



In this Issue:

Making sense of makerspaces

Thinkers and Tinkers at Scotch

Get Caught up in Reading

2014 Library Awards

Thoughts from the Library Officer's Desk

**Professional Journal of the
WA School Library Association
Vol. 5, No. 1
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Editorial

In this edition of *ic3*, it was decided that the theme would be makerspaces. Maker education has the potential to revolutionise the way we approach teaching and learning. School libraries are well positioned to take the lead in this revolution. If we are to remain relevant and be considered leaders in education at our schools, it is important that we move out of our comfort zones and explore new possibilities and ideas.

Don't know what you are doing? Educate yourself. Attend professional learning opportunities; read blogs, articles and tweets; attend the upcoming WASLA PDs. Then jump in and give it a go. Start small and experiment. Jennifer Lightfoot, at Scotch College, did just that. You will be amazed that it doesn't need to cost very much and that your students will help you along the way as they will be fascinated in making new things.

You will find some interesting ideas to start your exploration in this publication. If you are reading it online, you have the advantage of clicking on the hyperlinks to explore further.

This year has started off as a busy short term. As it is easy to get bogged down with the demands of our work and personal lives, please don't forget to connect with your fellow colleagues. This could be done in person or online. As our workloads increase with budget cuts we need each other more than ever to help advocate for our roles and to provide support and new ideas.

I look forward to hearing from you for any future contributions. Without your input we would not have this publication.

Natasha Georgiou, Editor

Cover image courtesy of Scotch College, Perth

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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
- Gary Green

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Contents Vol. 5, No. 1, 2015

2. From the President's Desk
4. WASLA News
5. Making Sense of Maker Spaces
8. Thinkers and Tinkers at Scotch
9. Makers Bridge the Gap
11. SpringShare: Australian roadshow
12. Get Caught Up Reading
13. Promoting Primary Industries
14. Book Reviews
18. WASLA Recommends...
19. School Library News
25. WASLA PD Events
28. 2014 Library Awards
30. Thoughts from the Library Officers' Desk

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From the President's Desk

Welcome back to 2015 everyone. The year is well underway as schools brace themselves for NAPLAN testing, performance management and review, and changes to the Australian Curriculum (again!). In 2015, WASLA is taking the fight back to the politicians in Western Australia and will have our first meeting with the Minister for Education opposition on April 15. We have already spoken to the Teacher Registration Board (TRB) and are due to attend a meeting with ALIA early in May to discuss a national advocacy campaign. I would urge everyone who is a parent or grandparent or parent-to-be or who has a child in a government school to email/bombard their local politician about the lack of funding and changes to government schooling in Western Australia.

It does always worry me when a government feels the need to spend an enormous amount of money on an advertising campaign in prime time which is designed to convince the voters that something they have done is a really good idea – hence the TV adverts for independent public schools in WA.

What does this really mean? It means one-line budgets where schools must pay for everything out of a single budget each year. It means less money coming to the school to pay for staffing, maintenance, resources, technology, health and safety items and growth. It means parents are asked to raise funds to pay for essential items which are needed for the day-to-day running of the school such as photocopy and toilet paper. It means libraries are poorly staffed, poorly resourced and government school teachers and students do not receive the same level of support as those whose parents can afford to send them to a school in the private system.

For government schooling in WA we now have a situation where a steadily increasing population means government schools are under pressure at both primary and secondary levels. WA will continue to be the fastest growing state with a projected population increase from 2.4 million in 2012 to at least 3.1 million in 2022 (abs.gov.au, 2015). Many secondary schools have already experienced dramatic growth in student numbers due to the move of Year 7s up into high school. By 2016 it is expected that some metropolitan schools built originally for 1200 students will be nearing the 3000 mark. School closures over the last 10 years and the wholesale withdrawal of funding in 2014 by this state government, has meant that government schools are ill-prepared for the next few years. In addition, Federal funding has also dried up as the Gonski Report has been ignored and Australia is moving backwards in terms of overall funding for education. In WA, schools are fast reaching a tipping point which will cost millions of dollars to rectify in the near future.



Channel Nine, (2013). Nine News: Education Cuts. http://content5.video.news.com.au/NDM_-_news.com.au/243/579/Ut_HKthATH4eww8X4xMDoxOjBrO-l4W8_648x365_2401831517-hero.jpg



Reduced funding by state and federal governments means lower literacy levels, lack of access to technology and quality resources and schools where teaching staff are fewer in number, overworked and stressed with increased class sizes. Schools can no longer afford extra programs and educational assistants to support students with learning difficulties or to develop programs to extend students who could be classed as gifted and talented. For library personnel the current situation in schools means increased job expectations from staff, who may or may not have the knowledge and qualifications to act as a teacher and information specialist, increased workloads and many more lone practitioners with little or no support at the school level.

While the current situation in WA is depressing, we also need to remember that we have some fabulous people working in our schools. WASLA is here to support everyone working in school libraries across both the government and the private systems. The Association is also keen to advocate for education as a whole in WA and to develop a grassroots approach where parents and grandparents become the voice behind advocacy for education in this state.



The Guardian, (2014). Thousands of marchers took to the streets of Perth in protest against the \$180m cut to the public education budget in Western Australia. <http://www.theguardian.com/world/2014/apr/01/mass-closure-of-wa-schools-as-thousands-protest-against-funding-cuts>



On a lighter note, WASLA has some great PD available for 2015. We began the year with a Makerspaces session at the State Library. After attending the Professional Teachers Council of WA Annual General Meeting, the committee has decided to include more detailed certification for any future PD sessions run by the Association. WASLA members will now be able to access a Professional Learning Log for any PD they attend. This log reflects the TRB log teachers are required to use when documenting PD for re-registration purposes. It also includes the AITSL Standards codes so you can use it for performance management at your school.

A major PD in the form of a one-day conference will be held on August 8 at Shenton College. This is a members' only conference, but it is certainly not too late to join WASLA for 2015. All PD this year will include sessions for Library Officers (LOs), rather than having a separate Library Officer Day. This is a trial and the Committee will re-evaluate the change at the end of the year based upon feedback from the LOs. Conference scholarships for members will also be available for metropolitan and rural members so keep an eye out for these and please apply. While there are some conditions attached to the scholarship these are not onerous (writing a 500 word report for publication in ic3).

I look forward to another extremely busy year and would like to thank the Committee in advance. These are your representatives and they work tirelessly to support school library personnel in WA schools.

Dr Barbara Combes, President WASLA

Reference

abs.gov.au, (2015). 3222.0-Population Projections, Australia, 2012 (base) to 2101. [online] Available at: <http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/3222.0main+features112012%20%28base%29%20to%202101> [Accessed 10 Apr. 2015].

Meet Your Committee

Over the next few editions of *ic3* you will be able to put faces to the WASLA committee members and get to know a little bit about them.

Dr Barbara Combes, President



Barbara currently lectures for the School of Information Studies at Charles Sturt University, but works from home in WA. Her major interest areas

include the role of teacher librarians in education, information-seeking behaviour, online learning and the online experience in distance education particularly for first time users, information literacy, policy and planning. She completed her PhD on the information-seeking behaviour of the Net Generation/Gen Y in 2012. Barbara is also Secretary of the Literacy and Reading Section (IFLA) and the IASL Representative for IFLA.

Jeff Herd, Vice President



Enjoys long walks on the beach, late candlelight dinners and sleeping in on Sunday mornings. Seriously though...is convinced that print can co-exist with electronic, provided appropriate research skills are applied. Concerned for our profession, as we fight against a tsunami of changes but encouraged by the calibre of some of my colleagues.

Barb Lippiatt, Executive Officer



My name is Barb Lippiatt and I have worked in education as a pre-primary assistant for 30 years. I have since moved on from the classroom and am looking forward to the challenge of my new position as Executive Officer of WASLA.

Val Baird, Treasurer



Val is currently a sessional academic at Curtin, working in the School of Information Systems. She is also working part time at Canning College in Uni-Direct where she is responsible for a Certificate IV Course in IT and two Diploma Courses, including: Business Information Systems and Marketing 100.

Besides her work on the WASLA Committee, Val is also the Treasurer for the Professional Teaching Council of Western Australia (PTCWA).

BIRDS OF A FEATHER PD



WHEN
Saturday May 23th, 2015
9am - 1.00pm

WHERE
Sevenoaks Senior College
275 Sevenoaks Street
Cannington (close to Cannington train station)

15 MINUTE IDEAS SESSIONS - Discover great suggestions from your fellow library colleagues.

If you are willing to share any strategies that you are using in your school libraries - please contact **Natasha Georgiou ASAP.**

Presented by



SUITABLE FOR ALL LIBRARY STAFF

PRACTICAL WORKSHOPS AVAILABLE (FURTHER DETAILS TO COME)

COST
Gold Coin Entry for WASLA Members

\$30 for all others

CATALOGUING
Bring in your items that need to be catalogued.

RSVP
Email the Executive Officer, Barb Lippiatt, on wsla@wsla.asn.au by May 18.

WASLA State Conference 2015

**Leading the Way:
Strategy, Collaboration and Education**

Saturday August 8, 2015 – Shenton College

Program includes:



Morning Keynote Speaker: Dr Susan La Marca
Head of Library Services – Genazzano FCJ College



Afternoon Keynote Speaker: Bradley Tyrrell
Head of Library, Information and Research Services – Scotch College

Additionally the conference will include a range local practitioners sharing their experiences, a panel discussion, sponsors sessions, trade exhibitions, raffles and giveaways.

Registration and scholarship application forms will be available Monday 27th April.

Making Sense of Maker Spaces:



Hands on learning is nothing new. One hundred years ago, John Dewey advocated that students learnt best when they were actively engaged in interdisciplinary projects; a belief that has been borne out in the works of Piaget and Seymour Papert, and which is currently one of the central components of the Design Thinking Movement. What is new, however, is the potential today for students to create, innovate and experiment with tools and technologies that provide almost limitless possibilities. Using cutting edge yet affordable gadgets and equipment, the options are endless. Students might use conductive paint to create a circuit on a gift card that lights up or plays music; they may choose to experiment with Makey Makey's to construct their own game controllers using apples and bananas or they may use an Arduino micro-controller to control a robot or illuminate an LED sign. Gary Stager says:

"What was considered science fiction a few years ago is now a Mother's Day gift and the stuff of childhood. We enhance creativity and enrich childhood when we add colours to the crayon box and offer a larger canvas on which to pain our future." (2014).

Getting started with Maker Spaces



I was inspired to begin my Maker journey after participating in a one day workshop with Gary Stager, and his colleague Sylvia Libow Martinez, who have written the seminal text *Invent to Learn*. Stager and Martinez provide not only theory and sound arguments for why kids learn better through making – they also provide strategies, advice and resources for teachers who want to bring making into their classrooms.

Another key source of information about the Maker Movement is Maker Media, which is a global platform connecting makers, and the publisher of Make Magazine. Their education publication, the *Makerspace Playbook* is a free PDF download which provides an indepth guide for how schools can develop their own Maker Spaces. It also gives information on tools and materials required, the roles teachers, students and mentors play, snapshots of school-based Maker Spaces in action, templates for project and safety plans and more.



The *Makerspace Playbook* defines makers as productive, creative individuals, who seek out opportunities to learn to do new things, and who delight in sharing their creations with others. It suggests makers are open, inclusive, encouraging and generous in spirit. These characteristics are what every educator would hope to instil in their students; and the collaboration, engagement and excitement in learning that Maker Spaces offer means that introducing them into the school context a no-brainer. The library, as the place within the school which is open to everyone, which is a participatory learning space, and which is the centre of exploration and transformation, is the most natural place in the school for a Maker Space. As Joyce Valenza states:

'A library is not just a place to 'get stuff' - it is a place to create, to invent, to share, to explore, it is more kitchen than grocery store.' (2011)

Tips and Tools

In my role as Librarian at ResourceLink, which is Brisbane Catholic Education's information and resourcing centre, I have been able to create a series of Maker Space kits, which may be borrowed by schools within the Brisbane Archdiocese. These kits enable schools to run a MakerFaire experience for their students, and provide an opportunity for teachers and

new ways to engage with hands on learning

students like to experiment and play with a range of exciting technologies, which they may then choose to purchase for their own Maker Space.

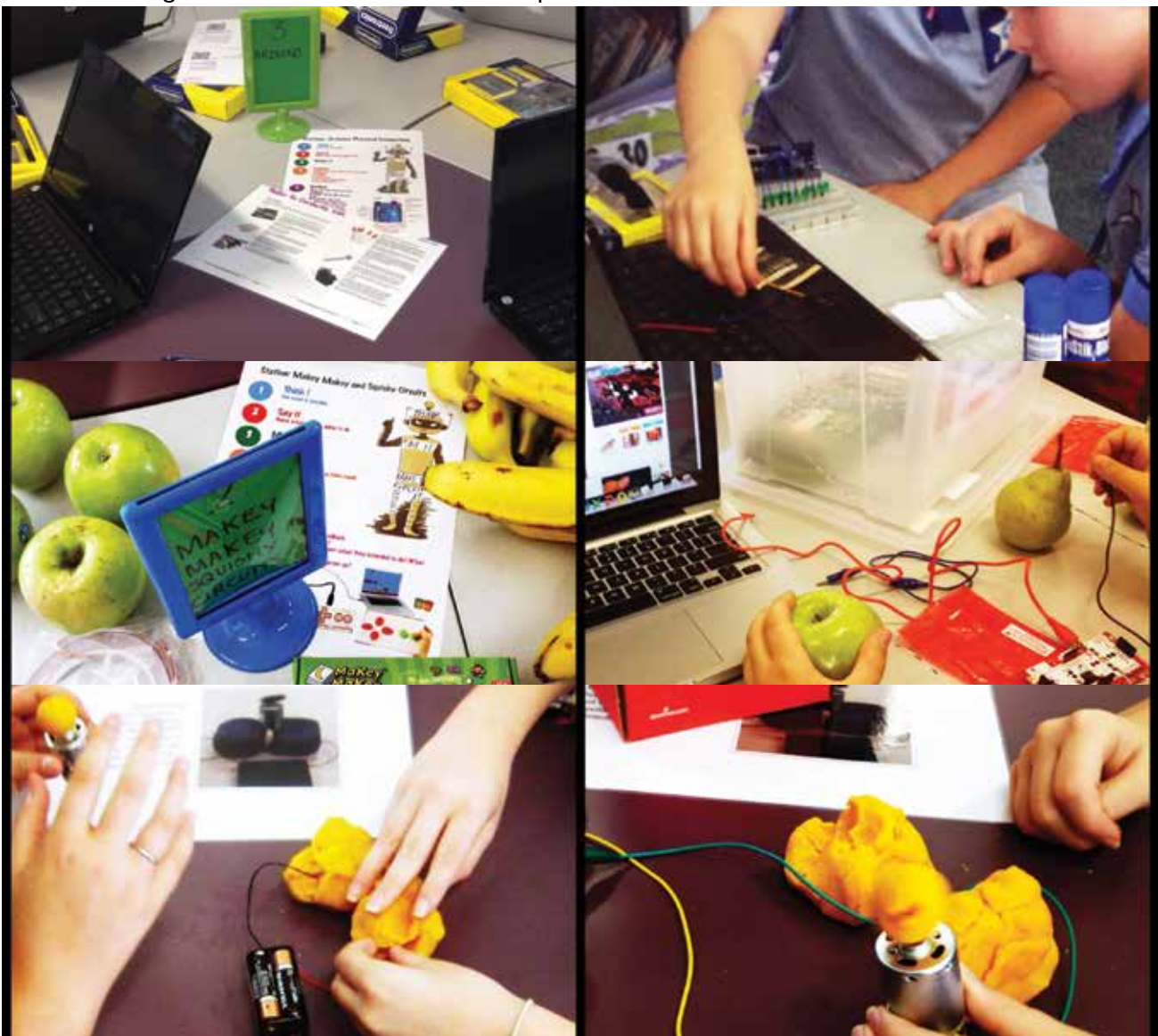
If you are looking to create a Maker Space, you can use almost anything; provide paper and origami instructions, wool and knitting needles, cardboard and masking tape; the possibilities are only limited by your imagination and the desires of the students. However if you wish to introduce some technology or basic electronics into the mix, the following items are relatively inexpensive, and provide a completely new learning experience for students from primary school age and up.

1. **Arduino** (top image) – an open source electronics platform, consisting of a microcontroller plate which can interact with its environment, using free Arduino software. Using Arduino, students can write simple programs to create projects using motors, gearboxes, speakers, LEDs, and more. The projects can be as simple as making led lights flash in a pattern, or as complex as creating a switch which dims the lamps

when the television is turned on. It is a terrific introduction for students into electronics and programming.

2. **Makey Makey** (middle image)– allows students to turn everyday objects into touchpads and combine them with computers. Simply connect any type of everyday item (such as fruit, plants, coins, play dough etc) to the Makey Makey board using the supplied wires and alligator clips, and then plug the board into the computer, and you are able to interact with the computer by way of the attached objects. A human body can become a drum machine, a set of stairs can play piano keys – the possibilities with this tool are endless!

3. **Squishy Circuits** (bottom image) - by combining conductive and non-conductive playdough with a battery pack, LEDs, small motors and buzzers, students are able to create innovative simple circuits of any shape. A fascinating way to learn about circuitry and basic electronics.



Making Sense of Maker Spaces

4. **Interactive Cardcraft** - students are able to make light up greeting cards by using conductive paint and copper tape along with LED lights and small batteries to create simple circuits on the cards. These simple items allow students to apply their understanding of circuits and switches to a real life invention.
5. **Interactive Wearables** – Using ideas from this wonderful soft circuits booklet, <http://alumni.media.mit.edu/~emme/guide.pdf> students can create brooches and arm-bands that light up by sewing circuits using conductive thread, copper tape, batteries and led lights. The next step is to incorporate a Lilypad, which is a washable microcontroller to the item, which allows the way the lights or other outputs to be programmed; imagine clothing that lights up when you walk!

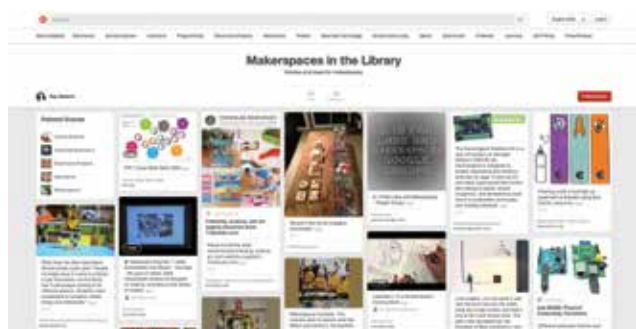


If you are interested in creating a Maker Space in your library or school, my only advice is go for it! The learning, the enjoyment and engagement is well worth the organisation, and the equipment is really not as costly as you would imagine. Start small, and build up. You may be surprised at what your school already owns, once you start investigating!

Great resources to get you started

This curated list contains links to many essential websites and sources for where you can purchase materials and equipment:

<http://www.pinterest.com/kayo287/makerspaces-in-the-library/>



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Kay Odone is an educator with over 16 years experience across a range of settings. She is currently the librarian for ResourceLink, Brisbane Catholic Education's information and resourcing centre, which services all office staff and staff of the 137 schools within the Brisbane Archdiocese. Kay has held the roles of Education Officer: Digital Learning, Assistant Principal, Teacher Librarian and Classroom Teacher. She has presented at a number of national and international conferences, and her interests include contemporary libraries and resourcing, content curation, social media and copyright, Creative Commons and open source initiatives.

Follow Kay on Twitter at @KayC28

Thinkers and Tinkers at Scotch

Combining a Makerspace with your traditional library collection is becoming more prevalent as libraries try to stay relevant in today's society. Their main purpose is to allow students to be creative and inventive with raw materials, tools, technology and repurposed items and to provide opportunities for students to construct their own knowledge from a variety of materials rather than simply consuming it from traditional book formats and the internet. It's interdisciplinary nature and its ability to target STEAM (science, technology, engineering, arts and math) outcomes makes it an ideal fit for the school library.



Last year, the Scotch College Middle School Library introduced some Makerspace technologies (LittleBits, Sphero 2.0, and MakeyMakey) that enabled me to test how Middle School boys (Years 6 & 7) would respond to this idea. I began by introducing one piece of technology every fortnight and allowing the materials to be used during lunchtimes and before school.

Throughout this trial there was no formal teaching from me. The boys were provided with the technology and the instructions and left to work it out. This created new learning communities across different year groups and friendships as the boys came together to initially work out how to use the technology and later to construct elaborate challenges to complete.

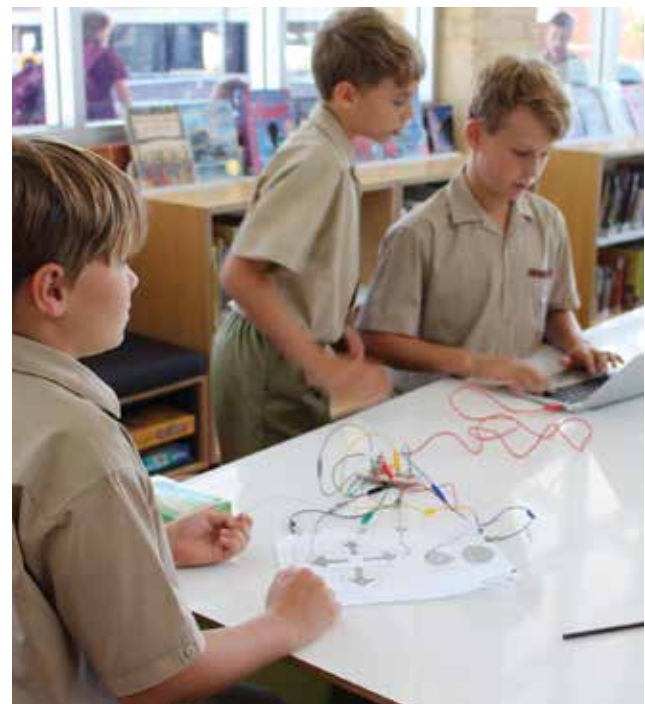
During this time student experts organically evolved and new friendships were forged. My favourite Makerspace challenge so far was completed by a group of boys who decided to create a piano using a MakeyMakey kit and the steps leading up to the library. It was fascinating to watch them naturally follow the inquiry process and to apply their classroom learning in a new way. For other boys, the access to the technologies has provided the first step into a personalised and deeper exploration of computer coding and robotics.

'Makerspaces' have the potential for students to demonstrate most of the General Capabilities in the Australian Curriculum and to practice their inquiry skills outside of the classroom. For IB schools, it promotes many of the learner profiles. During the time I have tested this concept, I have received very positive feedback from the boys and from their parents who have taken the time to seek me out and congratulate me on the difference I was making to their sons' lives.

I've started to build on the trial this year by including the Junior School students who have shown themselves to be equally excited about the possibilities and to be far more capable than we initially gave them credit for. Plans are now underway for a Thinkers and Tinkers Week in the library this term where different Makerspace activities will be run each day. A proposal for new Makerspace materials has also been submitted. Once purchased, the materials will then be used in a weekly Thinkers and Tinkers group meeting where skills will be more formally taught. Materials will also be incorporated into relevant classes and will help provide differentiation in the curriculum.

Whilst starting a Makerspace in your library may initially seem like a lot of time and effort, students are willing and able to share in the workload and the benefits of the program is enormous. As an educational institution it is our job to prepare our students for the future and Makerspaces can play a key role in making that happen.

Jennifer Lightfoot
Teacher Librarian
Scotch College



Makers Bridge the Gap

One evening when I was young, my father confiscated my radio because he said I was playing it too loud (I wasn't).

Fortunately, I had a bunch of broken down receivers in my room, so I built a new one. In hindsight, this was probably the start of my career as a Maker.

Makers see a need but rather than asking somebody else to address it, they take matters into their own hands and fix things themselves.



Just about sums it up. Scott Beale

Rise of the Makers

The Maker movement has recently gained a lot of momentum, with Maker Faires – where these home tinkerers meet at gatherings billed as “the greatest show and tell on Earth” – popping up around the world.

Yet, in many aspects, Makers have been around for a while, from amateur radio operators adjusting their rig to allow clearer communication with remote contacts to software hackers reprogramming their printer so it works the way they want it to.

Even the casual DIY-er who builds a vertical garden out of found materials is a Maker.



Making is fun. Scott Beale

As it turns out, seeing a problem and fixing it yourself (rather than buying a new radio, printer or a bigger house) is often not that hard and quite rewarding.

A recent study found that people value IKEA furniture more if they built it themselves. Imagine the satisfaction one could get from such furniture without the pre-cut boards or instructions.

New tech makes it easier to Make

What recently united these tinkerers, technology enthusiasts and other life hackers under the same name is Make, a magazine published since 2005 that reports on the movement and showcases Maker projects.

However, perhaps the real reason we see more Makers these days is the increasing availability of cheap and easily hacked technology.

The advent of the various models of Arduino boards (a single-board microcontroller used in electronics) or the single board computer Raspberry Pi tremendously lowered the barrier to entry to tinkering with electronics. Communities quickly formed around these new technologies.

One no longer needs a degree in computer science to work out how to make computers do interesting things.



Makers see a problem and want to fix it. Scott Beale

3D printers also have a large part to play in the shift from user to Maker.

These devices transform reels of plastic filament (or metal wire) into physical items: structural elements, cogs, or silly-looking creatures.

The cost of producing prototypes and parts is greatly reduced, and design by trial-and-error is much more affordable.

Granted, these printers are not cheap yet (they can range from A\$500 to A\$10,000 and beyond),

Between Science and Art

but many Makers get together to share the costs. There also are some makeshift printers, cobbled from cheap elements, which can print only one thing: another, fully functional, 3D printer.

Is it art?

Not all makers are driven by a prosaic problem they need to solve. Artists are also embracing these new technologies and the possibilities they represent.

Added to the usual toolbox, these new media allow artists to extend their visions beyond traditional art forms, and create works that audiences can respond to and interact with directly.

Maybe this is leading the way towards realising Australian comedian Tim Minchin's vision of a closer relationship between art and science.



The Hammer Time Button. Olivier Mehani

Learning through making

All things considered, though, I think the most important aspect of the maker movement is its potential to be used for education.

When I built my backup radio, I learnt some electronics. When I started brewing beer, I understood how yeast breaks maltose into ethanol and carbon dioxide.

For the Sydney Mini Maker Faire, I built the Hammer Time Button, an alluring red button that, when pressed, prompts the MC Hammer classic U Can't Touch This to be blasted through speakers. You know that you can't touch this button, but you just can't help it.

Through this project, I reacquainted myself with computer interfaces.

Now that I am getting into ham radio, I'll finally get a chance to understand radio antennas. Whenever I need help, I know I can rely on the



Kids learn to solder at a Mini Maker Faire in Albuquerque in the US.

Maker communities around the Internet for information and advice, but most importantly, I'm having fun while learning.

Making represents a great opportunity to teach technology – not only how to use it, but also how it works – to the next generation of adults.

Makers know how to bend the world to their needs, and don't let objects dictate their use to us. In a world increasingly reliant on technology, it is important to be able to lift the cover of everyday black boxes, and make devices behave the way we want them to (not the other way around).

The Maker communities offer a great way to learn how to do just that and may help shape the next generation of scientists, engineers and artists.

Olivier Mehani



About the Author:

Olivier is a researcher with the Network Research Group at Nicta, in Sydney. His research interests include transport protocols, seamless device mobility in heterogeneous networks and experimental measurements. He is also involved with CSIRO's Scientist and Mathematicians in Schools, doing science experiments with primary school students.

This article was originally published on The Conversation (["http://theconversation.com/makers-bridge-the-gap-between-science-and-art-20444"](http://theconversation.com/makers-bridge-the-gap-between-science-and-art-20444))

SpringShare: Australian Roadshow

One of the greatest challenges we have in libraries today is the movement to digital resources being more accessible and clearer in the manner of their use. To aid in this development in term one I organised the first Australian roadshow for the makers of Libguides, SpringShare, in an effort to show how many other libraries across the world are using their new libguide v2 hosted solution to help curate the various digital resources within libraries today.

The Australian roadshow actually started in Victoria with a two day event hosted by the School Library Association of Victoria then progressed to the State Library in South Australia and finally onto Scotch College in Perth. The Perth event was fully sold out with two streams targeted at the existing users of the system and then new potential or just signed users.

What was evident on the day was the enthusiasm to do more with the digital resources that each school/university/tafe are paying for. It was also clear that in todays libraries the importance of the graphical user interface (the look and feel) was paramount and the general conversation regarding how easy it was to get a sound looking product very quickly was great to hear.

From the Scotch College perspective it was a chance to see and interact with libraries from across Western Australia and in a number of different sectors. The importance of gathering together from cross sectors is important as it was the positive interaction and the conversation about how each serves their community of users that was interesting.

I also share here some of the statistics of usage from the Scotch system relating to the first term integration of libguides. These statistics really do give you the full picture of why when you use a product like libguides to host content then you can really engage with your community. I do highly recommend that you investigate this particular product if you need a low cost solution to provide digital resources to your community; I am yet to find a better one.

Scotch Senior Library Libguide Home Page - <https://my.scotch.wa.edu.au/seniorlibrary>

Scotch Middle Library Libguide Home Page - <https://my.scotch.wa.edu.au/middlelibrary>

Bradley Tyrrell
Head of Library, Information and Research Services
Scotch College, Perth, Western Australia



An example of a Scotch College Libguide



Usage of Scotch College Libguides

Get Caught Up Reading

2015 sees WAYRBA celebrate 35 years as the longest running children's choice award in Australia. The core value of promoting children's literature and allowing young readers' to have a voice remains as true today as it was in 1980, when Leila Hoffman steered a committee towards the development of the Awards.

While the core value remains, there have been many exciting changes in the last few years. In 2010 the first Picture Book shortlist was launched, with an overwhelming positive reaction. With the Picture Book shortlist being so successful, there was a need to change the constitution to incorporate this change. "The award is open to all students who are able to read and understand the content of the books they are nominating and/or reading, independent of adult interpretation." This allows younger students to also have their say.



The sole income source for WAYRBA is the sale of merchandise – posters (such as the official 2015 poster above), stickers and bookmarks. WAYRBA does not receive any other assistance or grant funding. Due to rising costs the last Presentation Night was in 2010. Initially, the WAYRBA Committee decided to utilise any surplus funds to schools in need. Two school libraries were given donations – Warmun Community School (for new books) and Mount Lawley Primary School (after a devastating school fire.)

Now, in an effort to promote and appreciate our outstanding local talent, WAYRBA endeavours to place authors & illustrators into schools. Last year

the AGM door prize saw Belmont City College win a day with James Foley. NH3 will visit Iona Presentation as part of the 2014 Tally sheet competition and Norman Jorgensen was raffled off to Perth Modern College at this year's AGM.



Technology and social media make idea sharing even easier. Each year we hold a call out for display photos for both our Facebook and website pages, with a selection of them receiving a Coles/Myer gift voucher. It's wonderful to see the many different ways libraries across the state promote WAYRBA to their young readers – no doubt due to likeminded souls who believe in the importance of allowing young people a voice and the chance to share the books they have loved with others.



Norman Jorgensen cuts the 35th WAYBRA birthday cake

Sandi Parsons
Mt Lawley Primary School
WAYBRA Committee Member

My daughter Mel married into a wheat family and moved to the Central Wheatbelt of Western Australia.

During the course of my frequent visits to the west, I became fascinated by wheat production. The teacher in me realised there was very little in print for children to learn about one of our Primary Industries and in fact, not much on the internet either.

So I began, looking at wheat production over the course of a year, focusing on machinery and problems that our wheat farmers face. Mel completed the illustrations to suit the text and so came about *The Wheat Farm*.

We tried to have it published through many companies, but they were not interested because we were unsolicited authors. So we self published, which took quite a few years. We have now fine-tuned our sourcing of printing companies, creative designers and are looking into web site design.

The Merredin community have supported our venture, and the Merredin College trialled the book through various levels. There are learning task centres in the back of the text, and I have geared it to be perfect as Guided Reading sets for lower to middle school levels. We have found though, that all ages have loved learning about wheat production.

Following the amazing reception of the first book, Mel and I have completed our second book *The Wind Farm*, with support from Collgar Wind Farm.

As Mel works in the library at Merredin College, we thought it appropriate to gauge children's interests and relevance to their school Curriculum. With the Principal's support and encouragement, the material from our books was trialled from Kinder level to Year 6. The teachers used a variety of activities ranging from making pinwheels, to story maps, to discussion groups.

With widespread marketing, and the support of the local schools, Merredin Library, the local Tourist Bureau and Collgar Wind Farm, we can see that our literature texts could retain and build the benefits of regional communities. Furthermore, if we are educating children on industries that are relevant to them, then surely we are also assisting communities to plan for a sustainable economic and social future. Positive change in looking at sustainability and environmental impact needs to begin with our young ones at a school level.

Concurrently, Mel and I are researching for our third book on a pearl farm. It is based around

Cygnnet Bay Pearl Farm in the majestic Kimberley region of Western Australia, one of the world's last remaining unspoilt wilderness areas.

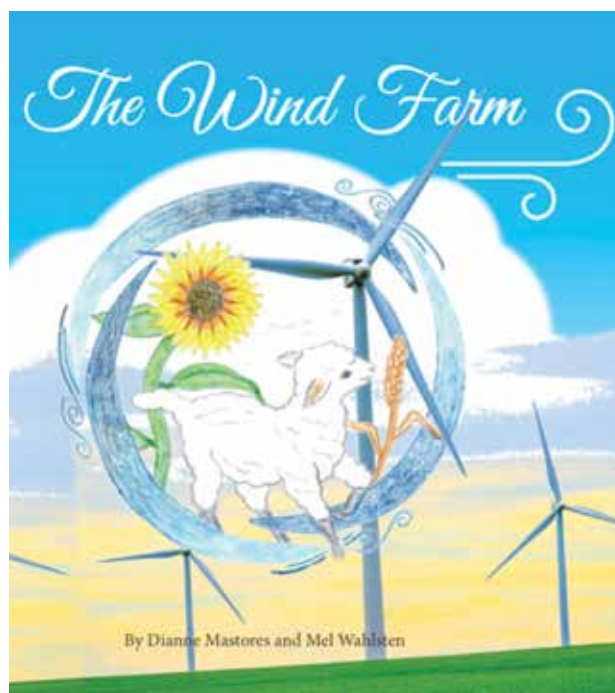
It looks at a brief history of the Oyster shell/pearling industry, early pearl diving, and modern cultivation of pearls. It is written mainly as an educational resource for children, with a focus on the process involved in creating a pearl and the amazing environment of the Dampier Peninsula.

The owners have given us their support for the venture. Indeed, whilst we were at the Kimberley Coast researching pearls, the Perth Show was on and the farm was indicating how they needed a children's book at their display marquee, to educate the children on harvesting and production of pearls.

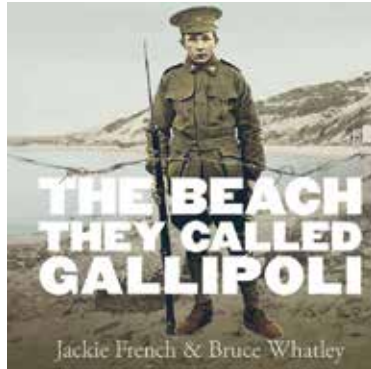
Our three books have a strong focus on the local Western Australian community and local Primary Industries, and have sustainability and a strong renewable energy focus. They are teacher friendly with many learning task ideas for student and teachers, using multiple intelligences. We also include a photographic glossary.

Future books, who knows? Possibly gold? Mining? Sheep? We would love to promote Australian industries as much as possible, and the topics are endless.

Dianne Mastores



Book Reviews



The Beach They Called Gallipoli
by Jackie French, Bruce Whatley
HarperCollins, 2015
hbk., 32pp., RRP \$A24.99
ISBN 9780732292263

Reviewed by Barbara Braxton

On April 23 1915, on a beach on the Gallipoli Peninsula, seagulls swooped as fish flapped silver in the nets... a peaceful, tranquil scene. It was the last day of peace for that Turkish beach for a long time for on April 24, 1915 the ships came. And less than twenty four hours later, blood-stained foamed fringed the grey waves of a grey sea under a grey sky. For eight, long tragic months the conflict lasted as more ships brought more men and took away the broken bodies of the wounded, but leaving many more than they took who would never leave this beach and its sentinel cliffs. "A land with few names had new names now: Anzac Cove, Quinn's Post, Rhododendron Ridge, The Apex, Farm and Lone Pine." Names etched into our history along with the courage, the compassion and the comradeship that we associate with them.

On December 21 1915, the beach was silent and empty. And the waves rolled in onto the beach, just as they had done for months, years, decades, centuries. But months, years, decades, a century on we remember. Lest We Forget

Among the plethora of publications being written and released to commemorate the centenary of the events of April 25 1915, this is a standout. By focusing on the place, Jackie brings range of perspectives about the people - the fishermen, the many nationalities who fought and those who defended. The blood that was shed mixes and mingles into a story of a battle with no heroes or winners - just people and the futility of war.

Superbly illustrated by Bruce Whatley with collages of photos, paintings, drawings, diagrams, artefacts, symbols and flags, it is a masterful insight into the campaign - its before, during and after. The sounds and sights and smells are brought to life through the skilful selection and arrangement of the vignettes that emphasise

that while the place shaped the events, it is the people who created and encountered them and their consequences. There is no favouritism - it is written and illustrated as though the landscape is the observer witnessing men from everywhere trying to master it. While such rich imagery leaves little to the imagination, it inspires it. This was not the remote-control driven warfare that invades television news bulletins today - this was face-to-face conflict of a type that breeds the legends that have endured for so long. And all the while, the waves lap on the beach.

Jackie French and Bruce Whatley, as author and illustrator, are a match made in heaven. This could be one of their most important collaborations yet and I predict it will be high on the awards lists this year. It is an essential resource in your commemoration collection.

To find out about the reasons behind the book and the research that went into it go to <http://www.insidehistory.com.au/2014/11/author-qa-the-beach-they-called-gallipoli-by-jackie-french-and-bruce-whatley/> To follow up on the events within it, use the Department of Veterans' Affairs publication *Investigating Gallipoli* http://www.dva.gov.au/commems_oawg/commemorations/education/Documents/InvestigatingGallipoliIntroduction.pdf

Outstanding.



Coming of Age: growing up Muslim in Australia
Amra Pajalic & Demet Divaroren (editors)
Allen & Unwin, 2014
pbk, 200pp., RRP \$18.99
ISBN 9781743312926

Reviewed by Sue Warren

As many in our nation continue to fear and abuse any of the Muslim faith and while even the global media whips this anti-Islam feeling into frenzy, this is an important book for young Australian adults.

This is a collection of memoirs of growing up in Australia in the Muslim faith contributed by both well-known and unknown young Australian Muslims. From funny to touching to sombre, these

experiences recount the challenges encountered growing up in our multicultural society provide a real insight to the diversity of the Muslim experience and the influence of culture, family and gender in shaping identity.

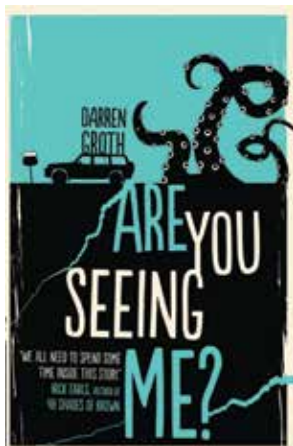
With Harmony Day just recently celebrated around Australia, this book would be a valuable resource for any secondary library or curriculum study.

Pajalic and Divaroren, both experienced and successful writers, are also the co-authors of another volume *What a Muslim Woman Looks Like*.

While even young adult readers will be aware of the beard, the hijab, the front page news; through this collection, they will be able to dig deeper to a greater understanding of Muslim life in Australia.

....dispelling myths and stereotypes, and above all celebrating diversity, achievement, courage and determination... [Publisher] this volume, IMO, should be on offer in every high school particularly with reference to the ACARA general capability of Intercultural Understanding.

Highly recommended for readers from around Year 7 and upwards. Find extensive teaching notes at Allen & Unwin - <https://www.allenandunwin.com/uploads/BookPdf/TeachersNotes/9781743312926.pdf>.



Are You Seeing Me?
Darren Groth
Random House Australia, 2014
pbk, 288pp., RRP \$18.99
ISBN 9780857984739

Reviewed by Sue Warren

In the past few months I have been slightly disappointed in the Australian YA fiction which I have encountered, as compared to the international ditto.

This book knocked that opinion for six. Darren Groth has written a sensitive, funny and insightful novel that explores themes and issues common to

many families in dilemmas of family relationships, confusion and identity. Justine and Perry are twins. Justine is bright, capable, caring and logical. Perry is also bright, capable, caring and logical but with one major difference.

“Perry has a brain condition that can cause him to feel anxious or upset in different places and circumstances. He has trouble with people – mixing with them and communicating with them – and it sometimes results in inappropriate behaviours. I appreciate your understanding and patience.”

This is almost Justine’s mantra. When she and Perry were around four, their mother ‘took off’ and their father subsequently raised the twins with loving support and insightful belief. Sadly, shortly before their 18th birthdays, Dan (Dad) dies of an unpleasant and lingering cancer illness. Since the time their mother left, Justine and Dan have cared for Perry – Justine, as his twin, with enormous empathy even at the age of four.

However, unbeknownst to either Dan or Perry, Justine has begun some contact with her mother and following their father’s demise, she decides it is time for Perry to also be introduced to his mother (who now wants to be part of their lives).

This is especially important as the pair has made a decision, based on their father’s thinking that Perry will move into sheltered independent (semi-independent) care and Justine can pursue her own life. Before this event, Justine makes the decision for the two siblings to go to America and not only pursue Perry’s quirky interests (seismology, mythical beasts) but also to meet their mother.

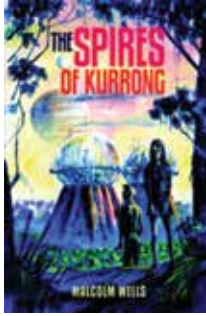
This is a road trip with a difference. There are numerous complications, scares and surprises along the way but eventually a resolution that is neither cloying nor predictable.

My opinion is that this is a marvellous novel for exploring what constitutes the ‘caring, competent, logical’ persona, family relationships, mother/father and siblings and ‘letting go’ of preconceived ideas, values and beliefs.

I would highly recommend this novel for students, both boys and girls, from around 14 up. There is nothing untoward that would justify a ‘senior’ label but does require some maturity of thought to grasp the concepts.

Teachers’ resources can be found at Random House’s website: <http://www.randomhouse.com.au/content/teachers/areyouseeingme.pdf>

Book Reviews



The Spires of Kurrong
Malcolm Wells
 Morris Publishing Australia, 2015
 pbk. & eBook, RRP \$20.00 & \$4.99
 ISBN 9780994246318

Reviewed by Sue Warren

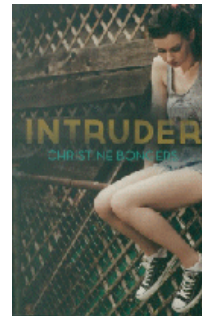
In the tradition of such writers as H. G. Wells and Jules Verne, Malcolm Wells has created a SciFi/Fantasy that takes the reader into a future world where conflicts, attitudes and social ills reflect many in our current global society.

Atop two great spires, contained within twin domed cities, a race of people has existed for generations believing themselves to be the last humans on earth. Ruled over by a long line of Prefects, these people have been told that the surface below them is inhabited by daemons and that their Great Protector is the power that protects them and sustains them. Divided into Inner and Outer Zones the people are segregated into two classes which are forbidden by ancient laws to freely associate with each other. When Markus, son of the current Prefect, falls in love with Filona, an Outer Zone innkeeper's daughter a train of events is put into place which rocks the foundations of the domed cities' civilisation.

Risking everything to escape to the surface, the couple is shocked to discover no daemons but an advanced society of humans spread across a federation of nations, ruled over by the President. Here they learn the true history of their own people, who in effect are prisoners in the domed cities as the result of a long ago rebellion. The myth of the Great Protector is exposed as Markus and Filona learn that all sustenance and economy of the twin spire cities comes from their growing and supply of the addictive drug Marengo to the surface dwellers.

As the young lovers grapple with understanding the hidden history while being amazed at the nature, landscapes and inventions of the surface dwellers, they are unknowingly embroiled in a plot by Madam President which will remove the domed cities and their inhabitants forever. Markus and Filona find unexpected allies and forge a path which will ultimately avert the intended disaster for their people, as they create a shared life in their new country.

This is an interesting allegorical work which will appeal to Speculative Fiction readers of around 14 years and up, both boys and girls.



Intruder
Christine Bongers
 Woolshed Press/ Random House 2014
 pbk., 328pp., RRP \$18.99
 ISBN 9780857983763

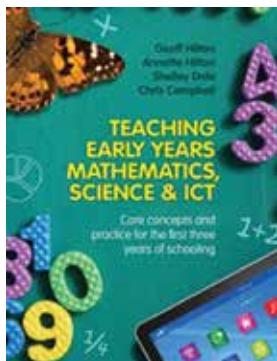
Reviewed by Barbara Braxton

For the three years since her mother's death from cancer, Kat and her dad, Jimmy, have lived a very private life, keeping themselves and their business to themselves, fearing another intervention from the authorities which will split them apart again. Each night Jimmy goes out to play gigs in Brisbane's bars and clubs and then backs up with the early morning shift at a local bakery struggling to meet the mortgage on the house that his wife loved, but also leaving Kat home alone at just 14. One night, Kat wakes up to find an intruder standing over her bed, his hand on her leg and it is only her blood-curdling scream and the arrival of the hated woman-next-door with a softball bat that prevents the attack going any further.

However, this event is just part of a traumatic experience for Kat as it is the catalyst for an unravelling of her life as she believes it to be with all the fervour, tunnel-vision perspective and sense of rightness that 14-year olds have. Born from a real incident happening to the author's daughter who was eventually able to get over her guilt and start exploring the what-ifs, this is an intriguing tale of revisit and reborn.

Intruder is a story that will be adored by those on the transition between childhood and adolescence. It has just enough suspense to keep turning the page, but not enough to terrify; its characters are diverse, realistic, memorable and recognisable and show that we all need a little bit of everyone to enrich our lives; and the plot, while very plausible, is not so close-to-home that the reader will fear being alone or turning the light off. Teaching notes are available at <http://www.randomhouse.com.au/content/teachers/intruder.pdf>.

Suitable for senior Primary upwards.



Teaching Early Years Mathematics, Science & ICT: Core concepts and practice for the first three years of schooling

Geoff Hilton, Annette Hilton, Shelley Dole and Chris Campbell

**Allen & Unwin, 2014
pbk., 240pp., RRP \$49.99
ISBN 9781743314418**

Reviewed by Barbara Braxton

With the controversy surrounding the federal government's ideas about introducing specialist maths and science teachers into primary schools to lift performance in these areas,

<http://www.news.com.au/lifestyle/parenting/the-federal-government-is-considering-making-primary-school-teachers-subject-specialists/story-fngqim8m-1227188015321>

or http://bit.ly/science_maths_specialists it is timely to review this new TR book designed to help K-3 teachers teach maths, science and ICT with greater confidence.

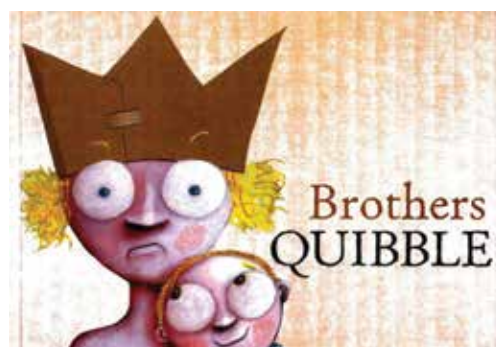
With many young children entering their first year of "big school" able to use a tablet and perhaps a mobile phone, they have an expectation that they will continue to use technology to explore the world around them and satisfy their endless curiosity. Similarly, the concept of separate compartments for specific subjects (silo learning) is unknown to them and so the underlying philosophy and purpose of this book is that science and maths and ICT should not only be integrated but explicit connections be drawn between in-school and out-of-school learning so it all becomes a seamless whole. Even though each area is given its own section so the big ideas and important concepts that are common to curricula across countries, it is their interconnection which is important. There are suggestions for how to link each section to the other curriculum areas but teachers will doubtless identify others according to the needs, interests and abilities of the students in their care.

There is a deliberate balance of theory and practice and ideas and strategies are not overly-prescriptive so they can be readily adapted to the individual situations of the teachers implementing them.

Both the key strands of maths and science are further divided into sub-strands which reflect common curriculum divisions (for example, maths includes sections on number and algebra, statistics and probability, and geometry and measurement) and then each strand is followed by a section focusing on how ICT might be embedded, including selecting the appropriate resource. This is so much more than choosing a drill-and-skill app that does little to extend learning.

The authors are well qualified to write such a guide - Annette Hilton is Associate Professor in Science Education at Aarhus University in Copenhagen, Denmark. Geoff Hilton is a Postdoctoral Fellow, Shelley Dole is Associate Professor and Chris Campbell is a Lecturer, all at the School of Education, The University of Queensland.

According to an Australian Science Teachers Association survey, "the majority of primary teachers felt quite inadequate in addressing or teaching science", and "many primary school teachers self-report a lack of confidence [in teaching maths]", so a new book such as this should be a welcome addition to the toolkits of all the early childhood teachers in your school.



The Brothers Quibble
Aaron Blabey
Penguin Books Australia, 2014
hbk., 32pp., RRP \$24.99
ISBN 9780670076000

Reviewed by Susan Stephenson

The Brothers Quibble is a children's picture book, written and illustrated by Aaron Blabey. It has the distinction of being chosen as this year's book for [NSS: National Simultaneous Storytime](#). What is NSS? That's the very special time when children across Australia will all listen to *The Brothers Quibble* being read aloud. In 2015 it's at 11.00am (AEST) on Wednesday 27 May.

From the publisher:

*Spalding Quibble ruled the roost.
He shared it with no other.
But then his parents introduced*

Reading Rocks

a brand new baby brother.

Uh oh.

A picture book about love (and war) from the award-winning author of *Pearl Barley and Charlie Parsley*, *The Dreadful Fluff* and *Noah Dreary*.

It's hard when you've been the centre of Mum and Dad's devotion, and a new baby arrives to steal the limelight. Spalding doesn't take it well. He declares war and terrorises everyone. Mum and Dad retaliate by putting him in Time Out. Eventually, the baby grows, begins to talk, and idolises his big brother. He even stands up to him. Spalding realises there are real benefits to having a little brother.

Blabey gives us a rollicking rhythm and excellent rhyme that children will respond to immediately. There's lots of yelling in the book represented by huge capitals and contributing to the real drama, drama that's enhanced by bold colours, body language and facial expressions. *The Brothers Quibble* begs for a second read-aloud, one where kids are not as swept

up by Spalding's war, and have the leisure to observe more, and ponder.

I can certainly see why ALIA chose *The Brothers Quibble* for NSS. It's perfect as a read-aloud: a family situation many kids will connect with, loads of humour, just the right amount of text per page, dynamic and varied illustrations, and a happy ending without sentimentality. There's lots to explore visually and older kids will enjoy analysing what Blabey does in illustrations to underscore emotions and character perspectives. I think it's the characters' eyes children will remember most - it's fascinating to look at the way they change and what this means.

Even if you're not participating in NSS, I hope you'll seek out *The Brothers Quibble* for your home, school or public library. It's a fine example of a children's picture book where text, illustrations and book design work together seamlessly. More importantly, children will love it!

WASLA Recommends...

WOW Websites

ANZAC Live

<http://www.anzalive.com.au/>

ANZAC Cottage, Mt Hawthorn

http://www.vincent.wa.gov.au/Your_Council/Parks_Facilities/Facilities_List/ANZAC_Cottage

How Quickly Data is Generated

<http://pennystocks.la/internet-in-real-time/>

Indie Book Awards 2015 Winners

<http://www.indies.com.au/indie-book-awards>

The Maker Space Difference: Amazing Inquiry, Shared Learning

<http://www.slj.com/2015/03/technology/the-maker-space-difference-amazing-inquiry-shared-learning-tech-tidbits/#>

Makezine - global platform for connecting Makers with each other

<http://makezine.com/>

PD & Advocacy

One-to-One: Let's Have One Librarian for Every 1:1 School

<http://www.slj.com/2015/03/opinion/pivot-points/one-to-one-lets-have-one-librarian-for-every-1-1-school-pivot-points/>

TLs Lead the Way in EdTech

<http://www.techlearning.com/resources/0003/librarians-lead-the-way-in-edtech/69129>

Libraries in the Internet Age

<https://youtu.be/L9MDKPC9yeM>

5 minute film festival - reimagining school libraries

<http://www.edutopia.org/blog/film-festival-reimagining-library-design>

How Libraries are Transforming into Community Anchors

http://www.huffingtonpost.com/courtneyyoung/library-community-anchors_b_7057388.html

Around the Blog-o-Sphere

Print books outsold ebooks

http://www.huffingtonpost.com/2014/10/06/ebooks-print-books-outsold_n_5940654.html

50 most popular images about books, reading, and libraries

<http://ebookfriendly.com/best-images-books-reading-libraries/>

Inspirational school libraries from around the world

http://www.theguardian.com/teacher-network/gallery/2015/jan/08/school-libraries-world-books-gallery?CMP=share_btn_tw

CBCA Book of the Year Awards Short List 2015

<http://cbca.org.au/ShortList-2015.htm>

10 things you need to know about copyright

<http://goo.gl/vICOUJ>

What is Happening

Zine-making and Pop Up Libraries at Perth College

We recently introduced zine making to the students at Perth College. It featured as one of the activities in our senior school pop up library held during Book Week. We took our library out to the students (despite some rainy days!), appearing at a different location within the school grounds each day of Book Week. Our library staff and book club members assisted with the zine-making, and set up giant chess and jenga, as well as a trolley full of books and magazines for the girls to enjoy.



For those who are not familiar with zines (a contraction of the word magazines)-they are small do-it-yourself books which can take many forms. We used the *Better Beginnings* template on an A3 page. The page is simply folded and the students are given free rein to create a story, poem, or a collection of thoughts. We provided the materials- crayons, textas, glue, coloured paper, old magazines and cards, ribbon, pipe cleaners – and the students had great fun creating their miniature masterpieces. The books were displayed in the library and the students enjoyed reading each other's work.



We think zine making is a wonderful way to get creative and a great activity for a mini maker space in the school library.

Useful websites:

<http://www.better-beginnings.com.au/resources/books-go-template>

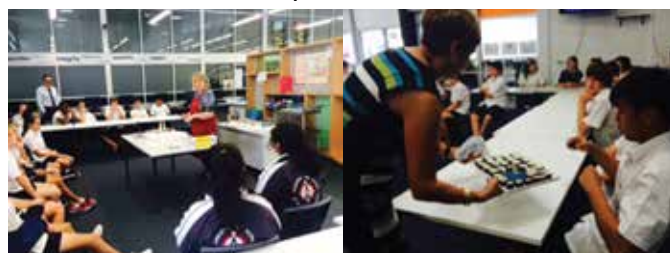
<http://www.insideadog.com.au/blog/zines-0>

<http://blog.stickyinstitute.com>

Tracey Feakes
Librarian
Perth College

Sushi at Atwell College Library a Delicious Success

On Thursday 6 November 2014, as part of our library lunchtime enrichment program, Mrs Leach from Home Economics demonstrated how to make sushi to 60 students. The novice chefs were very enthusiastic in learning the secrets of sushi making, and even more enthusiastic in the sampling of the free sushi! Students were very positive about their culinary library experience and there was a common theme when the demonstration ended - when would the next session take place?



This was one of the many exciting collaborative lunchtime activities and clubs that seek to enrich the students' library experience and demonstrates the collaborative approach between various learning areas at Atwell College.

Nicole McDonagh and Maree de Haas
Library Officers
Atwell College

An African Library Journey

Early in 2014 I was approached by a teaching colleague to establish a library at The School of St Yared, an NGO school in Addis Ababa, Ethiopia. I already had a connection to the school in that my husband and I have been sponsoring a student there for the past three years. The idea intrigued me; setting up a school library in a developing country, with very few resources but a great need. The School of St Yared is a very special place. It was started six years ago by a young Ethiopian man, Yared Wolde. Yared's dream is to provide free, quality education for very poor Ethiopian children. It is a thriving, cheerful place.

I was hooked. I spent the next six months consulting with fellow teacher librarians, people who have worked in similar schools, Yared and the current Australian Advisor. The main purpose of the library was to have a simple, functioning and fairly fool-proof circulation system. The choice was easy. I planned to construct a basic Accession Register and use good old fashioned book pockets, borrower cards and date due slips. I sought donations of processing materials from colleagues in other schools as well as businesses in the industry. I ran fundraising activities. Armed with library stationery and as many new books as I could fit into my luggage I set off for Addis Ababa.

Around our School Libraries

On my first day Yared greeted me joyfully at the school. He outlined his dream for the library. He hoped for a complete overhaul of the room, new furniture, carpet and cushions for the floor and books organised for student and teacher borrowing.



Every day the students came into the library to check on my progress and to help where they could. Like readers everywhere they were often sidetracked when they found a book that interested them and quickly settled down to read. They were so excited about every new step on the journey and when my own energy levels flagged, their enthusiasm, friendliness and gratitude was an inspiration.

Finally moving day arrived. I ran a 'get to know the new library' session for the teachers which was followed by a traditional Coffee Ceremony, an essential activity to celebrate anything in Ethiopia. The refurbishment of the library at The School of St Yared was a great success. It was made possible by generous donations of money, materials (thanks to WA Library Supplies, Syba Signs and to a number of West Australian school libraries) and time and energy from volunteers from Perth and New York. As with all school library development, it is never complete. The library desperately needs more good quality books.



Now as I enjoy my well appointed school library complete with qualified staff, I think of the library at the School of St Yared in Addis Ababa. It is small, it has very few books but it is where the joy of reading, the love of story and the excitement of education is contagious. It will always be in my heart.

Cheryl Lopez
Teacher Librarian
Yidarra Catholic Primary School

Reinventing the Penrhos College Resource Centre

The Penrhos College Resource Centre has undergone a major refurbishment. In fact it is hardly recognisable! Our brief to the architect was to reinvent the library, modernising it and opening it up to bring in light and to create a vibrant space that caters for the many demands on this unique space. With that in mind, we wanted spaces that

- are innovative, multifunctional and flexible
- encourage collaboration and co-operative learning
- allow for student-centred and independent learning
- allow for the building of community, nurture reading and social growth
- provide world class technology, and
- engage students.

Shelves can be moved around. Desks are on wheels and can be configured in a variety of ways. The Collaboration Room and Tutorial Rooms are sound-proofed, with video conferencing facilities. The lounges, window seats and bean bags provide relaxing places to read and the booths allow a comfortable place to work.

Amanda Stewart
Head of Department - Resource Centre
Penrhos College



What is happening around our school libraries?

ANZAC Display



Dr Seuss



The Beatles



Geraldton Grammar School

Good Shepherd Catholic School



Chinese New Year

Reading Corner



Governor Stirling SHS



Art Displays



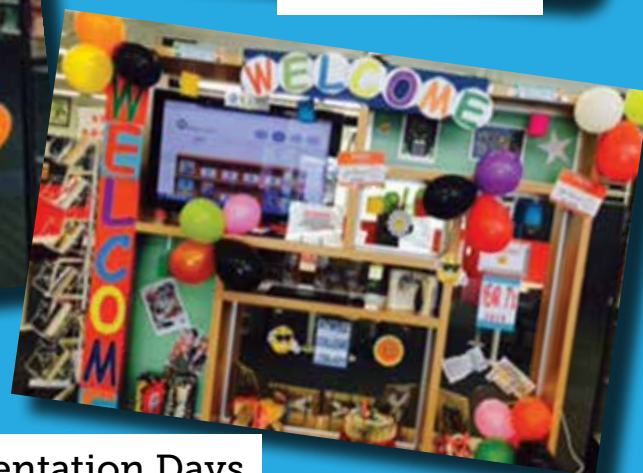
Atwell College



Christmas



Halloween



Orientation Days

What is happening around our school libraries?

Wyalkatchem DHS



Every Christmas I make a small gift for all of our students and staff. I've cross stitched personalised bookmarks, crocheted Christmas stockings and lots more! Last Christmas I crocheted little Santas, they have a safety pin on the back so they can be worn. I always intend to decide what to do mid-way through the year and start them early but it never happens and I always end up with a couple of crazy weekends and many late nights getting them completed! I must confess there have been several years when I've thought "this is too hard and no one will notice if I don't make something this year," but then a student will ask me what I'm making this year or a parent will tell me how thrilled their child is when they find my gifts from previous years when they put their tree up and I know I'll keep doing it for as long as I can!

Wendy Chapman
Library Officer

Donnybrook DHS

Innovation in Practice

The picture of my stop gap shelf dividers came about because the existing shelf markers were plastic strips stuck onto the front of the shelf - not very useful for re-arranging the shelves when needed.

So, using empty VHS cases (I recently weeded quite a lot of these) I made my own. I picked the best of the cases, slipped a piece of white paper in the cover, then used the old tags slipped in as a marker. TA DA!!

Barbara Kay
Library Officer



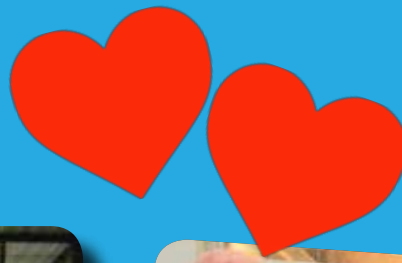
Duncraig SHS

The Teacher Librarians at Duncraig SHS surveyed all the Year 8 students at the end of 2014 during their reading periods. Students were asked to list three novels they would recommend to the incoming Year 7/8's. Lists were collated based on the results of this survey. This is the second year we have done this as it is very successful with new incoming students who would like some reading suggestions. *The Fault in our Stars* by John Green was number one with readers. We also produced a bookmark with the survey list on one side and other useful library information on the other. This is given to all Year 7 and 8 students during their library orientation lessons.

Jennifer JENSEN
Library Officer



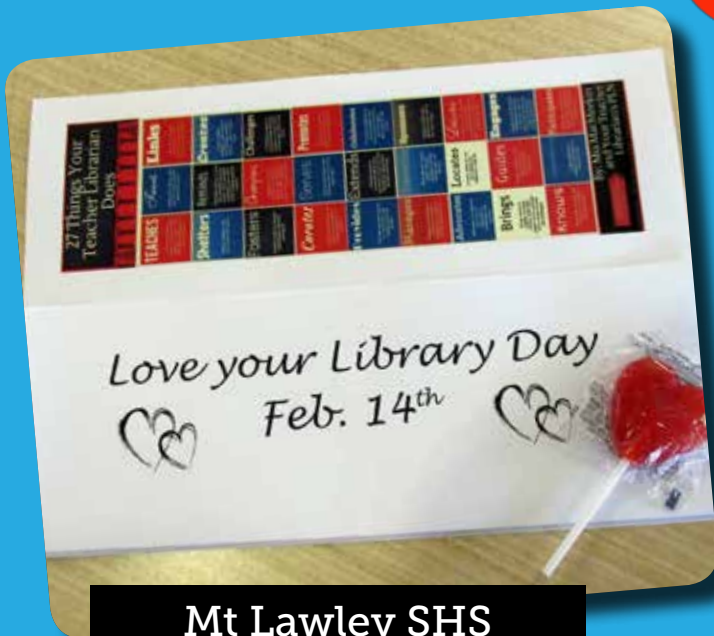
Library Lovers' Day



Australind SHS



Duncraig SHS



Mt Lawley SHS



Holy Rosary School



Day at the Boulevard PD

On November 1 2014, about 60 enthusiastic school library professionals were treated to A Day at the Boulevard with Dr. Susan La Marca, Head of Library Services, Genazzano FCJ College, Melbourne and Perth-based author, Norman Jorgensen.



Susan's first session emphasised the school library's central role in enriching the Culture and Community of the school. **Teachers Librarians need to push to be a part of the implementation of the Australian Curriculum's general capabilities**, such as ethical behaviour, by encouraging correct citations of sources and teaching about copyright. If we update and produce guides in terms of the new curriculum and get them ratified by the school's curriculum leaders and executive committee, this gives us more weight in our endeavours to guide students and staff to use resources ethically. It also ensures that the library is recognised and our ownership of the area is stamped and reinforced. Susan's school resources with regard to Copyright and images can be found on the Genazzano LibGuides site <http://libguides.gen.vic.edu.au/libraryhome>. If teacher librarians link back to the general capabilities we can argue our case for money to support the library programs and also for the importance of the library to the school.

The library space is where students interact with all ages and interests and the reading of fiction is one of the most important ways in which we learn about other people and other cultures, encouraging empathy. A key role of the library is to **provide access to collections** which help students to learn empathy and become self-aware. These collections provide a window into the world and are curated by knowledgeable professionals. How we promote, support and teach with these collections allows us to make a case for the importance of our role and who we provide access to these collections becomes increasingly important in the "clickable" world we now live in. **Content creation online** is vitally important for 21st century school libraries. The platform created is also a source of data which can be used in applications for funding. Susan emphasised that we can never be complacent!

We should celebrate and highlight the wonderful library spaces. **The school library is a central hub, an engaging, flexible, cultural, technologically enriched space, a playful and inviting space.**

The library is not just about books but also about all the other things we put into its spaces to encourage students to learn empathy, social awareness and self-awareness. Seeing students interacting within library spaces reflects back to the general capabilities within the Australian Curriculum. Library spaces can include creative spaces in which the younger students can play without technology which fits in with the general capability "creative thinking".

Some points which resonate from Session One include:

- In considering the School Library's role in relation to the Australian Curriculum, we need to look at both the internal context - the directives of the school administration - and external context - the actual content of the Australian Curriculum.
- Teacher Librarians need to have at least a passing knowledge of all documentation of the Australian Curriculum to take any opportunity to plan and to co-teach with colleagues.
- Teacher Librarians need to map the Australian Curriculum against their Library Programs – start small with one area/program and show it to the Heads of Learning Areas.
- We need to be aware of the seven General Capabilities and use them as part of our policies, budget submissions and in any other way we can to justify what we do in terms of the curriculum and to justify the continued support for the value of the library space.
- The Library is central to the culture and community of the school and it is up to us as teacher librarians to encourage activities in the library which positively support the teaching and learning of the general capabilities and also to promote what we do in terms of the Australian Curriculum.

In Session Two, Susan discussed **advocacy** and what we expect of our state and professional organisations in terms of it. Advocacy is the ongoing process of building partnerships so that others will act for and with you, turning passive support into educated action for the library program. **It begins with a vision and a plan for the library program that is then matched to the agenda and priorities of stakeholders.** We need to know our customers well and how to deliver what they need.

In our table groups we discussed advocacy in order to share our ideas. Susan framed this discussion in terms "**memorable messages**" to advocate for our libraries. Our discussions led to many great "memorable messages", including the following:

- Libraries. Literacy. Life.
- Discover. Connect. Engage.
- Live. Learn. Library.
- Libraries: Learning for Life
- Always a Place to Go
- Never a Stupid Question

WASLA Events

- Knowledge Lover's Paradise
- Libraries: Knowledge Shapers
- Learning: The Lifeblood of Libraries
- Libraries: Accessing all Areas
- Computers are Complementary not Compensatory
- Our library - The Hub of the School
- Libraries: For Head and Heart
- Libraries create lifelong learners



Susan suggested getting the students to embrace the process of deciding how to use the above messages, creating graphics with the messages or using a competition so the graphics appeal to their peers. Barbara Combes suggested using a memorable message as a “by-line” in order to “badge” your library creations back to the library.

One group discussed using and **collecting statistics, facts and stories within the library**. Their suggestions included:

- general statistics such as number of students from booking sheets
- learning area statistics and borrowing statistics
- gate numbers and stocktake numbers
- an online library survey after student activities – reflection and evaluation
- keeping feedback emails from teachers
- articles in the newsletter each time
- Library Annual Report at end of each year.

Susan emphasised that it's about adding value, as well as our normal job role. Other suggestions were:

- For statistics count all books used within the library, the “invisible” books, either by date-stamping them or creating statistics for “soft loans”.
- Our best advocates are the students so we need to get their stories and input on library activities, either written stories or even just photographs.
- We need to actively ask for quotes from supportive people.
- The value of templates for things that are used often, for example, newsletter articles and book reviews. Once set up properly, templates help us to do things quickly and our work can be “badged” back to the library.
- Book reviews can be placed on the bathroom doors to reach students who don't come into the library.
- It is essential not to bombard staff with too much at one time when they are too busy.

During Session Three Susan shared with us research done at her school in 2013, in relation to the school's Science **etextbook** and the use of Overdrive. Susan headed a “leading learning team” of mainly library staff and Science teachers which investigated the use of the Science etextbook at the school through a survey conducted with 178 students in Years 7 to 10. Students were required to purchase either the print copy or the etextbook or both. Survey answers established that **few students used the etextbooks in class or for homework and that 84% of students were still bringing the print copy to school**, so having the etextbook did not necessarily lighten the students' bags. Enjoyment of the ebook reading process was not high and comprehension of digital text was also found to be challenging. Using the ebook was also giving them headaches, and was “distracting and annoying”.

Susan also conducted a survey of the student use of **Overdrive ebooks** for pleasure reading within her school. Of the 262 respondents from Years 5 to 10, 83.78% were reading print books, 10.81% were reading ebooks and 5.41% liked audio books. Some student comments were that they “would much rather have a real print book” and that they “use electronics already... way too much”. Susan noted that when reading on screens, people seem less inclined to engage in what psychologists call “metacognitive learning regulation” - strategies such as setting specific goals, re-reading difficult sections and checking how much one has understood along the way. Susan concluded that there are different kinds of readers and different ways to read and this can be impacted upon by format. **The myth of the “digital native” should not lead us to believe that all students would prefer to read on a screen.**

During Session Four, Norman Jorgensen entertained us with an insider's view into his involvement with three other authors, Kirsty Murray, Mark Greenwood and Dianne Wolfer, working with AISWA in a government funded quality teacher programme entitled “**When English Meets History**”. The aims of the project were:

- To explore the genre of “faction” to see if it could be a vehicle for integrating the Australian Curriculum: English with Australian Curriculum: History
- To develop critical literacy
- To undertake historical inquiry, and
- To create historical narratives.

Norman described how he finds his stories in the people and settings dear to him. His novel, *Jack's Island*, for example, was inspired by the experiences of his father who lived on Rottnest Island during World War 2. He described the process of historical research and the way in which he weaves fiction through the historical facts. Norman feels that it is important to visit the places where historical events occurred and, once there, to focus on all the

senses. As part of his research for *Jack's Island*, he spent a winter on Rottneest Island.

I found Norman's presentation fascinating and entertaining and have since recommended *Jack's Island* to be read as part of a Year 9 ANZAC investigation which has in turn led to plans for a school excursion with Norman to Rottneest Island. The final session of the day, Session Five, was about the **design and use of physical and virtual spaces for learning**. Susan emphasised the need to remember five key points:

- Flexibility – spaces need to be usable by multiple users and for multiple uses
- Collaboration – consider cooperative learning and teamwork in your design
- Creativity – student engagement in the learning space
- Efficiency – cost-effective
- Inclusiveness – for all learners

In reality, multi-use spaces mean the use of wheels and open, uncluttered spaces which are simple and versatile. Movable furniture and fittings are important but **flexible spaces** are not just about wheels but about attitude! What does the need for **collaboration** mean for spaces? We need the infrastructure to support technology and collaboration. To make our library spaces collaborative we can use booths, screens on walls, and whiteboard spaces on the back of shelving for brainstorming. People are social beings and learn well by collaborating.

Susan reflected that we need to use our creativity to make statement spaces. Most important is people's first impressions of our library spaces. We can do small things to create a good first impression, even choosing an area or small space to make a statement if we are constricted by cost. Using student art in the library is important but it needs to be presented professionally.

Efficiency through involving everyone that is a stakeholder in the process is important. Inclusiveness in our spaces is also important and challenging. We need to be aware of how technology impacts our spaces. The key is to allow spaces to be human-centred – keep them inviting and home-like to make users feel welcome. Makerspaces can be explored, both with technology and with creative craft spaces. While we embrace busy, active libraries we also need to remember the importance of having quiet spaces within our open-plan libraries.

I found Susan la Marca to be an extremely interesting and inspiring presenter and look forward to hearing more from her at the WASLA Conference in August this year.

Sarah Betteridge
Ocean Reef Senior High School

Makerspaces PD

On March 31, the Education Place at the State Library became a place to explore new ideas and trends in education at WASLA's first PD on makerspaces. In recognition of how libraries across all sectors should aim to collaborate and share ideas, where possible, presenters represented not only school libraries but also public and tertiary libraries.

Kim Flintoff (pictured below) and Karen Miller, from Curtin University, discussed how they were embarking on a significant development of maker culture. They are forging links with the museum sector (including the National Museum and the Smithsonian) and industry. This collaboration will emphasise STEAM (Science, Technology, Engineering, Arts and Mathematics) learning outcomes. Karen talked about the Curtin Festival of Learning, where the Library makerspace hub saw connected learning through robotics, electronics, augmented reality, arts and crafts.



Andrew Kelly, from the City of Gosnells, displayed his enthusiasm for all things maker and how he was fortunate to develop some remarkable programs and activities for the Victoria Park community, where he was Librarian. His makerspaces included creating gaming consoles and other electronics. I highly recommend that you watch his presentation that is now located in WASLA's members only section of our website.

Jennifer Lightfoot, from Scotch College, talked about how she started experimenting with makerspaces in the middle and junior school. You can read about her journey and discoveries on page 8.

Lastly, Rebecca Murray, from Helena College, showed us how makerspaces do not need to involve electronics but can also focus traditional crafts, such as making friendship bracelets or crocheting. She also talked about how to promote your activities to your school community.

The overarching message from all presenters is that before you start to explore with makerspaces, you need to know your community and what will interest and benefit them.

Natasha Georgiou
Sevenoaks Senior College

2014 Library Awards

Teacher Librarian of the Year



Kate Flowers is a highly sought after resource by teachers because of her understanding and commitment to implementing quality literature programs. In 2013/14 Kate developed and implemented a reading program based on the need to engage our boys through gamification. This reading program has now become a fully developed library service that is used by teachers with minimal assistance from library personnel.

Kate has developed a number of generic programs that include numerous electronic resources which are used to teach content and research skills, as well as providing engaging lessons that are shared with the students. These resources are then given to the teachers to use again in classroom programs. The result is the embedding of rich media and the library-sourced resources directly into curriculum programs across the College. The development and sharing of the generic, resource-based programs ensures that the library is perceived as an integral part of the core business of the College.

Kate has worked with the other teacher librarians in the school to develop scope and sequence documents for resource management and teacher programs across the College. Her ability to envision the skills that need to be taught and to ensure programs support a lifelong approach to learning, are a feature of her contribution to these collaboratively planned support materials. Kate's abilities as a collaborative teacher who has a clear vision when planning ties-in with her passion for engaging boys in reading fiction for pleasure and knowledge, and her comprehensive understanding of how boys can become independent, lifelong learners.

The key to any teacher librarian's role is the need to have excellent knowledge of ICT systems. Kate has an excellent understanding of all systems and manages the library OPACs, the eBook systems and all the College databases. Kate creates videos that are used to demonstrate how these systems work, in addition to providing one-to-one instruction for students and staff when issues with these resources arise. Kate has also acted as an editor for the iBooks produced by our students. These materials have since been published in the iTunes Bookstore and this program has encouraged students to engage with the ebook collection in the library. Kate is a great communicator and uses a range of methods to disseminate information to staff, including electronic systems, personal communication, procedures and instructional manuals.

As Website Manager Kate runs and moderates WASLANet listserv. The implementation of video recordings, the investment of hardware and software for recordkeeping and the ongoing evaluation of the website are features of Kate's stewardship. Kate

has also been instrumental in the development of graphics to badge the Association, notably the design of the letterhead logo, thank you cards and templates for professional development flyers. Her skills have also ensured that registration forms for WASLA PD are now interactive PDFs.

Kate was the Convener for the School Library Conference Western Australia in 2014. She also acted as the Events Coordinator and managed the conference website and advertising for the conference. In this role Kate far exceeded the role normally undertaken by a Convener. She organised all the artwork and graphic designs for the conference website and advertising flyers, as well as sending out advertising posts on a number of listservs. Kate was instrumental in coordinating the keynote speakers. She also arranged the technology support for the conference and the video-taping of sessions for later use by participants who attended alternative sessions.

Kate has developed a reputation as an active collaborator and openly shares her expertise and knowledge with other members of the profession. Her willingness and boundless energy to tackle any task asked of her, makes her worth her weight in gold. A willing and enthusiastic member of the WASLA Committee, she brings a sense of humour and an ability to think outside the box in seeking solutions to difficult problems. Combined with a quiet self-confidence that encourages others to achieve beyond their comfort levels, Kate constantly seeks ways to promote school libraries and her true love, literature. A worthy recipient of the Teacher Librarian of the Year award for 2014.

**Bradley Tyrrell
Jeff Herd**



Outstanding Professional Service Award

Each year the Professional Teaching Association of WA presents this award to recognise individuals who have made outstanding contributions to their respective associations. For 2014, WASLA has nominated Kate Flowers to receive this award.

Kate has made outstanding contributions to the Western Australian School Library Association (WASLA) in several areas, over many years, including the important role of being the Web Site Manager.

Kate devotes an enormous amount of time and a high level of expertise in maintaining the public face of the Association and maintaining links to all aspects of its operation. A willing and enthusiastic member of the Committee, Kate brings a sense of humour and an ability to think outside the box in seeking solutions to difficult problems.

As the Convenor for the combined library associations' 2014 State Conference, Kate has demonstrated an ability to create a vision, communicate this vision to others and bring together a diverse group of people to produce a highly successful conference.

Jeff Herd

Library Officer / Library Technician of the Year



Patricia Lam Sin Cho's interpersonal skills assist her in working with others in a friendly and cooperative manner. Her willingness to share resources and information and support others in times of heavier-than-usual workload greatly contributed to the overall success of the relocation of the

library resources and final set-up of the new eLearning Centre.

Patricia employs best practice customer service principles as the Library Technician in her role of assisting staff and students with reference enquiries and with the use of the library catalogue, online databases and new resources. At all times the needs of the staff and students take precedence and good relations with all clientele including parents is essential. Whether it is creating digital displays and book trailers; maintaining the effective operation of the circulation desk or conducting stocktakes, Patricia has demonstrated a high standard in all areas of the library operations, whilst working closely with her colleagues

As library technician, Patricia liaises with students, parents and teachers by telephone, emails and letters to ensure that all matters were dealt with in an efficient manner. Patricia has a highly developed level of tact and diplomacy when dealing with disgruntled parents. She also deals with staff and student queries on a daily basis as a member of the library staff and works alongside colleagues to ensure Chisholm has a seamless library service for everyone.

As a library technician in the e-learning Centre, she assists students and staff with learning

technologies such as the use of iPads and how to use Apps for different assessments. With the introduction of ebooks, she demonstrated to students how to set up their iPad so they can have access to the Wheelers ebook platform and how to borrow ebooks.

As the secretary of the Australian Library and Information Association Western Australian Library Technicians Group, Patricia has been responsible for organizing workshops and professional development days. This includes working with sponsors to set up displays, contacting speakers and organizing PD programs and dealing with registrations for delegates to ensure sessions run smoothly. She also undertakes the record-keeping duties for the Group, plus being responsible for correspondence and taking the minutes for meetings.

As an active member of the ALIA WALG and WASLA, Patricia has organised workshops and attended PDs and Conferences in order to keep up to date with new technology in Libraries.

Patricia has demonstrated an outstanding commitment to school libraries during her career. Patricia is also a person who is prepared to assist others in any way she can, an attribute that makes her an invaluable member of the library staff and a worthy recipient of this award.

**Cally Black
Jeff Herd**



Award for Honorary Life Membership

It is with great pleasure that the Western Australian School Library Association presents this award to Val Baird. Over the years WASLA has been fortunate in having many highly skilled and talented individuals who have worked hard to forward the ideals of school libraries, however this is the first time that this award has been presented.

What distinguishes this award from others is the

Introducing our New Column

emphasis that is placed on the longevity and the consistent application of individual high levels of skill and commitment. Involvement as presenter or as the organiser for numerous Library Officer Days and School Library conferences are just two examples of Val's commitment and dedication. A brief inspection of the records will reveal that Val has very successfully carried out the duties of almost every committee position, from President to Treasurer, over the course of several decades. This vast amount of experience has allowed Val to be an informal mentor to so many individuals, encouraging and supporting the next leaders of the Association. Val always has the aims and objects of WASLA at the forefront of her thinking and decision making.

Many years of service on the Committee has seen Val involved in so many decision making opportunities, gaining her the reputation as the "keeper of knowledge"; knowledge that is invaluable to new committee members and the association as a whole. Not just what the decision entails but the reasons behind why that particular decision was reached. Her long experience on the Committee has endowed Val with the ability to develop a big picture appreciation and the vision to see events unfolding before others do, coupled with the ability to effectively present one side of an argument without becoming personally overbearing.

Demonstrating decades of a high level of dedication, skill and commitment to furthering the ideals and aims of the Western Australian School Library Association qualifies Val as a worthy winner of its Honorary Lifetime Award. Congratulations on a magnificent achievement.

Jeff Herd



Thoughts from the Library Officer's Desk

This is a new column in *iC3*, written by Library Officers for Library Officers. My name is Hanneke Van Noort, I am your LO rep on the WASLA committee. I started my career in libraries whilst I was living on Rottnest Island. I worked at the Rottnest Island Primary School, as you can imagine it was not very big!! In fact the library was in the back of a classroom. When I relocated back to Perth I was employed at Duncraig Senior High School. The thing I have noticed in my time working in libraries is that it doesn't matter whether the school has 10 students or 1300 students; the job of a library officer is varied and challenging. We need to be experts in many different areas and our job is constantly evolving.

If you are lucky you have the advice and guidance of a teacher librarian, but many of you are working without the benefits of one. If you are in the situation of working alone it is really important that you stay connected with other library officers. Find a network meeting close to you (consider setting one up in your area), attend PD or the WASLA conference. Take opportunities to talk to others about your job and your working conditions. I know this can be hard for many reasons however that contact doesn't have to be face-to-face. We all know WASLANet is a valuable tool – make "cyber" connections. It is amazing what a difference just having some feedback from someone in a similar situation can be. There has been a lot of discussion recently on WASLANet about who can be part of this mailing list. Open and honest discussion amongst library professionals is the aim of this list and should be encouraged. The Committee is currently reviewing the list to ensure that only genuine library staff have access to it.

This year WASLA is trialling a different model for the Conference. The Library Officer Day is being incorporated into the Conference being held on August 8 at Shenton College. There will be plenty of interesting sessions for Library Officers to attend. I urge you to consider attending it if you can. WASLA is offering three country and three metro scholarships to help cover the costs of attending the conference. If you would like to apply for a scholarship please refer to the WASLA website or contact me, I will be happy to forward you the information.

I would like to take this opportunity to wish you all a productive and fulfilling term two. I look forward to meeting you all in the near future.

Hanneke Van Noort



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- notice of activities from the local association
- one subscription to the WASLA Inc. professional journal *iC3*
- online resources from the members only area of the website
- attendance to all WASLA Inc. activities at the member rate (note: attendance for 2 persons for Institutional membership)

A copy of this form must be sent to the Executive Officer along with payment: wasla@wasla.asn.au

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