



## In this Issue:

- Spotlight on the CBCA
- The Return of the Last Viking
- Celebrating Book Week
- Hands off our Places of Learning
- WASLA Events  
and much more!

**Professional Journal of the  
WA School Library Association  
Vol. 4, No. 3  
November 2014**



# Editorial

This is my first edition as the new Editor of *ic3* and I would like to thank Tehani Wessely for her dedication and hard work as Editor over the past four years. It has certainly made my job easier.

I suppose this is my forum to talk a bit about myself. I have been a Teacher Librarian in both the public and private sectors for the last fourteen years both in Perth and Melbourne. I am currently the Library and Information Centre Manager at Sevenoaks Senior College, which is a senior school in the south-east metropolitan area. Currently, I am also part of the school leadership team in the role of Student Services Coordinator.

I joined the WASLA committee a year ago and it has been a year of challenges and much reward. I have grown professionally and have met some amazing people along the way. I highly recommend to any of you reading this to consider joining the WASLA committee - it will be a professional highlight in your career.

After this year's School Library Conference, I was inspired by Jenny Luca to create my own blog. It is [www.backtothelibrary.com](http://www.backtothelibrary.com). I am amazed at how this has opened up doors and created connections that I would never have dreamed possible. I am proud that my first published article "A World of Online Distraction", in SCIS' *Connections* publication, was well received. I am sure that this is going to lead to further articles and contributions at professional learning events.

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 James Foley*

*ic3* is a professional journal for school library staff that focuses on librarianship and information literacy in schools. *ic3* is released three times per year and supplied to all WASLA members as part of the membership package. It is available to others by subscription (details at [wasla.asn.au](http://wasla.asn.au)).

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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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## From the President's Desk


Welcome everyone to the third issue of *ic3* for 2014. This year has gone so fast! However, a lot has been happening in Australia and internationally in the world of libraries.

### International Federation of Library Associations

In August I went to the International Federation of Library Associations (IFLA) Congress in Lyon, France, where I represented the International Association of School Libraries (IASL). In this capacity I am the Secretary for the Literacy and Reading Section (LiR) and a corresponding member of the Information Literacy Section. IASL is called a congress as each section holds a mini conference, as well as meetings and keynotes from the central organising committee. The theme for the LiR section in 2014 was adult literacy. The session was conducted as a workshop with 10 presenters from around the world.

Delegates could attend sessions on programs for street children and communities in India, a book buddies program for very ill children in a Malaysian hospital, a national testing program between libraries and schools in the Netherlands, university information literacy programs in Sweden, the Better Beginnings program in Western Australia that has taken the reading program into prisons, community libraries in Palestine, library development and literacy in Ethiopia, literacy and People's Centres in Bangladesh, creative literacy programs in Finnish public libraries and community partnerships in Canadian libraries. IFLA will be held in Cape Town in 2015 and it is definitely an experience that will broaden your outlook if you have the chance to attend.



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### The Lyon Declaration

While at the Congress, the Lyon Declaration was released. The United Nations is negotiating a new development agenda to succeed the Millennium Development Goals. This agenda will guide all countries on approaches to improving people's

lives and outline a new set of goals to be reached during the period 2016-2030. The declaration is in response to the findings of a High Level Panel on the Post-2015 Development Agenda, the post-2015 consultations of the United Nations Development Programme (UNDP) and the Open Working Group Focus Area Report, all of which identified the crucial role of access to information in supporting development.

At present the Declaration calls on all organisations to sign up in support of the notion that access to information, and the skills to use it effectively, are required for sustainable development, and ensure that this is recognised in the post-2015 development agenda. What the Declaration means is the high level recognition that development across the globe cannot occur if people do not have access to literacy and information, both of which are the fundamental business of well equipped and professionally staffed libraries.

### Let Australia's voice be heard!

If you are the CEO of an organisation or know someone in this role, you can become part of this global movement and sign the Declaration by checking out the Declaration website (<http://www.lyondeclaration.org/>) and contacting IFLA's Policy and Projects Officer, Julia Brungs ([contact@infladeclaration.org](mailto:contact@infladeclaration.org)). Include the:

- full name of your organisation, and
- name of your authorised signatory who can represent the organisation.

Only when everyone has the opportunity, literacy skills and ability to access information will sustainable development and the possibility of a truly global society become a reality.

### Reports

Everyone working in schools and libraries should be aware of a number of reports released in 2014. On the 12th October, the Federal Government released a Review of the Australian Curriculum, which is currently in its 7th version! Places to go for information:

Full report - <http://www.studentsfirst.gov.au/review-australian-curriculum>

Fact sheet - [http://docs.education.gov.au/system/files/doc/other/11102014\\_fact\\_sheet.pdf](http://docs.education.gov.au/system/files/doc/other/11102014_fact_sheet.pdf)

FAQ - [http://docs.education.gov.au/system/files/doc/other/11102014\\_faqs.pdf](http://docs.education.gov.au/system/files/doc/other/11102014_faqs.pdf)

Two Horizon reports released this year include *The Horizon Report 2014 Library Edition* (<http://www.nmc.org/publications/2014-horizon-report-library>) and the *Horizon Report 2014 Higher Education* (<http://www.nmc.org/publications/2014-horizon-report-higher-ed>).

In the United Kingdom, the Libraries All Parliamentary Group released *The beating heart of the school: Improving educational attainment through school libraries and librarians* (<http://www.cilip.org.uk/sites/default/files/documents/BeatingHeartoftheSchool.pdf>). Another report in recent years from the UK include the *National Literacy Trust Boys reading commission* in 2012 (<http://www.literacytrust.org.uk/assets/0001/4056/Boys Commission Report.pdf>) and in Australia, key findings from the Teaching and Learning International Survey (TALIS) Australia in 2013 (<http://www.oecd.org/australia/TALIS-2013-country-note-Australia.pdf>).

Another interesting article is the Highlights from the full Australian report: *Challenges for Australian education*, which provides a summary of the results from PISA 2009 (<http://www.acer.edu.au/documents/PISA-2009-In-Brief.pdf>)

These reports provide useful information and findings that support the role of well equipped and professionally staffed libraries in schools. You can use these as references for advocacy initiatives in your school.

### Literacy matters!

This is the new theme for the LiR section at IFLA. As part of our renewal initiative we developed the following to explain just how important literacy is to the individual. Feel free to use it as a poster in your library – keep the creative commons logo and surround it with pictures of students reading in your library. Place it in numerous locations around the school, especially the front office and the staffroom.

#### *Literacy matters!*

I read, therefore I am. I can:

- be smart and become smarter;
- communicate with others;
- understand and connect with new challenges;
- participate in family, the workplace and community life;
- use a range of technologies;
- think for myself and with others;
- keep my culture alive;
- share with others; and
- be creative and laugh.

I have the world and beyond at my feet.

I can read, therefore I am empowered and can learn lifelong.

I can read, therefore I am part of the future.

I can read, therefore I am,  
Because literacy does matter.



Literacy and Reading Section, IFLA



Literacy in Laos: Two Girls Study by London Public Library, <https://www.flickr.com/photos/londonpubliclibrary/4881988061/>  
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### End of the year

Library Officer Day was another resounding success, thanks to the hard work by Natasha Georgiou and Val Baird, with presenters speaking on a range of subjects. WASLA still has a number of exciting professional development and get-togethers organised, including the Day at the Boulevard with Dr Susan La Marca and local author Norm Jorgensen, the Annual General Meeting and the School Library Dinner.

I would like to thank a number of people for their commitment and hard work during the year. Being a member of the WASLA Committee leads to the opening of many doors and doing things you may never have dreamed you could do. I urge everyone to think about coming on board. Firstly, a big thank you to Tehani Wessely, the inaugural editor of *ic3*. Tehani now lives and works in the ACT and has handed over the reins to Natasha Georgiou. Setting up the Association journal was a big task and Tehani has worked closely with the WASLA Committee to produce a quality product.

Secondly, a big thank you to Kate Flowers who acted as the Convener of the School Library Conference earlier in the year. Kate's tireless efforts meant we had a great conference with wonderful guest speakers and a wide ranging program.

I would also like to thank the members of the WASLA Committee who continually step up to provide fantastic professional development for the members and make the President's job so easy. Many thanks to Jeffrey Herd (Vice President), Val Baird, (Treasurer), Rebecca Murray (Secretary), Kate Flowers (Web Manager), Natasha Georgiou, Sarah Betteridge, Lisa Croft, Wendy Chapman and our Executive Officer, Phyllis Paioff, without whom the Committee would be lost. I wish everyone a safe and happy Christmas and look forward to seeing everyone again next year.

**Dr Barbara Combes**  
**President WASLA**

# School Library Dinner



Come and join us as we celebrate our Teacher Librarian and Library Officer of the Year at this end of year function. This is a fun opportunity to have good food , wine and conversation with fellow library staff.

**RSVP JEFF HERD AT  
JHERD@CHURCHLANDS.WA.EDU.AU  
BY NOVEMBER 15**

## DINNER DETAILS

**Date:** Saturday November 29

**Time:** 7pm

**Location:** La Vela Restaurant

78 Scarborough Beach Rd, Scarborough

**Cost:** \$50 for a 3 course set menu

BYO Wine Only



### IMAGE CREDITS

Prawn Risotto with Peas and Paprika and Garlic Oil: Photography by Alpha.  
Available at: <http://goo.gl/Px2moy>. CC-BY-NC-SA.

As the Children's Book Council of Australia heads towards its 70th anniversary in 2015 it seems appropriate to reflect on its achievements and examine its development from humble beginnings to the Australia-wide organisation it is today. Most people correctly associate the CBCA with the Book of the Year Awards which are presented annually in August, and with the Children's Book Week celebrations which follow.

### HISTORY OF CHILDREN'S BOOK WEEK IN AUSTRALIA

What many do not know is that the very first Book Week celebrations in Australia were held in Sydney in 1945 as part of an International Children's Book Week sponsored by the Children's Book Council in the United States. Mary Townes Nyland, one of the catalysts for Australian involvement, comments on this milestone thus: "During the second week of September 1945, the American librarians of the US Information Library gave a dinner for about 12 invited guests, Australians who, we thought, would be particularly interested in planning a Children's Book Week observance. There were authors, publishers, librarians, teachers and representatives from the Australian Broadcasting Commission... We Americans were amazed, I remember, as the Australians seized upon the idea of Children's Book Week, tossed it back and forth, then were 'off running'... The first CBW in Australia was held from 12-18 November 1945. The ABC's Children's Session held a poster contest and during Children's Book Week broadcast a brief program every day. The Education Department of New South Wales encouraged schools to observe Children's Book Week and many staged events. Schools

*"We Americans were amazed, I remember, as the Australians seized upon the idea of Children's Book Week, tossed it back and forth, then were 'off running'." - Mary Townes Nyland*

and libraries in the Sydney area displayed the International Children's Book Week poster, which showed children of various nationalities reading together under the title 'United Through Books'... If my presence in Sydney helped provide the spark that lit the fire – well, I am still amazed at the way the fire took hold and burned." (Smith, 1995)

The NSW Branch became the first National Executive with Maurice Saxby\* as National President and the inaugural meeting of the Children's Book Council of Australia took place in Sydney on 1 May 1959. The CBCA – WA Branch came into being on 26 June 1947 and gained legal incorporation the following year although



Lesmurdie Public Library Display

Western Australians did join their eastern states counterparts in responding enthusiastically to the call to celebrate Children's Book Week worldwide in 1945 as a sign of peace and hope for the future in the wake of the Second World War.

Aside from promoting the CBCA Book of the Year Awards and supporting the national body in its mission of "engaging the community with quality literature for young Australians" the WA Branch runs several events each calendar year with the aim of encouraging literacy and instilling

a lifelong love of reading in young people. Further information about our calendar of events and the benefits of branch membership may be found on the website at <http://wa.cbca.org.au/> The WA Branch also has a Facebook page and posts information regularly on WASLANet and WAIN.

### MAKE YOUR OWN STORY BOOK COMPETITION

The Make Your Own Story Book Competition is held annually and attracts entries from young people state-wide. It includes categories for picture books and story books. Winners are honoured at an event in August where a local author or illustrator is invited to address them and share some of their own creative journey. In the past many of these speakers have been past MYOSB winners themselves, notably Shaun Tan, James Foley and Karen Blair. For two weeks after the presentation the winning entries are displayed in the State Library of WA. Samples of work from previous winning entries, important dates and hints for coordinators are all available on the website. This is a very popular and worthwhile activity for schools and attracted a record number of 865 entries in 2014.



2014 MYOSB Winners

## JUDGES TALKS & NOTABLE AUSTRALIAN BOOKS

Every year in early April the CBCA Book of the Year Short List is announced. This is eagerly anticipated and used as a selection tool and buying guide by many schools, public libraries, bookshops and members of the general public. In recognition of the quality of children's literature in Australia, and acknowledging that the Short List must be restricted to a maximum of only six titles in each category the judges also produce an excellent publication fondly known as "The Notables". This is an annotated list of all books recommended by the judges in that particular year plus the stories behind the shortlisted titles. Available in one convenient volume either in hard copy or PDF version, this invaluable resource can be ordered at [wa.merchandise@cbca.org.au](mailto:wa.merchandise@cbca.org.au)

The WA Judge also offers a series of informative talks about the Short List each year for a nominal sum (every effort is made to host these at various centres around the metro area and, wherever possible, in country areas). Teacher Librarians, library staff and English Department members will find these especially helpful.

## A NIGHT WITH OUR STARS

Described by one of the participants as "speed-dating with authors" this is one of the most popular events on the WA Branch calendar. Held every year in March the evening showcases up to 20 of our hugely talented WA authors and illustrators who are invited to spruik their most recent publications to an audience of teachers, librarians, parents and children's literature enthusiasts. Book sales and signings follow the presentations and a light supper is provided. Great fun and an ideal networking opportunity with colleagues, this event is almost always sold out, so it is advisable to book early. Please mark Thursday 5 March in your diaries and check the WA Branch website early in 2015 to see when online bookings open.

This is also an excellent chance to meet



Nick Cross (Illustrator) & Natasha Alker (Librarian) - A Night with our Stars

the creators up close and to ascertain their availability for school visits throughout the year, artist-in-residence programs, workshops and the like. We are blessed with an abundant and burgeoning amount of literary and artistic talent in WA and both the established and emerging creators deserve our support.

## CHILDREN'S BOOK WEEK OPENING AND DINNER

Children's Book Week across Australia captures the imagination of adults and children alike as they combine to celebrate reading and the wonderful world of children's books with events and activities including dress-up parades, cooking competitions, author visits and storytelling sessions. The 2014 theme of "Connect to Reading – Reading to Connect" really fired the imaginations of staff in many school and public libraries and copious evidence of their creativity can be viewed on the WA Branch Facebook page.



Joondalup Public Library Display

The photos accompanying this article demonstrate how library staff at Duncraig, Joondalup and the Shire of Kalamunda unleashed their design potential and really made CBW come alive. Dianne Wolfer, the Albany-based author whose book *Light Horse Boy*, (illustrated by Brian Simmonds and published by Fremantle Press), was acknowledged as an Honour Book in the 2014 CBCA Awards, was guest speaker at the 2014 CBW Opening and Dinner and gave a fascinating insight into her writing journey to date.

Traditionally the winner of the CBCA Picture Book of the Year is invited to design the official merchandise for Children's Book Week the following year including banners, posters, book bags, badges and bookmarks; however, as 2015 will be the 70th anniversary of CBCA, special commemorative merchandise will be designed to mark the occasion and Shaun Tan, winner for *Rules of Summer*, will design for CBW

2016 instead. Those of you who remember his distinctive, Aztec-inspired artwork for the 2008 theme “Fuel your Mind” will no doubt look forward to that with great anticipation.



## GRANTS PROGRAM

The WA Branch of the CBCA supports Book Week by running a Grants Program – the only one of its kind in Australia – to enable public libraries around the state, in both metro and regional areas, to apply for funding to host author, illustrator and storyteller visits. Schools are then invited to take their students to participate, free of charge, in CBW activities. The inevitable spike in library use and the increased interest in reading after an author visit and the positive spin-off effect in terms of literacy rates are truly gratifying to note.

This year 33 metro and country regions shared funding of almost \$64,000 which includes State Government (through the Department of Culture and the Arts), Healthway and CBCA WA Branch funds. There were over 30,000 attendees and a wide range of WA authors, illustrators, storytellers and theatre groups were featured; including Mark Pardoe, James Foley, Norman Jorgensen, Rebecca Cool, Tiffany Barton and Perth Playback Theatre, AJ Betts, Clare Stace, Erica Bentel, Ken Spillman, Mike Lefroy, Chris



Owen, Deb Fitzpatrick, Sally Murphy, Catherine Carvell, Kate McCaffrey, Cristy Burne, Martin Meader, TheatreSports, Cheryl Kickett-Tucker, Justin D’Ath, Danny Parker, Glenn Swift and Matt Ottley.

After a review of its management structure in recent years and in an attempt to remain relevant, professional and effective into the future the national CBCA organisation is undergoing some changes, most notable of which is the establishment of a Board of Management with representatives from each state and territory. In the meantime it is business as usual at the WA Branch. The WA Branch ceased functioning in 1953 but was resurrected in 1975. Since that time it has gone from strength to strength, demonstrating its capacity to be a successful, adaptable and vigorous voluntary organisation. New members are always welcome and, as an added incentive, anyone who joins the WA Branch or renews their membership before 28 February 2015 will automatically be entered into the draw for free registration at a major children’s literature conference to be held either interstate or at The Literature Centre in Fremantle in 2015.

The 2014 Annual General Meeting of the CBCA WA Branch will be held at the Library Resource Centre at SIDE, 164 Oxford St, Leederville on Wednesday 5 November. 6pm for 6.30pm. RSVP essential for catering purposes to [fnababan@hotmail.com](mailto:fnababan@hotmail.com) (Please note that no nominations for Executive or committee positions will be accepted from the floor at the meeting). The guest speaker will be Jane Jones, Coordinator of Adult Literacy and Learning at the State Library of Western Australia. All are welcome.

We look forward to welcoming you at WA Branch events in the future and supporting you in your endeavours to promote literacy and a love of reading amongst your students.

**Jan Nicholls**  
Past President  
CBCA - WA Branch

\*Maurice Saxby AM was made a Member of the Order of Australia for services to children’s literature, Queen Birthday Honours 1995.

References:  
*Celebrate with Stories: The Children’s Book Council of Australia 1945-1995* compiled and edited by June Smith & Margaret Hamilton [Margaret Hamilton Books, Sydney, 1995]



## The Return of the Last Viking

The Place at the State Library of WA was transformed into a Viking world to celebrate the official launch of Norman Jorgensen's and James Foley's sequel of the Last Viking series, *The Last Viking Returns*. The dress code was leather, sheep-skin and horned helmets, with weapons to be left at the door. The successful evening was officiated by Tonya McCusker, of the McCusker Charitable Foundation.

The following article interviews both Norman and James to find out more about how the books came to life and the inspiration behind them.



James & Norman with the McCusker family

### What was your inspiration behind *The Last Viking* books?

NJ: With my Danish surname, I had always wanted to write a Viking book, but I had set myself a rule when I was first published that all my books would be about Australians or at least set in Western Australia in a landscape I recognised. I think this was my reaction to all the years of my childhood having only English books available, as Australian stories were rare. As the Vikings never reached WA, this was unlikely to happen. When I saw a wonderful painting that James had done of a young boy dressed up as a medieval knight, I immediately thought, if a boy can dress up as a knight then why not as a Viking, and the whole story could take place in his imagination. He could even live in Norseman, WA, where my grandfather lived as a boy.

James and I are both members of the Society of Children's Book Writers and Illustrators, and every year we attend a retreat on Rottneest Island. It was at the retreat three years ago I saw his knight, tapped James on the shoulder and asked, 'Are you busy for the next year?' I then had to quickly invent a plot involving a boy Viking, and, most importantly, convince my publisher, Cate Sutherland, that I had found the greatest new illustrator since my old neighbour, Shaun Tan.

JF: The inspiration for the illustrations of *The*

*Last Viking* came from the books I loved most as a kid: Graeme Base's *The Eleventh Hour*, Goscinny and Uderzo's *Asterix* series, Bill Watterson's *Calvin and Hobbes* comic strip, and Jan Ormerod's *Sunshine and Moonlight*. Other influences I found later on - Shaun Tan and Freya Blackwood's work are favourites of mine.

The character of Josh was based visually on a boy called Nick who lives across the road from my parents. He built the cardboard armour and designed the cardboard horns on the bike helmet. He also helped me build a cardboard Viking ship to serve as a model for the one in the book.

### A great amount of work is put into creating an illustrated children's book. Can you give us some insight about the process you went through?

JF: *The Last Viking* was my first picture book so it was a steep learning curve. I didn't have a strong 'picture book' style to start with; I had been drawing cartoons for the cover of the *Quokka* newspaper for 7 years, but it was a very bright, cartoony style and an epic story about Vikings needed something different. Also, because it was my first book I really wanted to put everything I had into it, so I worked for ages on finding a style that fit and that I could reproduce consistently.

Normally authors and illustrators don't meet during the creative process; usually the author finishes their manuscript, sends it to a publisher, then the publisher chooses the illustrator they think will best suit the story. The writing and the illustration are two separate workflows. It's much more efficient to work that way! But Norman and I worked together on the story for both books before approaching Fremantle Press. It was a very messy way of working, flicking ideas back and forth, but I like to think it resulted in some ideas that we wouldn't have had otherwise.

At the same time that we were hashing out the sequence of events and rough ideas for images, I started working on character designs, experimenting with facial features and style. I made 3 small clay maquettes of Josh to provide three-dimensional references.

After character design came storyboarding. As it was my first book I wasn't as confident as I am now, so I experimented with a huge number of versions of every page. Norman's text kept changing through the process as well - either being cut down, rearranged or rewritten completely - so that meant I would need to rearrange the layout of specific pages or draw them again. I went through 13 versions of the black and white storyboard, plus a colour storyboard to test out lighting effects and colour choice throughout the book.

## The Return of the Last Viking

I wouldn't recommend our way of working as a standard practice for two friends creating their first picture book; you run the risk of a publisher liking the words but not the pictures, or vice versa, which can be an awkward situation for everyone. And it's much more efficient for the illustrator when you're given a text all written and ready to go.

Then I got onto the final artwork. Each image was drawn in pencil outlines first, then scanned and coloured using computer software and a graphics tablet. Rather than using a mouse to click and fill in areas with colour, the graphics tablet gives me the same level of precision as a pencil or brush, and the software mimics natural media like watercolour paints and charcoal. It's the same techniques as real artistic media but with much more flexibility (and an 'undo' key).

NJ: Creating a picture book text can be a bit soul-destroying as all the time you are aware that many of your well-chosen words are not going to make it into the final page. Picture book stories are told using words or pictures, but not both. There is no point in describing the main character wearing a red shirt and looking out at a dark and stormy sky if the illustrator is then going to draw that. That is just ramming the message home and is unnecessary, but unless it is written down originally the illustrator won't know what is in your mind.

As James said, creating the Vikings together has been a messy process, but I think the books are all the better for our close collaboration. James also brought a fresh enthusiasm to the project, and a surprisingly thoughtful one at that. He seemed to inhabit the soul of Little Knut, a small boy facing life's big challenges, more than I did and presented the book from Knut's perspective. His attention to detail was welcome and I had many surprises as often tiny and very funny extras appeared that were not in my text.

### What message do you want young children to receive from reading *The Last Viking Returns*?

NJ: Little Knut is far braver than I was at his age, so it is good to be able to identify with him and watch him triumph. The Last Viking is about courage and facing up to your fears, no matter how scared you are. It is also about the power of imagination, and about having fun even if you are all alone. I hope the young readers will learn, like Knut our hero, that you can have heaps more fun with just a cardboard box, tin of paint, your Pop's tools, and an imagination in full flight, than you can with a room full of electronic gadgets. I hope it gives the young readers 32 pages of joy, and I'm sure it will, especially as they turn the pages and fully appreciate the magnificent artwork that James sweated blood creating.

### What advice do you give aspiring illustrators/authors?

NJ: Give it a go. Seriously, what have you got to lose, other than a little dignity and a small hit to the self-esteem if your story is not accepted? Try not to take rejection too personally. Pick yourself up, dust yourself down, and send your story to another publisher ... and another and another.

Carry your notebook at all times. Ideas are fleeting, so need to be captured the minute they pop into your head. Great sentences can arrive at such unexpected moments that unless you write them down they will be lost forever.

Write your own story and don't try following trends. By the time your book is ready, the current trend for vampires or wizards or angels or horse stories or whatever will probably have passed and your book will look a bit sad and unloved on a bookshop shelf along with the other unsold copies of clones of *The Hunger Games*.



Have two characters talk to each other so that their dialogue pushes the story along, instead of writing great long passages of description. Show, don't tell.

JF: Everything started to fall into place for me once I joined the Society of Children's Book Writers and Illustrators. I met other aspiring creators, I met published authors and artists, I met editors and book designers and agents. And ultimately I met Norm and got my first book contract. So all aspiring creators must definitely join SCBWI! The Australian Society of Authors is great too, it's our peak body in Australia and lobbies the government on behalf of the writing/illustrating community.

Practice is often bandied about as good advice; I say it a lot during school sessions actually, but I'm thinking now that I shouldn't say just that because it's not quite that simple. I think it's more accurate to advise persistence. Getting a manuscript accepted for publication often requires submissions to multiple publishers and many months (years) of waiting; that's after the huge length of time you spend writing/illustrating

## Little Knut Returns

the manuscript in the first place. And before that is years and years of persistent practice to get your work up to a publishable standard. It takes a long time and you have to push through many setbacks. Some good luck is handy too.

### What's next for you both?

NJ: A vampire book, a wizard series, one about angels, an even wimpier kid, one about a wombat, and several more historical books.

I also have two picture books I'm trying to convince Cate my publisher are worthwhile, and a historical novel based on stories my grandfather told me about the goldfields that I'm currently rewriting. There is also the adult novel I started years ago, and although it is set in modern times, it is quickly in danger of become a historical novel as I've been at it for so long now.

Currently, I'm working on *The Smuggler's Curse*, a novel influenced by *Treasure Island* that I hope will turn into a wild, swashbuckling adventure. That might be the next book published, if the Norse gods are kind.

Another big project is *In Search of Jack Kelly*, about the youngest brother of the infamous Ned Kelly who grew up to become, incredibly, a member of the WA Police Force and, eventually, a world famous stunt rider and circus whip cracker, including in Buffalo Bill's *Wild West Show* in America.

JF: I'm working on a black comedy picture book for older readers called *My Dead Bunny*, about a zombie pet rabbit. It's written by new WA author Sigi Cohen. It will be published by Walker Books in 2015. It's a lot of fun to be working on something out of left field and it's very much my sense of humour.

### What memories do you have of your school library?

JF: My primary school library was the centre of my school universe. It's where I first found the *Asterix* comics and Roald Dahl. It's where I first heard an author talk about their work. It's where the Children's Book Week Open Night book sale was. It's where I spent every lunchtime.

NJ: I remember the library at Kalamunda District High School having a great collection of historical novels that I really enjoyed, including books by Rosemary Sutcliffe, Jeffery Trease and Henry Treece, as well as one by him I had completely forgotten about until just recently called *The Last Viking*.

There were also a surprising number of spy thrillers for a school library collection, so I was soon captivated by Desmond Bagley, John



le Carre, and Alistair MacLean and ever more surprisingly on the shelves, the complete collection of Ian Fleming. I don't think Mrs Miller, the Librarian, had actually read them or realised how incredibly sexy James Bond books were back in the late 1960s! No wonder I was hooked on reading.

### Do you think that school libraries are important?

NJ: That's like asking me if breathing is important! I love libraries and always have, and I am horrified that school libraries especially seem to be under attack at the moment. I hate those penny-pinching, mean-spirited, soulless Philistines who run school administrations and only regard their library as something that uses up too much of the school budget. They ignore and undervalue the wonderful resource they have right in front of them. Techno-head principals who are leading the charge in schools so that fabulous, well-chosen collections of wonderful books are being replaced with banks of computers are doing their students a huge disservice. Although Google has all the information in the world, I regularly see rows of bored, listless students sitting staring blankly at screens while they uncomprehendingly cut and paste other people's work for their own assignments.

Australians have a proud history of supporting libraries - every one-horse country town has one, just like every primary school used to have a qualified teacher librarian - but we are in danger of becoming a soulless, illiterate and insular nation if the attacks on our libraries are allowed to continue at the current alarming rate.

JF: School libraries are incredibly important, and like many important things they are often undervalued. Libraries are more than a room full of books. They're a collection of stories. We surround ourselves with stories not just so we can learn to read, or educate ourselves, or be entertained; we read stories to learn about ourselves. All human cultures have an innate connection to story, each of our lives is a story, and all our stories are intertwined. Libraries connect us to that.

**Natasha Georgiou**

## Newman College

At the Year 7-12 campus Book Week has involved a lot of different activities and events. In the library, staff created a 'Steampunk World' for our students. Steampunk is a Victorian fantasy era that imagines that electricity never got invented and the world still runs on steam. Students from Years 6 to 12 had the opportunity for some Steampunk dress up and photo booth, a treasure hunt that linked CBW books with symbols from each book, building a Steampunk Computer and creating a Steampunk wall mural out of book pages. We also had a whole school dress-up day for all staff and students. All activities linked to this year's Children's Book Week selection of quality fiction. (<http://www2.newman.wa.edu.au/events/archived-latest-news/book-week-at-marcellin.html> for further pictures)



We also had as our guest author a fantastic speaker in writer and TV/film director, James Bogle, who visited our Marcellin Campus Library to speak with Year 7 Religion, Year 8 English and Year 11 History classes. James explained his film-making process, using examples from his own work, such as *In the Winter Dark*, *Lockie Leonard*, and the 4-part ABC docu-drama *The War that Changed Us*, that is currently screening on Tuesday nights.

James spoke on a variety of areas, depending upon the class: the 'hero's journey' in storytelling, adapting novels into screenplays, using primary sources, dramatisation of historical events, location shooting and his personal experiences. It was an amazing experience and opportunity for the College, and students' behaviour and quality of questions were very impressive. (<http://www2.newman.wa.edu.au/events/archived-latest-news/writer-director-james-bogle-visits-marcellin-campus.html> for further pictures)

**Marie Grech**  
Head of Library



# Connect to Reading - Reading to Connect

## All Saints' College

To celebrate both Children's Book Week and National Reading Hour All Saints' College Junior School Library hosted its third annual Parent's Night In. This was an opportunity for parents and children to relax in comfy clothes/pyjamas and share a story or two together in the library.

Families brought along favourite cushions and joined us in the Junior School Library for a cup of hot chocolate, tiny teddy biscuits and lots and lots of wonderful books.

**Gail Smith**  
Library Technician



## Wilson Primary School

Leading up to Book Week we had a Design Your Own Bookmark competition. The winning bookmarks were printed onto card for students to use and the students won a prize pack. All original bookmarks were laminated and returned to the students.

On Tuesday the Pre-Primary to Year 7 classes attended a Worlds Apart performance which included some of the Book Week titles. The show was very engaging and entertaining.

During our Book Borrowing sessions on Wednesday and Thursday each class had a Mad Hatter's Book Party. Every student had a cookie and some cordial then they did their usual book borrowing. They were allowed to choose one mystery book each (wrapped in brown paper). Some of the mystery books had gold tickets which entitled the student to a prize pack.

On Friday we held our Dress Up Day. Each class paraded around at the assembly that morning to show off their costumes. It was great to see all the teachers on board too.

**Mandy Lun**  
Library Officer



## Living Waters Lutheran College

We had a very busy Book Week. We read many of the shortlisted books (some of them over and over!) as we had the Year 2 and 3 classes vote on which was their favourite. *King Pig* was the winner. We made a voting booth as well!

We read Margaret Wild's *The Treasure Box* (a personal favourite) to the year 5s and asked them if they were in a war and could only save one book what would it be? Below is a photo of the mural we created with a newspaper background and tea-stained paper with their title suggestions.

*The Silver Button* was read to the Year 4s and they created the same moment in time in different places around the world on a paper shoe print and we added a silver button.

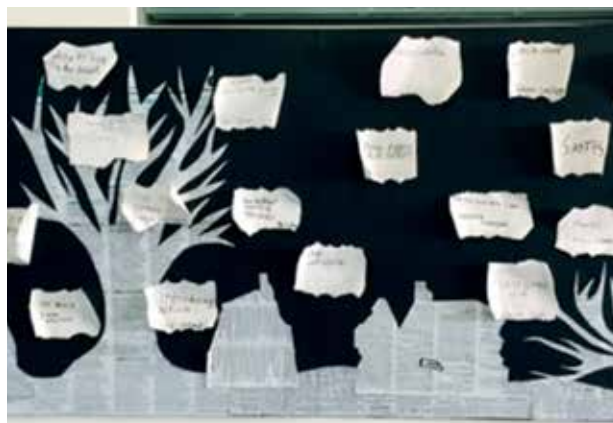
We read *Granny Grommet and Me* to all the students from Kindy, Pre-Primary and Year 1 and they coloured sea creatures to add to our ocean mural.

We played our own version of Scattergories with the Year 6 and 7 students. Many students from Kindy to Year 12 wore costumes for Dress Up Say as well as many staff, including the student in the photo who was The Book Fairy and her costume was made out of books.

We had a fantastic performance titled *Out of the Bag* from School Performance Tours from NSW. I'd highly recommend them to other schools. The students and staff were in fits of laughter from beginning to end.

And finally, with our Scholastic Book Fair we had a late night shopping and story time with guest readers. Students came in PJs and settled in on bean bags and listened to stories and shared snacks. Once all sales were totalled for the week, we received over \$2000 in free book commission from the Fair!

**Yvonne Gurtin**  
Head Librarian



## Mt Lawley SHS

On Tuesday August 19, West Australian author, Jay Laurie (photo page 14) visited MLSHS and spoke to two classes of Year 9 students. *Into the Sea* is Jay's first published novel. Jay spoke about his travels and the inspiration for his book. He talked about the writing process and how he came about writing it in the first place. Jay spent a lot of time answering questions from the students.

The conclusion of *Into the Sea* leaves the reader with the feeling that there could be a second book. Jay doesn't think there will be a sequel to his first book, but the good news for fans is that he is currently planning another novel.

Thank you to Sue Ward from Westbooks for providing the school with the opportunity to have Jay come to speak to the students. Jay is available to speak to your students. Please contact Sue at Westbooks to make a booking.

**Brenda Clover**  
Teacher Librarian

# Celebrating Book Week



## Duncraig SHS

At Duncraig SHS the library staff embrace Book Week each year as an opportunity to showcase the Library. With this year's theme we decided to connect to as many parts of our school community as possible.

There are some activities that we present every year such as the "You be the Judge" competition with the Year 8 reading classes. During the reading class the students are engaged in a round robin activity. They rotate around five tables and browse through the CBC shortlisted books in each category, we provide a short blurb of each book for them to read. They then select the title they think will win each category. At the end of the week prizes are awarded to the entries with the most correct answers.

Another popular annual event is the Book Week Quiz. To create "connections" this year we asked the students to organise tables of five including one teacher per table. This proved the cause of great debate amongst the students as to who the most "knowledgeable" teachers were!

Our special guest this year was the entertaining Joe Ducie, author of the award winning book *The Rig*. Joe spoke to Year 9 & 10 students about writing and how his work in security and counter-terrorism has influenced his work.

The library staff usually try to incorporate a food related activity – so this year we asked the students to select a book they loved and cook a dish that "connected" to that book. The Library Officers scanned the book cover and displayed it with the entry. We called this event the "Feeding off Reading" competition. Our students are amazingly creative and there were some fabulous entries (mostly sweet of course) for example Bum Biscuits, some with G-strings (*The Day My Bum Went Psycho* by Andie Griffiths) a beautiful cake stand of cupcakes and handmade chocolates (*Chocolat* by Joanne Harris) and a very realistic cake decorated as the

"Monster Book of Monsters" book (*Harry Potter and the Prisoner of Azkaban* by JK Rowling) All students involved in this activity were invited back for lunch to eat all the creations. Staff from other departments also brought along food thus another "connection".

As a central activity to encourage "connecting with others" we used an idea found on YouTube. We hired a ball pit and wrote conversation starter questions on ten of the balls. Then we encouraged two students who didn't know each other well, to sit in the pit, find a ball and have a conversation. It was great to watch the expressions on the students' faces as they came into the library and saw the Ball Pit - our Chatterbox, it was very popular and also encouraged students who normally do not visit the Library to come in and have a go.

This year Book Week coincided with the launch of the schools' annual publication of an anthology of students' short stories *Tales From The Castle*. The launch, including lunch, was held in the library and attended by the student contributors, English staff and selected guests.

**Hanneke Van Noort**  
Library Officer



# Writing an Information Book

## HOW IT ALL BEGAN

I married into a wheat farming community in the Central Wheatbelt of Western Australia 12 years ago.

My mum lives in Victoria, and recently retired from primary teaching. Over the years she visited us, and saw the many phases of wheat growth and harvest. As there was little information in text form and on the Internet, we decided to write a children's information book on wheat farming. I grew up in a suburban area and I did not understand much at all about our farming industry and the process of how we get our bread, grains and other food that we consume daily.

## THE PROCESS

We wanted to show children what happens within a year of wheat growth from seeding to harvesting. As I live on a wheat farm, this was exciting to do and of course being around each seasons' jobs is something we are proud to share. We focused on machinery used throughout the year. We also took photos to include in a glossary at the back of our book. As we also aim to have our books in schools/libraries my mum also included 'learning task centres' in each book.

Mum completed all the research for our book, with the help of my husband, and I did the illustrations using coloured pencils as my medium. There were so many edits and rewrites and the learning curve

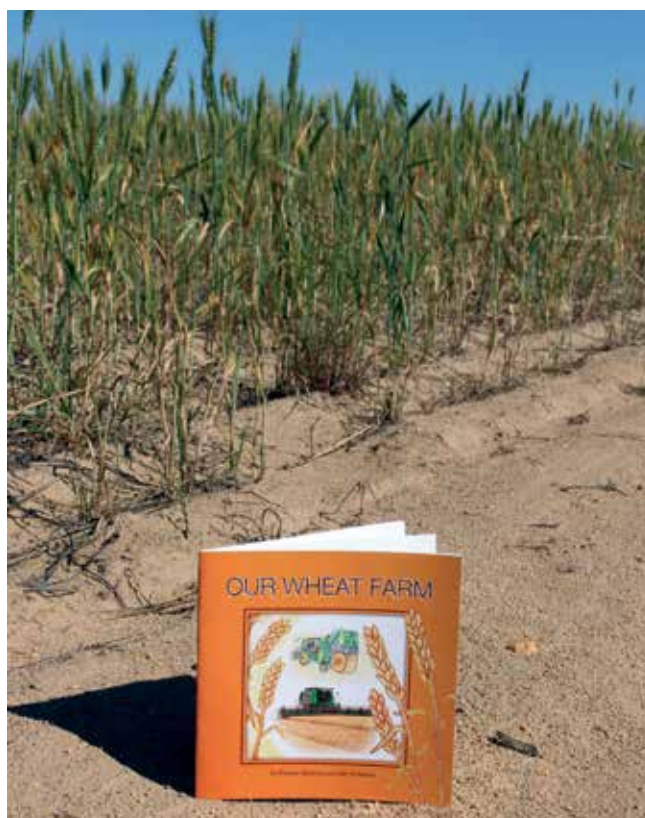
was very steep, especially how to begin in the book publishing industry. We tried many different publishers, who wished us the best, but couldn't assist us, so we were left with self publishing. This took many months to grasp, but we were determined to accomplish this and not give up.

## THE END RESULT

We used a Graphic Designer to polish our design and used a franchise as our printers. This has proved quite costly, but needed to begin the process. We purchased an isbn and barcode and are ready to go. We are proud of *Our Wheat Farm*, and hope for the series to continue based on Farms/Australian Primary Industries. We are currently fine tuning our next book, *A Wind Farm* and have also recently travelled to Broome to begin research on pearl farming. It is really gratifying to have had so much support with each of our books. The owners of the pearl farm have provided us with so much extra information away from the normal 'touristy' tours. Marketing and promotion is our next learning curve.

We now understand how to go about creating informative books and we hope to help children, schools, teachers, libraries, and friends to learn about the great resources we have here in our country.

**Mel Wahlsten**  
**Merredin College Library**





## Reading Rocks

### Derek Landy's Oz Tour

During the last week of the holidays Derek Landy toured Perth promoting his final book in the very popular *Skullduggery Pleasant* franchise titled, *The Dying of the Light*.

I was fortunate enough to see him at Hale School. The Performing Arts Auditorium was full of mostly teenage boys, Landy's target audience. Derek is a funny Irishman. He talked about how he failed high school and was kicked out of College largely due to laziness. However, soon after he created the character of Skullduggery and has not looked back. He has written 11 books in seven years realising that he was a "creative genius".

Many questions were asked about the characters and he revealed that he loved them but that wouldn't stop him from torturing or killing them off, of which he gets much pleasure. This book sees the final battle between Skullduggery Pleasant and Darquesse - and not everyone gets out alive!

Young people asked him questions, including the popular one of when the movie will be made. This led him to recount the very interesting story of his week in LA talking to film studios and how they constantly gave him bribes. He told us how the four writers at Warner Bros completely changed his script and books so that they could have their names on the film credits. This change included adding a song and dance number. This led to Landy taking his script and his book rights back and he is currently working with another movie studio. He is very excited about this script and there are thousands of people around the world waiting in anticipation for the movie's release.

**Natasha Georgiou**



### Jacqueline Harvey Tour

On August 27, Jacqueline Harvey toured Perth to talk about her latest novel *Alice-Miranda at Camp*. This is the tenth book in the adventure series aimed at primary school girls. The Alice-Miranda and Clementine Rose series have sold over half a million copies worldwide. This is amazing to hear when these 20 books were all written in a four year period!

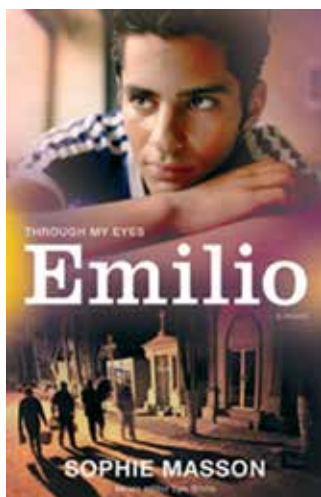
Harvey talked about how she took the leap from being an experienced teacher to becoming a successful full-time writer. The Alice-Miranda series began as an idea for a picture book but ended up as a novel when Harvey realised that she had a lot more to say. Her stories are inspired by real-life events that she has gained from her travels and teaching experiences. A special mention was made that whilst she was taking 100 year 5 girls on a school camp on her birthday, her boyfriend surprised her by writing in a card, that he left in her pack, a marriage proposal. She dedicated this latest novel to her now husband.

With 20 years of experience in education, Harvey is not just writing books but also providing teaching resources for them. These include research tasks, evaluation exercises, debate topics and ideas about creating interesting things.

Also at the Random House event in South Perth was local illustrator, Chris Nixon. He talked about how he came to illustrating for the CBCA shortlisted information book, *Meet Captain Cook*, which was written by Rae Murdie. Normally Nixon creates public art, including several large scale murals such as the one in the South Perth Library. It was fascinating to see him demonstrate how he created his version of Captain Cook. Currently Nixon is working on animating his illustrations of the Ken Spillman books *The Jake Series*.

**Natasha Georgiou**





**Sophie Masson**  
**Allen & Unwin, 2014**  
 pbk., RRP \$15.99  
 ISBN 9781743312476

**Reviewed by Sue Warren**

Sophie Masson continues the excellent work in this series by providing readers with an action-packed and vivid account of one boy's experience in Mexico City. Emilio Lopez lives with his mother, a moderately successful businesswoman, in one of the world's most dangerous cities. Rife with crime, conflict and ongoing raging drug wars, Mexico City is a place of stark contrasts between the have's and have-not's, the criminals and the law-abiding citizens and the guilty and the innocent.

Kidnapping for ransom is an increasingly used tactic by drug gangs particularly in this city. When Emilio's mother is kidnapped purely on the basis of her upcoming partnership with an American company, their family is plunged into intense despair and a frightening nightmare. Working closely with the family, the police and a sympathetic liaison officer support the family as they work against the clock to save their loved one.

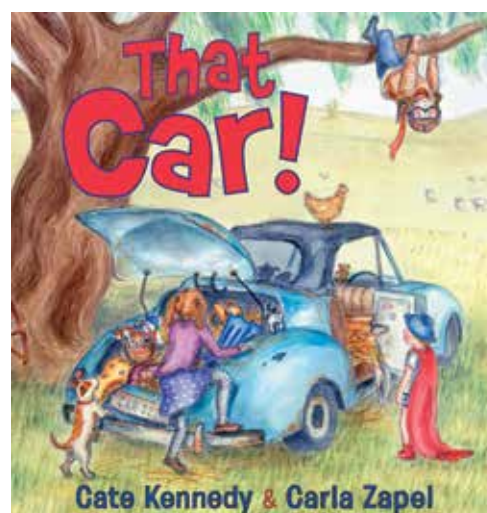
Emilio is an engaging character with a strength and determination that is both mature and admirable. The warmth of his family is a bulwark to his distress in this awful episode of his young life.

Not so graphic nor confronting as to be disturbing, but realistic enough to impress on young readers the dangers faced by other children in less fortunate circumstances, this novel would shape the reader's understanding of the conflicts experienced in other countries. Further, there will be some students who have come from similar situations for whom this novel will resonate. Caution would be advised before sharing this with some who may find it too strikingly traumatic in an echo of their own personal experiences. Additionally, readers are introduced to the vibrant and colourful Mexican culture and

traditions, enhancing their world view (connecting to the Australian Curriculum in the Literature strand as well as Geography).

Allen & Unwin have provided excellent teaching notes here: <http://www.allenandunwin.com/uploads/BookPdf/TeachersNotes/9781743312476.pdf> and a book trailer here: <https://www.youtube.com/watch?v=tSlSTj4amho>. There is also a video interview with Sophie Masson here: <https://www.youtube.com/watch?v=8X8AJSZpENQ>.

This is number four in the *Through My Eyes* series conceived by Lyn White and a portion of the proceeds goes to UNICEF. While I have not read others in the series, if they are of this calibre, I believe they would all be a very worthy addition to your shelves for Upper Primary to Lower Secondary.



**Cate Kennedy & Carla Zapel**  
**Allen & Unwin, 2014**  
 hbk., RRP \$24.99  
 ISBN 9781743310953

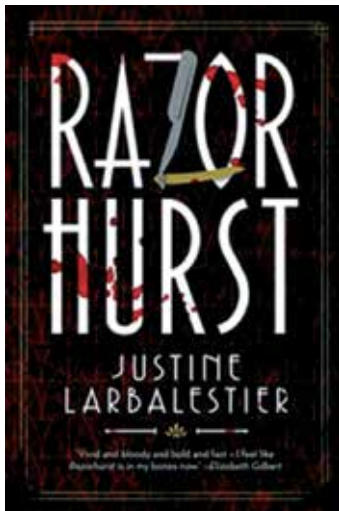
**Reviewed by Barbara Braxton**

The first day the children move to the farm, they find an old car in the shed. Mrs Crosbie, the previous owner of the farm, tells the children that the car has been in her family for 60 years. But, "It doesn't go too far, nowadays, though." However, she doesn't take into account the imaginations of Joey, Luke and Ellie and, once more, the car begins to travel again. It takes them to Buckingham Palace for tea with the Queen, to base camp on Mt Everest, to the Ruff's International Dog Show, and on safari to discover a rhinoceroses and a rare, one-horned buffabulleroo. Wherever their imaginations can roam, that old car takes them. But as well as making memories, they also learn that the car has its own history and memories and the generations are joined.

This beautifully illustrated story is a celebration of the

## Reading Rocks

unstructured, inventive play of children, free to follow their fancies to wherever their minds may wander. If the children in your class had an old car, where might it take them? What journeys might it have already been on? I really liked this story because it exudes the joy and exuberance and fun of childhood - the right of every little person in our lives.



**Justine Larbalestier**  
**Allen & Unwin, 2014**  
**pbk., RRP \$18.99**  
**ISBN 9781743319437**

**Reviewed by Sue Warren**

I quickly put my hand up to review this as this dark period in Sydney's history fascinated in a ghoulish way as a child growing up in the harbour city, and since (the only series of *Underbelly* I watched was the "Razor" one). Imagine my surprise when I realised this version of events had a paranormal edge: a fact which made it all the more intriguing.

Kelpie, is a wild child, growing up an orphan in the dangerous neighbourhoods of 1930s Sydney. She is a small survivor: undernourished, underdeveloped but very intelligent and certainly streetwise. She is careful to keep herself safe and - she sees ghosts. The spectres of so many who have died, either violently in this mayhem of gang rivalry or just those who have passed on, appear to Kelpie usually at the point of their demise. One such ghost, Miss Lee, laboured to teach Kelpie to read and kept her as safe as a ghost possibly could.

Misled by a mean spirit, Kelpie enters a tatty old boarding house seeking apples, and is confronted by the bloody corpse of Jimmy Palmer, right hand thug of the notorious Glory Nelson. At the same time, Jimmy's latest girlfriend, Dymphna arrives at the scene. Dymphna is Glory's best 'girl' (yes, a prostitute) and in lightning speed, Kelpie and Dymphna are thrown together to evade police and

tread the delicate and potentially disastrous line between rival mob bosses, Glory and Mr Davidson.

The most extraordinary aspect of this uneasy alliance is that Dymphna also sees ghosts and - despite their outward differences in physical appearances with Kelpie as small as an 11 year old and Dymphna as glamorous and grown up as 20 year old - they realise with a shock that they are both sixteen. Both girls have a history which makes one empathise with each in their precarious situations.

Razorhurst is vibrant, bloody, gripping and at times shocking. It is an extraordinary take on well known factual history of Sydney's bloodiest episode in history. Although the recommended reading age of 14 up, I would suggest for a school library that you might choose to confine this one to your senior students. It is a great read, but at times graphic and raw.

Author's website here: <http://justinelarbalestier.com/> and teaching notes here: <http://www.allenandunwin.com/uploads/BookPdf/TeachersNotes/9781743319437.pdf>



**Naomi Hunter & Karen Erasmus**  
**JoJo Publishing, 2014**  
**pbk, 32pp., RRP \$16.95**  
**ISBN 9780987587916**

**Reviewed by Barbara Braxton**

"He said I would get into BIG TROUBLE if I told anyone. I never wanted to be bad."

"He said I would UPSET a lot of people if they knew what I had done. I didn't want to make anyone cry"

"He made hurts in places where Band-Aids could not reach."

"I tried to heal the pain but I wasn't strong enough."

"I thought about TELLING but he said I'd be a LIAR and no one would ever believe me.

One in five children will be sexually assaulted in some way before their 18th birthday. I remember being told that stark fact at a staff meeting in 1990 and, like many of my colleagues, didn't really understand it let alone grasp its reality. That sort of thing didn't happen to kids at our school, to kids we knew. But as we undertook courses in protective behaviours and mandatory reporting the reality started to hit. Sadly, it would seem that nearly 25 years later the statistics haven't changed according to Bravehearts <http://www.bravehearts.org.au> but the awareness has.

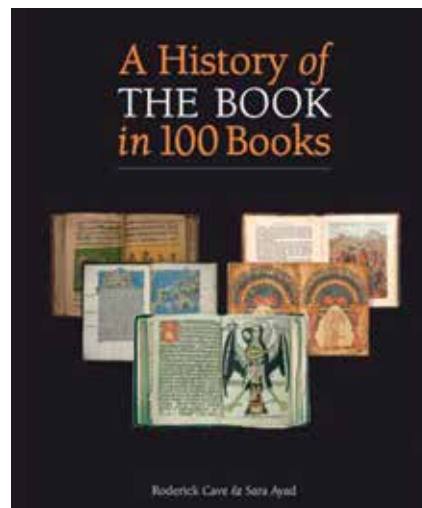
Sadly, given the Royal Commission and the prosecution of some high profile personalities, it is clear that this does happen to kids in our school and kids we know. However, because of that Royal Commission and those prosecutions, there is a greater awareness of the problem and children are finding the courage to tell and adults are taking the time to listen.

*A Safe Secret to Tell*, written by someone whose dedication makes it plain that she was a victim, is a step in helping empower young children to tell, and if the first person doesn't listen then keep on telling until someone does.

Tenderly capturing the thoughts and emotions of someone who has been abused - "My heart felt BROKEN. I think it started to CHANGE COLOUR"- this story will speak to the child and perhaps give them the courage to speak too, so they too can break his power and swing HIGH into the sky where his hands cannot reach. At the end of the book there is a list of numbers a child can call and know there is someone who will listen and act on what they have to say.

Every September, Bravehearts hosts its annual White Balloon Day and asks the question, "Who are you protecting?" (#whoRUp Protecting) and encourages each of us to snap a #whoRUp Protecting selfie: Answer the question 'who are you protecting' by writing a name on your palm and display the answer in a photograph. <http://www.whiteballoonday.com.au/>

When Tom from Int Books <http://www.intbooks.com.au> sent me this book to review, I read it and put it aside knowing there would be a perfect time to share it. This is that time. Difficult though this subject may be and difficult though this review has been, the children in your school deserve to have access to this book - you just never know whose life it might change.



**Roderick Cave & Sara Ayad**  
**Allen & Unwin, 2014**  
**pbk, 288pp., RRP \$35.00**  
**ISBN 9781743317143**

**Reviewed by Barbara Braxton**

Since reliable and affordable access to the internet became readily available to most, we have heard cries that "The book is dead!"; "It's all online so you don't need books!"; and "Empty your library's shelves of books and replace them with devices." Despite the growing body of evidence that children need to develop traditional literacy skills using print, teacher librarians are constantly having to defend their decision to keep the traditional format on the shelves.

But here in richly illustrated tome is the evidence that such calls for change are not new. Over the history of mankind, changing technologies have changed the format of books, from ancient cave paintings to inscriptions on tombs of the ancient Egyptians and all stops in between through to the printing of books for the masses and now the accessibility of ebooks, the book as a device has evolved. While the advent of the ebook may be seen as a revolution by some, and the printed-paper book that we are so familiar with may go the way of the tablets of Babylon - although the notion of the 'paperless office' is yet to come to fruition - this book is an attempt to celebrate the endurance of the concept through the very careful selection of just 100 books which illustrate the huge range of formats and styles from all continents, except Antarctica. Many of those selected are not the most obvious choices, in fact choices have been made to deliberately stimulate the reader's interest to explore further.

Arranged into eleven chapters that suggest a broad chronological approach, each entry has been meticulously researched yet written in a very readable way. There is an extensive, illustrated glossary explaining terms from "abugida" to "graphic novel" to "zaum" as well as a comprehensive bibliography to lead the reader further afield.

## Reading Rocks

This is not a text whose purpose is to show that the book as we know it is doomed - indeed, the authors declare that it is not - but rather to show that despite its evolution in format, its importance and purpose to educate and entertain has essentially remained unchanged. Throughout civilisation, humans have had a need to record and share events, thoughts, discoveries and dreams whether that be on bone, bamboo, bark, paper, clay or computer screen.

Whether this is a personal purchase or one bought to support the curriculum, it is an important addition to understanding our continuing passion for and love affair with books.

(Right Image) For more information about the State Library of Victoria's *Inside a Dog* Inky Awards, please visit this site: <http://insideadog.com.au/page/inky-awards>.  
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## WASLA Recommends...

### WOW Websites

**Major Australian newspapers**  
<http://www.newspapers.com.au/>

**World newspapers online**  
<http://www.onlinenewspapers.com/>

**World news (graphic search)**  
Allows you to select a location on a world map and read the local news.  
<http://newspapermap.com/>

**Graphic organisers based on a range of pedagogies**  
<https://hotandthinkertools.wikispaces.com/>

**Watch YouTube clips without ads & firewall issues**  
<http://viewpure.com>

**100 best first lines from novels**  
<http://americanbookreview.org/100bestlines.asp>

**Famous book quotes**  
<http://www.pinterest.com/jerichobooks/famous-book-quotes/>

### PD & Advocacy

**Lack of Certified Librarians: a National Crisis**  
<http://www.eschoolnews.com/2014/05/08/digital-librarians-crisis-008/>

**School Librarians Leading Out Loud**  
<http://www.livingindialogue.com/school-librarians-leading-out-loud-2/>

**Teaching & Learning International Survey Results**  
<http://www.slideshare.net/OECDDEDU/talis-2013resultsaninternationalperspectiveonteachingandlearning>

**Eduwebinar - Professional Learning Network**  
<http://eduwebinar.com.au>

**School Libraries Matter: The Changing Role of the School Librarian - YouTube**  
[https://www.youtube.com/watch?v=6eilZJp3\\_h8](https://www.youtube.com/watch?v=6eilZJp3_h8)

### Around the Blog-o-Sphere

**Be a Better Online Reader**  
<http://www.newyorker.com/science/maria-konnikova/being-a-better-online-reader>

**Google Tutorials**  
<http://www.freetech4teachers.com/p/google-tools-tutorials.html#.VAc9EPIdUbM>

**Designing Libraries for Changing Needs**  
<http://www.designinglibraries.org.uk/index.asp?PageID=509>

**Information Literacy Interactive Tutorial**  
<http://content.iriss.org.uk/informationliteracy/index.html>

**Can Students 'Go Deep' With Digital Reading?**  
<http://blogs.kqed.org/mindshift/2014/09/can-students-go-deep-with-digital-reading/>

## Hands off Our Places of Learning



**MORE than 10 million Australians are library members and there are more than 110 million visits to libraries every year.**

This is the kind of market share most commercial businesses can only dream of and yet, libraries remain undervalued.

Not by the millions who use them, but by the much smaller number of executives who control their funding.

One of the library and information profession's greatest dilemmas is how we reach decision makers who are less likely to use libraries. They can afford to buy all the books they want to read; they have access to the latest technology at home and in their offices; they don't need literacy advice and support; and they have staff who will carry out their research.

We're not only talking about public libraries or LINC Tasmania (an organisation that brings together the State Library, the archives office, adult education and communities online), we're also talking about school libraries, TAFE libraries, university libraries and special libraries, the information services that provide essential support for health, government, law and business professionals.

We were delighted to hear the Department of Primary Industry, Parks, Water and Environment government library service in Prospect and Hobart was granted a reprieve a few weeks ago. But the fact cuts were considered reinforces our belief that often people at the head of organisations have lost touch with libraries and their value to business, government and society.

We're also concerned about library staff in the education system, where their professional qualifications are not being recognised despite the fundamental role they play in supporting students within and beyond the classroom.

School library staff support student literacy, not only reading, but also information literacy (how to find things) and digital literacy (how to find and use information online and in electronic formats). They are the go to for cybersafety, helping children stay safe online and they provide essential resources for teachers, based on their curriculum needs.

Attending high school in Launceston, my early love of books and reading was fed by our fantastic school librarian who, over the past 25 years, has championed a love of reading and information literacy for thousands of students.

In an ideal world, I believe there would be a library professional in every school. But this is not the case in Tasmania. This is an especially challenging environment, with Tasmania recorded as having the lowest adult literacy rate in Australia, according to the Australian Bureau of Statistics Adult Literacy and Life Skills Survey 2006.

This survey found 50 per cent of Tasmanians between 15 and 74 did not have the literacy skills they needed to succeed in everyday life and work in the modern world. The Tasmanian Government has responded with the 26TEN program, addressing adult literacy. The team at LINC Tasmania has played an important role in this initiative, working with literacy co-ordinators, educators, employers and volunteers, encouraging people to seek help with reading and writing.

# Library Advocacy

Tasmanian libraries have led the way with innovative programs, including classes for adults aiming to add and update skills, young people being assisted with literacy skills in order to pass their driving test and prison inmates helped to record stories for their children. These ideas have been applauded and adopted nationally and internationally.

There are also fabulous libraries in many of our independent schools and, of course, there is the stunning library at MONA. Also the rich library and archive resources of the Tasmanian Archive and Heritage Office are being digitised and added to the national online cultural resource centre, Trove.

There's a lot to celebrate, but library staff can only do so much on limited funds, especially where budgets are being chipped away. Resource and employee cuts for government libraries; lack of professional recognition for school library staff; funding challenges in the tertiary sector; these are a few of the ways in which executives are chipping away at our libraries.

If you know an executive who makes the decision about whether or not to invest in Tasmanian libraries, tell them how much you value this service. Even better, invite them to go with you to the library and show them what it means, not only to you, but to all the other library users in your community.

Free access to information is at the very heart of our vibrant democracy and supports the development of a clever county.

If we want libraries to continue at the heart of our communities, to encourage a love of reading in children, to provide a safe environment for young people, to support students and learning, we need to draw a line and say "no more" to funding cuts.

**Damian Lodge**



### About the Author:

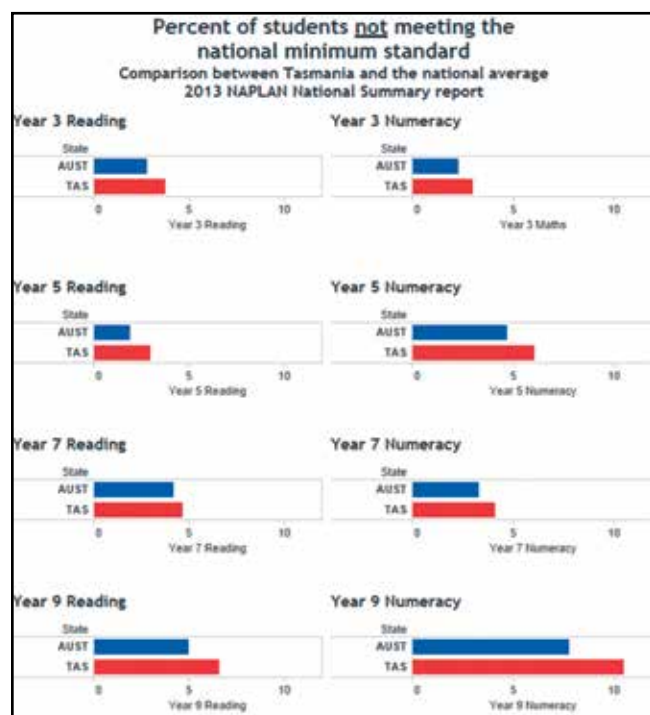
Damian Lodge is a lecturer in information studies at Charles Sturt University and has more than 20 years' experience in libraries in NSW, Victoria and Tasmania.

He is president of the Australian Library and Information Association, the peak body for professionals, staff, institutions, vendors, educators and other stakeholders.

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## Connecting to Australia's first digital technology curriculum

Australia finally has its first digital technology curriculum which is mandatory for all Australian children from Foundation, the name replacing kindergarten, to Year 8.

The Technologies area now has two individual but connected compulsory subjects:

- Design and Technologies, where students use critical thinking to create innovative solutions for authentic problems
- Digital Technologies, where students using computational thinking and information systems to implement digital solutions.

Computational thinking refers to a problem solving method that involves integrating strategies, such as organising data logically, breaking down problems, interpreting patterns and implementing algorithms.

The aim of the Digital Technologies syllabi is to ensure that all students can:

- create, manage and evaluate sustainable and innovative digital solutions
- use computational thinking and the key concepts of abstraction to create digital solutions
- use digital systems to automate and communicate the transformation of data
- apply protocols and legal practises that support safe, ethical and respectful communications
- apply systems thinking around information systems and predict the impact of these systems on individuals, societies, economies and environments.

### Connections ...

Living in the Information Age, in a world that is characterised by a digitised existence and constant change, it is critical that our children are empowered to manage these. They will need

to have a deep understanding of information systems as this will enable them to use critical thinking when they manage data, information, processes and digital systems to make decisions about their future.

Digital systems support new ways of working in our global networks and require a new, essential skill set that includes computational and systems thinking.

Digital Technologies provides hands on experiences using creative thinking to develop original digital solutions. The subject will build students who can resolve our digital needs in imaginative ways; they will be efficient operators of technology and critical users of information.

Digital Technologies will develop students who connect and work together locally, nationally and internationally in our knowledge-based society. It is important to note that the use of information and communication technologies (ICT) is not found in the digital technologies syllabus.

This is because, according to the Australian curriculum, the ICT capability of Australian students is developed in every school subject.

They will learn to use ICT to access, create and communicate information and ideas, solve problems and work collaboratively. This involves highly skilled students utilising the digital technologies available to them, modifying usage patterns as technologies evolve and limiting the risks in a digital environment.

### ... and Disconnections

The question must then be asked: if ICT is integrated into every subject and problem solving is the main focus of Design and Technology why do we require a mandatory digital technologies



Students born in the Information Age are digital natives, but in an already crowded curriculum, where will technology subjects stand? [Lupulafactor](https://www.flickr.com/photos/lupulafactor/), CC BY-SA



## Tech Hub



syllabus?

An introduction to digital technologies could be a part of the Design and Technologies mandatory program while those students who wish to study computational thinking, concepts of abstraction and use digital systems to automate and communicate the transformation of data could elect this subject in Years 9, 10, 11 and 12.

If every child in Australia is going to study digital technologies from foundation to Year 8, a question must be asked about implementation. We already have a massive shortfall of computing teachers in Australia and currently in Australian universities there are not enough computing teachers being trained to cover the shortfall. So, who is going to teach it?

Additionally, the Australian syllabus is already overcrowded! With literacy and numeracy standards dropping one must consider the worth of substituting depth of understanding for a wider breadth of subjects. Are we setting Australian students up for failure?

Is there a need to include study of computational thinking, concepts of abstraction and use digital systems to automate and communicate the transformation of data as a mandatory subject? For most of us there are applications or software available to help us achieve our desired outcomes.

Earlier this year I attended a training session where I intended to learn how to write an application



or “app” as it is commonly called. After three days my head was spinning with formulas and algorithms. “It is easy,” the instructors said. “No it’s not!” I responded.

At the end of the training session, they directed those of us who still hadn’t grasped the algorithmic concepts of abstraction to the internet, where we downloaded a free piece of software that allowed us to make our own app with no programming knowledge.

Isn’t this what most of us want in a digital technologies syllabus? We want to be shown and given opportunities to use and apply the software to problems. For the few who want to write the software there is always the Digital Technologies elective syllabus.

The practical nature of the Design and Technologies syllabus engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems.

A systematic approach to experimentation, problem-solving, prototyping and evaluation instills in students the value of planning and reviewing processes to realise ideas. Perhaps this is the ideal place to situate digital technologies.

**Deborah Trevallion**

### About the Author:



Deborah has taught in secondary schools for over 20 years. She is currently the Program Coordinator for the Bachelor of Teaching-secondary Technology Education at the University of Newcastle.

Deborah has authored a number of books and study guides on Design and Technology and is currently completing her doctoral thesis in the areas of implementing design, innovation and problem solving in technology education teacher training program’s.

This article was originally published on *The Conversation* (“<http://theconversation.com/connecting-to-australias-first-digital-technology-curriculum-23507>”)



### PD at the State Library

On August 4, a small group of WASLA members met at “The Place” in the State Library of WA. Education Officer, Kate Akerman, spent the next couple of hours showing us around the Library, in particular focusing on the primary sources located at the Battye Library. We got to try out how to use microfilm to search old newspapers and we interacted with the “Memory House” state history exhibit.

The professional learning event was summed up nicely by Melville SHS’s Teacher Librarian, Jane Belotti; *“The PD at the State Library was both an enjoyable and informative experience. My first impression was what a fantastic diverse community space it is which offers a range of facilities and access to information in many forms.*

*The tour gave us a closer look at some of the various hubs within the building. I was particularly fascinated by the notion of heritage which was explored using the five senses in the Memory House exhibition and the wonderful maps and plans of the original Perth settlement held in Battye Library.*

*I will certainly be promoting the wonderful online resources available to both staff and students as well as the SLWA’s education programs which integrate the study of history with information literacy skills. The education staff are enthusiastic and have devised some excellent programs for students of all ages.”*

Some of the websites that Kate showed us and are worth promoting and using in schools are:

- eResources available through the SLWA (<http://www.slwa.wa.gov.au/find/eresources>)
- Archival national films and sound (<http://www.nfsa.gov.au/>)
- What is available online at the National Archives (<http://www.naa.gov.au/collection/search/>)

The following education programs are offered for free at the State Library:

#### Foundation – Year 2

##### *Find it @ The Library*

What can you find at the State Library? Discover what’s in our mystery history box, flick through our photos, delve into our digital resources and much more.

##### *Fun with Fairy Tales*

Be inspired by well known fairy tales and re-tell them with your own digital version. Recreate classic stories and explore the features of a great narrative.

##### *Then and Now ‘Books to Go’*

What was it like living in the ‘olden days’? Use

images from our pictorial collection to make your own history book to take home.

#### Year 3 – Year 6

##### *Books and More*

Discover the collections of the State Library. Compare maps of Perth over time, consider how newspapers have changed and recreate pictures from the past.

##### *Snappy Tales*

Create your own digital story using library objects and other props. Let your imaginations run wild as you explore the essential elements of story telling.

##### *Digging Up The Past*

We explore Western Australian colonial and pioneering history using children’s stories. Research the historical facts behind these stories using information literacy skills to mine digital newspaper archives and Library collections.

#### Years 7-10

##### *Beyond Books*

Get to know the variety of collections at the State Library. Play with newspaper headlines and see how things have changed on the streets of Perth. Play with photographs, ephemera items and digital resources.

##### *Facts for Fiction*

Explore the State Library collection and discover an author’s secret creative inspiration. Develop information literacy skills to find primary and secondary source material which will bring our history alive.

**Natasha Georgiou**



## Keeping you Connected

### Library Officer Day

Around 60 Library Officers from around the State converged at Sevenoaks Senior College on the last Friday of Term 3 holidays for the annual WASLA Library Officer Day.

The program was a challenging one that focused on digital curation, creative commons and promoting the library, Australian Curriculum Resourcing, Copyright, Union meetings, SCIS updates and ideas for further professional learning and training.

To get an insight about how the day challenged and inspired people, I will let some of the attendees voice their feedback:

*“For me it was the first time I went to a LO Day, it was well organised with very interesting subjects and it was certainly very inspiring.*

*The presenters were very capable and it was nice sitting there and listen to their informative talk.*

*All subjects were very interesting but I especially liked the creative commons given by Lisa Crofts.*

*The morning tea was nice and refreshing. And the catering for the lunch was excellent.*

*So it was a great day and I don't regret that I had to sacrifice my last day of my holiday for this PD.”Tine*

*“Thank you to all who were involved in making the day interesting and informative - thank goodness for handouts to go over the information again.*

*Thank you also for the goodie bag - a nice selection to give to our Tech to look thru' (after I did so first !!).*

*If I had a “favourite” session, it would have to be the ‘creative commons’ talk. Wish I'd had THAT info a year ago !!” Frankie*

*“Thank you for a lovely day. I personally get a lot out of these days just catching up and chatting with the other Library Officers. We all learn lots of what others endure etc.” Wendy*

*“The main thing I took away from the day was the positive message regarding what we CAN do with displays/powerpoints etc using creative commons rather than what we CAN'T do. Knowing what we can do and being able to access the resources using the fabulous sites and links we were given is so much easier than second guessing or researching later, or more to the point just using it anyway and hoping for the best.*

*Your session on social book marking was a real eye opener for me, as always these things are available but we sometimes need help to find them. Thanks for that.” Barbara*

*“I was so impressed with this year's Library Officer Day. I found it very informative and relevant. I actually think it was one of the best I have attended. I would like to take this opportunity to thank all the organisers.*

*It was well organised and I can now share this knowledge with my work colleagues.” Helen*

*“I found the library officer's day to be very helpful. I had never heard of digital curation but after listening to you speak realised I am using it in a very basic form with pinterest. I will have a play with [Scoop.it](#) etc. when I find some time.*

*Lisa's session was also very good as I learned about a lot of new websites that I was not familiar with and can now suggest to teaching staff, particularly Science.*

*The creative commons session was also very helpful, and covered copyright issues I have needed to get up to speed with for a very long time.*

*I also enjoyed Sarah Betteridge's session, although I work in a high school, she gave me a lot of confidence to undertake weeding and stocktaking and generally maintain an attractive collection.*

*The SCIS people were also great, found out some useful information.*

*Thanks so much for a well organized, fabulous day.” Jennifer*

*“It was a great day. Wonderful company, great presenters and good food to keep the delegates sustained as they were inundated with information.*

*So many delegates expressed their thanks and satisfaction with the day. Sessions I attended were extremely informative and useful – I know I learnt a lot as usual.” – comments from the WASLA President.*

A big thank you for the presenters, without you volunteering your time we would not be able to run such a program. The presenters for the day were Natasha Georgiou (Sevenoaks Senior College TL), Lisa Crofts (Shenton College TL), Sarah Betteridge (Ocean Reef TL), Caroline Brasnett (Manager of Intellectual Property & Copyright at the Department of Education), Nicholas Price (Unity IEU Organiser), Janelle Sewell (Lead Organiser CPSU/CSA), Barbara Carle (SCIS WA Cataloguer) and Val Baird (Canning College). The day was organised by the WASLA committee, headed by Val Baird and Natasha Georgiou.

**Natasha Georgiou**

# Library Officer Day



## School Library Displays



### WWI Centenary Display at Peter Moyes Anglican Community School

Photos taken by Denise Wiggin



## WASLA Events & School Library News

### TL of the Year Award Dinner

On a Saturday evening in September, the WASLA Committee and past winners of the Teacher Librarian of the Year award had the opportunity to catch up and socialise over an Italian dinner in Osborne Park.

The following past winners attended and were presented with a trophy for their past awards:

- 2013 – Rebecca Murray, Helena College
- 2012 – Peta Harrison, Albany SHS
- 2011 – Brenda Clover, Perth College
- 2009 – Nareeda Tillman, Mindarie SC
- 2008 – Maria Darby, Cyril Jackson SC
- 2007 – Cathy Scott, Schools of Isolated and Distance Education
- 2006 – Marie Clarke, Frederick Irwin Anglican School
- 2005 – Val Baird, Perth Modern School
- 2004 – Jeff Herd, Ballajura Community College
- 2003 – Marie Grech, Newman College

Past winners of the WA Library Officer/Technician of the Year award have included the following people:

- 2012 – Karen Notley, Library Officer, St. Stephen's School Carramar Campus
- 2011 – Lee Woodland, Library Officer, Kolbe Catholic College
- 2010 – Bronwyn Hogg, Library Officer, Helena College

Unfortunately we have no records for earlier award winners. If you are one of those or know of these people, could you please contact on the Executive Officer of WASLA on [wasla@wasla.asn.au](mailto:wasla@wasla.asn.au).



### Visit from Central Institute of Technology students

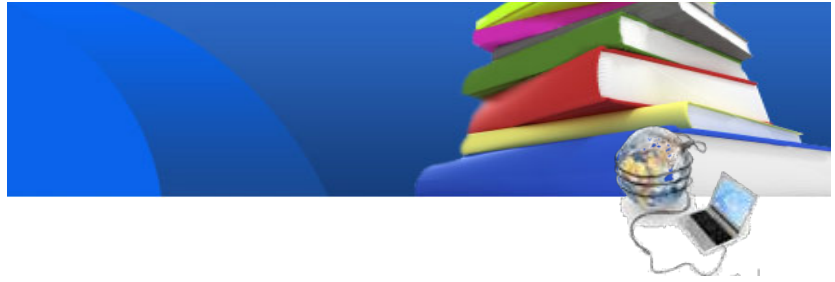
On Monday 25th August the library hosted a group of Library Technician students from Central Institute of Technology who came on a workplace visit as part of their course. The students are in the first Semester of their course and go on visits to a number of different libraries, including: an academic library (eg a university), a public library, a special library (eg. a law library or hospital library) and a school library.

The students were given a tour of the Library at Mount Lawley Senior High School and shown some of the processes that occur in a school library. We discussed the emerging trends in Libraries, including the changes in information management and the importance of digital literacy, and how school libraries can cater for these.

It was a pleasure to host the Library Technician students and I would like to extend my thanks to Gayle MacFarlane and Jacqui Mooney for establishing the link with the school.

**Brenda Clover**  
Teacher Librarian





Vol 1, Issue 2, June 2014

Dear Parents,

Welcome to the second newsletter from WASLA, the West Australian School Library Association. The name of the newsletter has changed, since many copies of the first issue went to the school library instead of the parent body as intended. *ic3 News* aims to keep you in the loop about developments in technology, reading and literacy, the world of information and the value your school library brings to a child's education. The previous issue presented information on the importance of traditional literacy (reading, writing, listening, viewing and understanding) skills for your child's success at school. We have elected to continue this theme for the second issue.

### Reading and statistics

The following statistical summary comes from a presentation in June 2014 by Jane Jones the Coordinator Community Literacy & Learning from the State Library of Western Australia. These statistics (from the ABS) are useful because they indicate just how far literacy levels in our schools have fallen. This is especially important when we consider just how much money State and Federal governments continue to pull from education budgets, particularly in the area of public education.

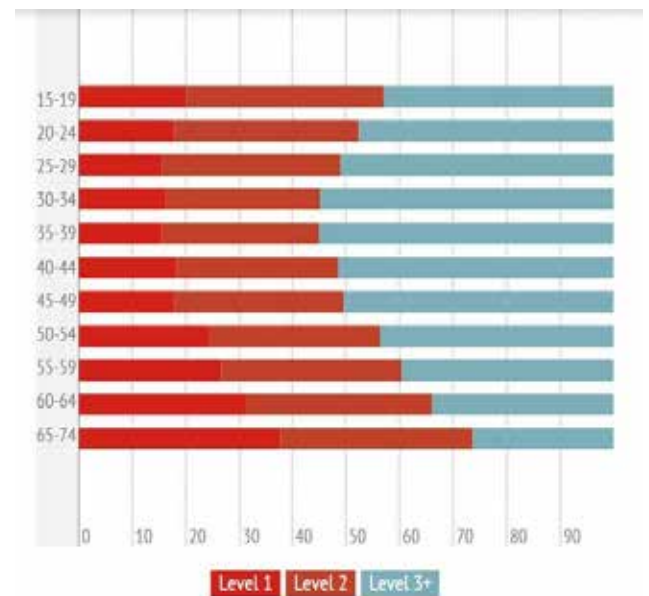
Firstly, what is the impact of low literacy? Research from around the world tells us that people with low levels of literacy are more likely to:

- be unemployed;
- be in low paid work;
- have children at an early age;
- spend time in prison;
- have low self-esteem; and
- be made redundant.

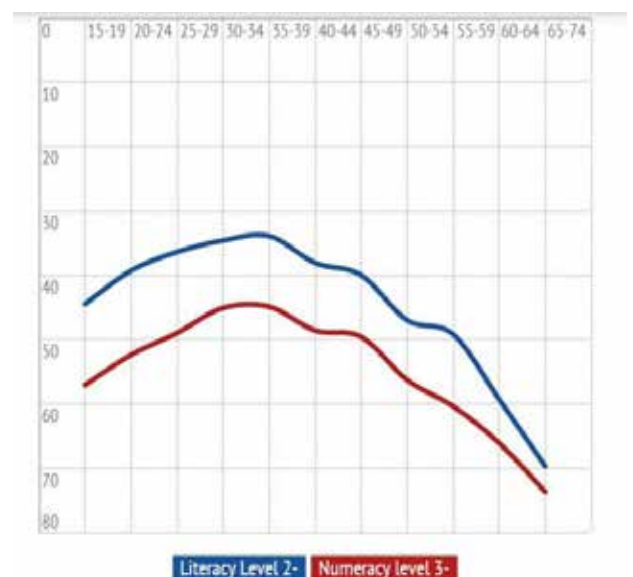
Adults with low levels of literacy are less likely to:

- be in good health;
- own their own home;
- vote; and
- take part in community life.

In Australia, approximately 44% of adults fall below level 2 of competency for literacy. Level 3 is the minimum level required to succeed in high school and beyond.



Numeracy, which is closely related to literacy, follows a similar pattern, but is generally higher.

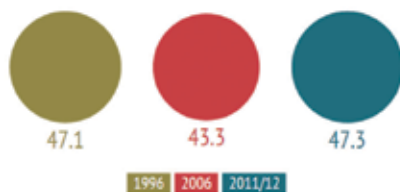


WASLA, <http://www.wasla.asn.au/>

1 in 5 Australians do not have the basic problem solving skills required to function in a technology rich environment – workplace, home or school.



How does WA compare? In 2014 WA was second last amongst the states after Tasmania with 47.3% of adults struggling with low literacy levels. How do literacy levels compare over the last 20 years? Are we getting better? The answer is no.



### Children - Early Years and school Australian Early Development Index - 2012

- 23% of children identified as being developmentally vulnerable in one or more domains

### NAPLAN Reading Results 2012 (% below national minimum standard)

- 6.8% of Year 3 students
- 9.0% of Year 5
- 5.0% of Year 7
- 8.0% of Year 9
- Year 3 between 40 – 60% Aboriginal children in remote locations in WA, SA & NT.

### Australian Industry Group (2011)

- 75% of employers identified low literacy as an issue in the workplace

Low levels of literacy can result in direct costs to business:

- poor completion of workplace documents;
- wasted time through repeated work; and
- wasted materials through misinterpretation of instructions

Literacy also impacts on:

- workforce training needs;
- communications;
- relationships; and
- occupational health and safety.

People without a basic school qualification:

- 56% had a literacy score below Level 3
- 66% a numeracy score below Level 2

### Where to go outside school?

Non-accredited community based language and literacy programs in WA:

- Read Write Now;
- community learning centres;
- Community Resource Centres;
- local drop in centres;
- local public libraries;
- churches; and
- telecentres and digital learning hubs.

### Digital literacy

Digital literacies include being able to make sense of text presented on a screen, as well as images and multimedia. It also means being able to use the Internet/World Wide Web to find information, use a computer and ICTs such as email and social media, for example Facebook. Being digitally literate also means knowing and understanding things such as privacy and copyright law, how to use technology ethically and appropriately (cyberbullying) and how to upgrade your skills.

Research with Year 5 students in 2003 indicated that students needed really good traditional literacy skills before they could use resources competently on the Internet, and even then, they would miss information. Recent research is telling us that we read the screen differently, which is why we often miss information. Young people in particular have a habit of scanning a screen rapidly looking for keywords and links – why the term surfing the Web was originally coined. Above all we need to remember the following:

*Computers are not compensatory, they are complementary.*

This means our children need really good reading and writing, viewing and listening skills (literacy), before they can use them for learning at school.

### Parent power

Research has been telling us for the last 30 years that reading for pleasure further develops and maintains literacy levels. Ask your Principal:

- What reading programs are being implemented across the school?
- Does the school have a trained teacher librarian to develop and run whole school literacy/digital literacy programs? If not, then why not?
- What are the NAPLAN results for your school and what is the school doing to improve these results?
- What can parents do to help their children to be successful at school?

Image from *The Last Viking Returns*.  
Permission given courtesy of the illustrator,  
James Foley, and author, Norman Jorgensen.

