop!

This natural curiosity and fascination with the past lends well to the historical fiction genre which gives our students the opportunity to better understand and gain a new perspective on the big events in history whilst also enjoying the story. Certainly a lot can be learnt from our predecessors and the lives they lived even if it is only a new found appreciation for our washing machines!

Library Staff
Greenwood College

Esperance Senior High School

We try to have a major event each term in our library. This term saw the introduction of the "Library Reading Challenge". Staff and students were invited to set themselves a six week reading goal. We promoted the Challenge through English classes. Over 100 staff and students completed a Reading Goal sheet and set themselves goals such as: "finish a book", "read 20 minutes each night" and "finish the 10 books I have started but not finished". Each week the library staff visited classes to record how students were progressing with their goals. Teachers displayed their reading goals in an A4 document holder in their classrooms. We sent Connect Notices to our parents to encourage them to support students in meeting their goal.

At the conclusion of the six week challenge all staff and students who set themselves a goal (regardless of whether or not they met their goal) received an invitation to a Reading Challenge Reward in the library at lunchtime. This was an "invite only" event, with the library only open to invited staff and students. Over 60 students joined in the Reward session. Our town library's Children's Services Officer, Michelle Clarke, came along and presented the library with five copies of "Catch a Falling Star" donated by author Meg McKinlay. Michelle promoted the upcoming "meet the Author – Meg McKinlay" writing workshops to be held in the school holidays to coincide with 40th Anniversary Skylab celebrations being held in Esperance.

We also held a selfie hunt at the Reading Reward. Students made teams of five and had to take 10 selfie photos around the library – it was loud and fun! A selfie hunt is super easy to do – give the students a list e.g. peeking out from a library shelf, and away they go. Students who attended the Reward session were entered into a raffle, with a fabulous prize that included: An Esperance SHS library bag, a Tracks T-shirt and beanie, two magazines, some drinking chocolate and some eating chocolate! You can see the winner of the raffle, Noah Ellery, with his prize.
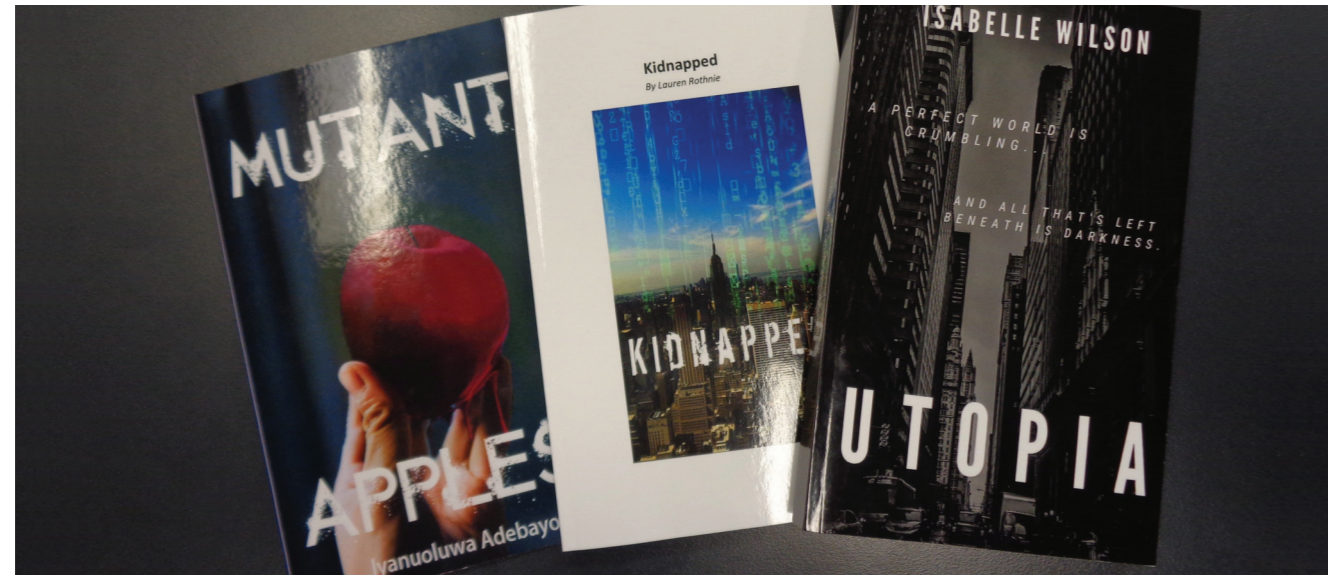
Next term is, of course, Book Week – we are gearing up already!

Hillary Duffy
Esperance SHS Library

NaNoWriMo and the Wednesday Writers.
Penrhos College's Secondary Library's Creative Writing Hub: encouraging students to express their voice

We know that many of our avid readers are also keen authors – we see evidence all the time in the amount of writing-based competitions they enter into and the success they have. But creative writing can often be a solitary activity. So, in the Library, we decided to encourage our novelists, our poets and our writers to meet together: to learn and share their skills, inspire each other, brainstorm and just enjoy the experience of writing together.

We used NaNoWriMo (National Novel Writing Month) as our catalyst. In 2017, all interested writers met every lunchtime in November to work on their novel, planning storyline, organizing ideas, developing character and writing. Completing a novel in a month was always an ambitious task and we didn't quite make it in 2017. Fast forward to 2019, persistence and editing skills paid off. The first of these novels have now been published.

From the popularity of this activity, it was clear that there was a demand for a writing hub and Wednesday Writers was born. Enthusiastic students are invited to meet every Wednesday lunchtime in the Library. Each week has a different focus – from 'round robin' short stories and 10 word stories to character development and the opportunity to work with a variety of guest authors. Without the constraints of being assessed, students feel empowered to explore their creativity.

Amanda Stewart
Teacher Librarian

What we love about Writing Wednesday:

"The freedom to write whatever we want, to challenge our creativity and broaden our writing horizons."

"The opportunity to write in genres outside of our comfort zone."

"Different writing challenges and games like 'writing pass the parcel', but with computers and 80 times more fun than the original."

"Getting our books published was awesome."

Iyanu, Lauren, Juliana, Isabelle

Children's Book Council of Australia Book of the Year Awards Judges Talks

Book Discussion Group / Judges Talks Oasis House attendees.

The CBCA WA Branch hosted three Book of the Year Award Judges Talks in 2019.

The first event was a combined Book Discussion Group / Judges Talk which took place on Wednesday 24 April at Oasis House in Nedlands. Participants included CBCA WA Committee members, Book Discussion Group attendees and the WA Book of the Year Award Judges, Anne-Marie Strother (Older Readers) and Felicia Harris (Younger Readers). A new format was trialled where a variety of presenters each spent three minutes discussing one of the Shortlisted (Due to CBCA protocol Shortlisted needs to be spelt this way even though it is incorrect) books. The BOTYA Judges spent three minutes on each one of the books in the category they judged. This was a fast paced, interesting and well received event.

The second event on Sunday 5 May at the Armadale Public Library, and the third event at Wanneroo Public Library on Sunday 30 June, followed the traditional format of the Judges Talks. The two WA Judges gave insights into their judging experiences, the process of selecting the Notable books, and the Judges Conference held in Brisbane in February where judging took place for the 2019 CBCA Book of the Year Awards Short List books, Honour books and the Winners. The Judges discussed the Shortlisted books in the categories they judged as well as the other categories based on the Judges Reports from the Conference. A Q&A at each event enabled the audience to discover more information about the Shortlisted books.

At each of the events the 2019 CBCA Book Week Merchandise with the theme 'Reading is my Secret Power' designed by Bob Graham was on display. Also at each of the events were the Short List books for each category generously loaned by Angela Briant and the Independent Education Union.

Felicia Harris
CBCA WA Judges Talks Coordinator

Anne-Marie Strother
Older Readers Judge

Felicia Harris
Younger Readers Judge

Book Week comes early - Reading is my Super Power

At Mandurah Catholic College Book Week comes early – partly to fit in with our very busy College calendar but also to ensure we get the pick of the authors for our Author In Residence program which runs the full week. This year Norman Jorgensen joined us and ran inspirational and fun sessions with all of our students from PrePrimary to year 8. He also ran creative writing sessions for groups of year 6 – year 9 students, who all thoroughly enjoyed the creative experience. Norman said that he was blown away with the innovation and talent that the creative writing workshops yielded. "There is a whole group of potential authors right there," he commented of one Year 7 group which underlines for us the importance of such events – every year our authors inspire our students to read, write and create stories.

This year our Book Week was a Whole College affair with activities connecting students from all year groups of the College, largely due to the impact of a new Head of English who supported the week. We had Buddy-Reading sessions connecting students through stories, with different classes teaming up to enjoy reading together, the sessions saw students from Year 10 to Kindy reading and sharing books, stories and giggles.

Watching the students laugh and smile and interact over a shared literature experience demonstrated just how special reading can be in bringing people together.

Another new initiative this year was a Homeroom quiz for the Secondary school, with new literature questions to answer each morning. It was fabulous listening to the homerooms having heated discussions about whether Harry's aunt was called Pamela or Petunia and who "ate through three plums and was still hungry". We even had students coming into the library to talk about the quizzes.

The library runs termly 'Relax and Read' afternoons for our primary students and their parents, the event during Book Week was especially successful, possibly due to the face painters turning students into their favourite Super Hero! There were a lot of other fun activities highlighting everyone's Reading Super powers – thanks to Chrissie Beltran at http://buzzingwithmsb.blogspot.com. for the wonderful activity ideas.

High school staff love to be Guest Readers to our Primary classes – each year more volunteer and this year I actually had to turn some away as I ran out of classes for them to visit! High school staff take this role very seriously with Science Technicians dressed as pirates and English teachers in Winnie-the-Pooh onesies. The primary students enjoy someone else reading them a story and the primary teachers were keen to incorporate this event into their current Literacy work which lead to several Phys Ed teachers reading poems and a HASS teacher learning several Talk For Writing signs before he read. Such initiatives are a great way to share pedagogy across the whole College and to get different departments interacting.

Our major event is the Book Character Parade - this is an opportunity for everyone to dress as their favourite book character, show off their costume and take part in a major dance party! I was pleasantly surprised that the theme of Reading is my Super Power (yes, we adapted things slightly) didn't result in more 'off the rack' superhero costumes. Staff, students and even a couple of parents were very creative in their costumes and celebrating their reading superheros. Ranging from Fantastic Mr Fox to Matilda and the Tin Man to Little Miss Sunshine the costumes were fabulous and worn with much excitement. Personally, I love the parade as I get to dress up and basically be very silly – last year as Tinker Bell the whole primary school joined me in demanding that Captain Hook (the Primary Principal) walk the plank. This year I could not resist being Captain Underpants, complete with full body suit and an enormous pair of custom-made underpants! There was a lot of Tra-La-Laaing throughout the day.

After the parade we hold a Dads' Reading Challenge where we encourage fathers, and father-figures, to come into the library and read to their child and a group of their child's friends. This year was a great success with over 15 groups of students being read to in the library, one dad even came dressed up! However, the best aspect of this event is the Morning Tea afterwards where we get to chat to the Dad's about reading to their children and spreading the word to other dads in the community.

Overall, we were thrilled with this year's events, the theme was a really good way to get the whole community engaged with making reading their super power.

Adapted from the original article in the College newsletter at: https://web.mcc.wa.edu.au/book-week-reading-is-my-super-power/

Sarah Love
Teacher Librarian

Tech Tools for TL's by Lorinda Gersbach

During the study of a Masters of Education in Teacher Librarianship through Charles Sturt University (CSU), I have experienced a huge learning curve. Not just in the pursuit of a different career, but in learning the technology necessary for distance education and experimenting with different tools in the course units.

Whilst I am NOT a technology expert at all, learning about these tools inspired me with their potential uses in the classroom and how we could leverage them as teacher librarians (TLs) and school libraries. For example, in first term, one of these tools (Thinglink) allowed me to work closely with one of the English teachers in an assessment task for a Year 10 Extension English class. Additionally, I presented a professional learning session on Tech Tools for Teachers at the school where I work, Kennedy Baptist College. At the recent WASLA, Birds of a Feath=er it was suggested that I present a similar workshop which I tailored as Tech Tools for TLs and following are the highlights from that workshop.

CRITERIA FOR SELECTION OF CREATIVE TOOLS

- Potential to be leveraged by TLs and school libraries
- Come highly recommended by other TLs in training and CSU lecturers
- Useful in any subject area
- Easy to access, learn and use
- Facilitates differentiation
- Can deepen learning, critical thinking, collaboration and creativity
- Free* - * Cost may be involved if you require more sophisticated options in Thinglink or Book Creator.

TOOL ONE – THINGLINK - www.thingling.com/edu

- Transforms an image into an interactive graphic
- Download (ethically) a photo, image, wordle, concept map, infographic etc. into thinglink
- Buttons or hot spots are positioned on the image and the options for adding interpretive annotations, audio, video, hyperlinks are attached.
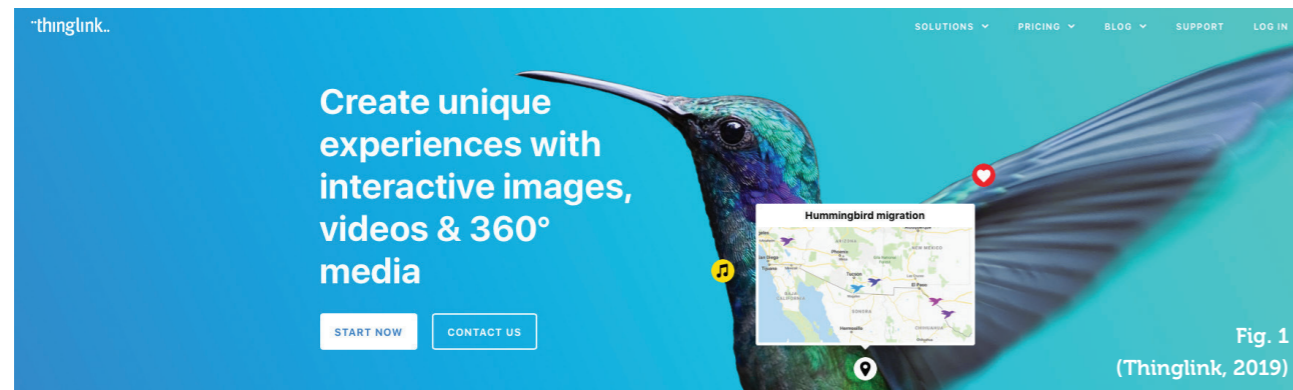- These interactive images can then be shared through a specific link

Fig. 1
(Thinglink, 2019)

https://www.thinglink.com/scene/415540713166471170 (Fig. 2)

https://www.thinglink.com/scene/492008542643945474 (Fig. 3)

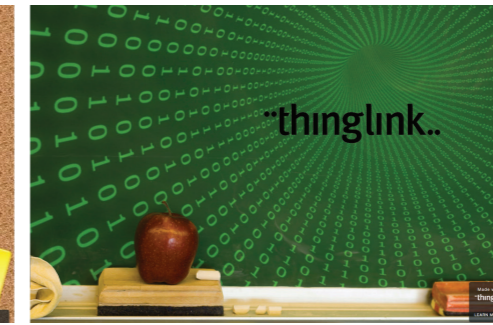Fig. 2 – A thinglink about thinglink (Kern, 2014)

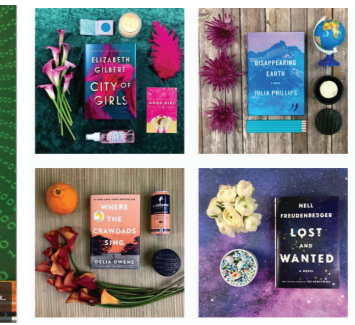Fig. 3 – What thinglink can do for education (Eikenberry, 2014)

Fig. 4 – Book bento Instagram (Readitforward, 2019)

Thinglink Uses

- Teachers can create interactive activities and tutorials eg. Poetry Quest etc.
- Students can make an interactive book bento box as creative literary response strategy (see below);
- Libraries could create digital book shelves with hyperlinks to book reviews, book trailers, student votes summaries/reviews etc.
- The options and uses are endless!

TOOL TWO - FLIPGRID - www.flipgrid.com

- A video discussion platform
- A 'grid' is set up by the teacher
- A 'code' or link for students to access
- Students record short videos and post onto the grid
- Teacher has control of a range of privacysettings
- Can go global with 'Gridpals'
- A 'Disco Library' with loads of ready to use or adapt topic ideas.
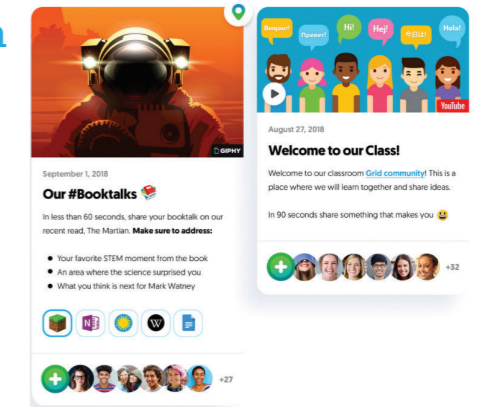
Flipgrid uses in the school library

- Scavenger hunt
- Library orientation activity
- Favourite reads
- Book club activity (see Fig. 7)
- A literature response strategy etc.

## TOOL THREE – BOOK CREATOR - www.bookcreator.com

Easily create:

- Interactive stories
- Digital portfolios
- Research journals
- Poetry books
- Science reports
- Instruction manuals
- 'About me' books
- Comic adventures etc.

Fig. 8 Free resources screen shot
(Book creator, 2019)

Here is a sample book I created for the workshop. See the screen shots below (Fig. 10- Fig. 12) or visit this link: https://read.bookcreator.com /HcVhXzXE4Og2Rur0ErDPWr0Vzwo2/O_U_OSSSQXq9MLjXMipAtA
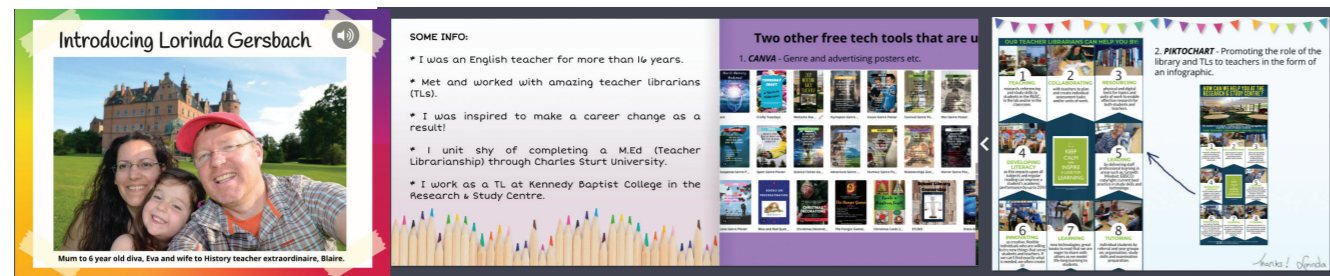
Note: In this booklet, I have referred to two other tech tools I use:

- Canva – www.canva.com
- Piktochart – www.piktochart.com

GREAT RESOURCES FOR OTHER TECH TOOLS

- Common sense education website - expert reviews, objective advice, helpful tools, and so much more
  https://www.commonsense.org/education/

- The teacher's guide to tech* - a curated digital binder of over 250 tools - US$25 for single user license
  https://cultofpedagogy.teachable.com/p/teachersguidetotech2019
  *This is my number one pick and is well worth the user licenses – coincidentally all the tools I have mentioned above, feature in the binder!!

CONCLUSION

Learning today involves the ability to master a variety of literacies including technology. As teacher librarians (TLs), we have the opportunity to not only demonstrate our own learning in this area, but to also leverage technology tools. They can provide opportunities to: collaborate with teachers; connect with students; promote the school library and foreground our role within the school community.

> "The illiterate of the 21st Century will not be those who cannot read and write but those who cannot learn, unlearn and relearn."
>
> Alvin Toffler

Help your child and the future of school libraries in Australia

Students Need School Libraries
studentsneedschoollibraries.org.au

VISION:

That every student has access to a dynamic, well-resourced school library run by qualified library staff

School libraries, and the qualified staff who run them, are vital for ensuring that all students are equipped with the research and literacy skills they need throughout their lives.

The ease of access to technology, online sources, and fake news increase the need for a qualified teacher librarian who can teach all students the necessary research, online safety, and information literacy skills, and instill a love of reading.

Unfortunately, not all school libraries are well-resourced, and many parents are not aware of this important issue.

HOW CAN I HELP?

? Ask about your child's access to a well-resourced school library and qualified library staff.

Share on social media
#StudentsNeedSchoolLibraries

Go to studentsneedschoollibraries.org.au for more ideas and info

BODIES OF INFORMATION

Marketing and leadership the library and records way

Keynotes

Professor Julia Richardson, Head of the School of Management at Curtin University.

"An intelligent career – taking responsibility for your work and life".

Jeremy Chetty, Entrepreneur in residence at Murdoch LaunchPad. Co-founder of Student Edge.

"Service as a brand".

Amy Kapernick, Freelance developer.

"The art of failure".

FULL DAY LIBRARY AND RECORDS CONFERENCE

Friday 6 September 2019
State Library of WA

Presented by ALIAWest, ALIA Students and New Graduates, ALIA Academic and Research Libraries (WA), WA School Libraries Association (WASLA) & RIMPA