



**Professional Journal of the
WA School Library Association
Vol. 3, No. 3
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Editorial

Another busy year is at an end – I'm certain there are either fewer hours in a day or fewer days in the calendar than there used to be, because time just flies by!

2013 has seen many challenges and many opportunities for school library staff to take on. In Western Australia, changes on a government-directed level will significantly impact schools all over the state, and are the cause of much concern. However, WASLA continues to work towards maintaining and improving on current standards for staff in school libraries, despite the obstacles. The Committee is dedicated to ensuring schools don't lose the valuable resource of a qualified, appropriate staff in their libraries, with professional development and advocacy at the forefront of the WASLA agenda.

Despite the difficult times, it is amazing see the brilliant things library staff still achieve in their schools. Here at *ic3* we look forward to seeing reports and photographs of YOUR stories of engagement, excitement and achievement – send them through to me at editormum75@gmail.com – I look forward to hearing from you.

Tehani Wessely, Editor

Cover image: courtesy of Jeff Herd

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

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

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

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An Activist, an OBE, a University Professor, a Desert Dweller: learning from Aboriginal Voices



Dr Linda Gibson-Langford is a teacher librarian at The King's School in Sydney. Her Head of English, Ms Babs Helleman, invited her to collaborate on *Indigenous Perspectives in Word and Image*, a textbook to support the Australian Curriculum in English. Linda's almost three decades living and teaching in the Northern Territory has been enormously influential in building her empathetic understanding of the Aboriginal Australian voice and its importance in the National Curriculum.

Scenario

Two colleagues were sharing a quiet time discussing the Australian Curriculum, Assessment and Reporting Authority (ACARA) stance that English Studies is to help create “confident communicators, imaginative thinkers and informed citizens” who are “ethical, thoughtful, informed and active members of society” (n.d. a, para. 1). The context of their discussion was Aboriginal Australian texts and the politics of developing transitive learning activities for their students: ones that would enable secondary students to adopt varying reading positions, contextualising their responses to their own life worlds. They agreed it was a difficult area to work with given students’ urban backgrounds but important in terms of addressing the Aboriginal Australian voice in literature. They also recognised the ethics of teaching literary texts from the Aboriginal Australian perspective by teachers who were removed from the reality of Aboriginal Australian culture.

The discussion fuelled important questions for both teachers. One of the teachers was able to clarify what they were both trying to grapple with.

I mean, how can we instill in our students the cultural ache from dispossession, the racism, the impotency incurred from imposed cultural values on a people that were not the invader?

The teacher continued:

How can we guide our students when we ourselves are so ignorant? How do we begin to address this lack of authentic voice in our Australian secondary curriculum and, in particular, our less than effective discourse on the Aboriginal Australian perspective in literature?

It was clear that these teachers were concerned about the ethics of teaching Aboriginal Australians’ and Torres Straits Islanders’ histories without firstly having the *conversations* important to understanding these diverse *cultures* let alone driving analysis of such texts in what should be a cross curricula approach to enable the transitive factor to emanate. They needed support to negotiate their subjectivities between indigenous texts and their own experiences and understandings as they prepared to transform their knowledge into good learning and teaching strategies for their students. They needed to work out ways in which they could bridge the chasm between their own realities and the teaching of literary text from an Aboriginal Australian-centred voice. And they needed to feel confident and ethically charged!

ACARA again:

All students will develop an awareness and appreciation of, and respect for the literature of Aboriginal and Torres Strait Islander Peoples including storytelling traditions (oral narrative) as well as contemporary literature.

Students will be taught to develop respectful critical understandings of the social, historical and cultural contexts associated with different uses of language and textual features.

(n.d. b, para. 6)

If this was ACARA’s mandate then the *how* was problematic. As teachers, they needed to move from a Eurocentric appreciation of Aboriginal Australian texts beyond the literary, to include spiritual and cultural knowledge. They needed strategies to help them to respond to this mandate as teachers with little, if any, experience especially considering the diversity of groups within Australian Aboriginal or Torres Strait Islander cultures. As Healey-Igram (2011) observes,

What that means for a ‘national’ curriculum is that the broad category of ‘Aboriginal and Torres Strait Islander’ ‘literature’ needs to sit alongside the teaching of locally specific cultural texts, given that teachers have access and relationships with local people, writers, artists and elders.

(p. 75)

Neither teacher felt empowered to teach Aboriginal Australian texts in the secondary curriculum. Sure, they could ask their students to read Davis’ plays, or Oodgeroo’s poems;

they could take them to theatre to engage with *Namatjira* or *Secret River* and even expose them to *The Chant of Jimmy Blacksmith* as film, but without strategies to understand “the literature of Aboriginal and Torres Strait Islander Peoples including storytelling traditions (oral narrative) as well as contemporary literature” (ACARA, n.d. b), they floundered. Not all was doom for these teachers, however. They remembered the creation myths unit they both enjoyed working on with their students. They had a good text in *Stradbroke Dreamtime* by Oodgeroo and Bancroft. There was some good conversation in the first part of the text and the second part opened to stunning stained glass window style Dreaming paintings – exquisite in colour and form. It was clear that this text did help to contextualise part of the story of one group of Aboriginal Australians for the students and judging by the level of creative and sensitive stories that evolved, there was clear evidence of cultural and spiritual understandings. The students had developed varying levels of empathy and deepened “their knowledge of Australia” and enriched “their ability to participate positively in the ongoing development of Australia” (ACARA, n.d. c, para. 3). However, these teachers needed more insight if they were to ensure that they had covered the requirements of the Australian Curriculum, sensitively, in an informed manner, paring back to the essence of the Aboriginal Australian voice in word and image.

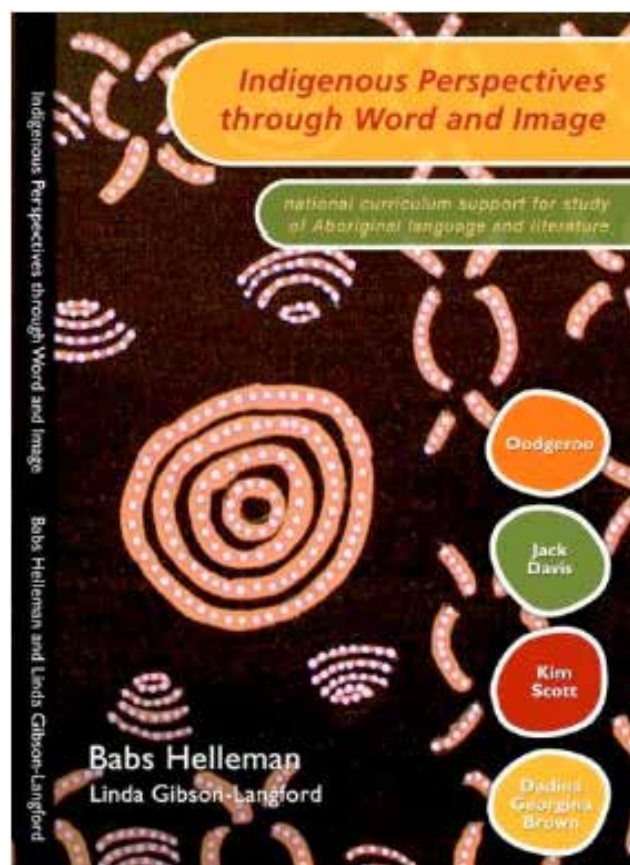
Indigenous Perspective through Word and Image is born

It was experiences like these that spurred Babs Helleman, Head of English at The King’s School, and I to envisage *Indigenous Perspectives in Word and Image* – a labour of passion and determination. Guided by the Australian Curriculum initiative to redress the lack of focussed study on Australia’s first people, and their contribution to our literary history, we undertook to represent two significant voices from Australia’s past and two from Australia’s present, each in their own right noted Australians with either Australian Honours or Honorary Doctorates or as in the case of the visual storyteller, whose artworks hang in the National Museum of Art, a singular story that is still being unpacked today.

Babs began the journey snaking back to a couple of years of collecting ideas and artefacts that would

Text	Quality literature	Australian literature including Aboriginal experiences	Intercultural experiences	Range of cultural, social & gender perspectives – popular & youth cultures	Environmental and social sustainability
Oodgeroo poetry	✓	✓	✓	✓	✓
Jack Davis plays	✓	✓	✓	✓	✓
Kim Scott novels	✓	✓	✓	✓	✓
Dadina Brown artworks			✓	✓	✓

help her tell the stories of Oodgeroo, Jack Davis and Kim Scott. I joined her, and in liaison with my anthropologist son Lindsey, offered the emotional story of Dadina, a desert dweller and visual storyteller. As both Babs and I had collaborated over the past decade on a number of projects, we were able to write together in an easy relationship of trust until the history was right, the tone was right, the deconstruction of various texts was right and the enrichment tasks felt right! A work in progress, Babs collected excellent exemplars from past student writing, and we both were able to work with current students to add their voice to the book, thereby facilitating the integration of the Aboriginal Australian voice interpreted through the voice of young students. This has added a rich layer of authenticity to the text.



So what is the Dreaming?

I would say the Dreaming is a non-indigenous term used in its broadest sense to describe the stories of our ancestors and how they shaped the land and how they are still part of the land... Across Aboriginal Australia, there are as many different terms for Dreaming as there are language groups.

Hetti Perkins

How the text is designed

Divided into six parts, the 15 chapters include an overview to the Australian Curriculum with a focus on Stage 4 and Stage 5 outcomes. It follows with chapters on Oodgeroo, Jack Davis, Kim Scott, Dadina and a final chapter on Creative Writing.

Each part begins with an overview and then brings together selected poetry (Oodgeroo), excerpts from plays (Davis' *Kullark*, *No Sugar*, and *The Dreamers*), passages from novels (Scott's *True Country*, *Benang*, and *That Deadman Dance*), and studies from desert stories via visual media (Dadina's "My country", "Mungkalu 1" and "Where I was Born") before having a look at several genres of creative writing (Creation Myth, Narrative, Editorial, Poetry).

Each of the six parts is filled with passages that have been deconstructed to guide students in the study of language techniques and development of skills in contextual analysis. As well, we hoped that we could also develop in them confidence to look deeper into such texts and research the background to why such texts were written. It is only then that we can deliver that context missing from our reality, namely ACARA's suggestion that "Students will understand that contemporary Aboriginal and Torres Strait Islander Communities are strong, resilient, rich and diverse. The knowledge and understanding gained through this priority will enhance the ability of all young people to participate positively in the ongoing development of Australia" (n.d. b, para. 4). Alongside carefully selected quotes to enrich students' critical thinking, the book is filled with activities that will encourage the development of research skills, empathy, and creative, as well as critical, thinking. As Babs notes in the introduction to *Indigenous Perspectives in Word and Image* (2013):

...it is through the writing of Oodgeroo, Jack Davis and Kim Scott that we truly have the

The time has now come for the nation to turn a new page in Australia's history by righting the wrongs of the past and so moving forward with confidence to the future.

We apologise for the laws and policies of successive parliaments and governments that have inflicted profound grief, suffering and loss on these our fellow Australians...

Kevin Rudd, "Sorry" Speech

opportunity to understand the history of the marginalisation of Aboriginal Australians. Whilst each author is critical of our past history, they are also positive about the role their people can play in developing a better Australia. They celebrate the warmth of family relationships, the power of story and the traditional Aboriginal Australian value system associated with respect for the individual and the land (p. iii)

Indigenous Perspectives in Word and Image is timely as we prepare to launch the first part of the Australian Curriculum 2014. You can view the book and purchase from www.helleman.com.au

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Rebecca Murray
Helena College Senior School



This award recognises and honours an exceptional Teacher Librarian in a school setting whose professional practice has a positive impact on student achievement and information literacy and who demonstrates a high level of achievement in Professional Knowledge, Professional Practice and Professional Commitment.

In her role as a teacher librarian in an International Baccalaureate (IB) school in the Perth hills, Rebecca has implemented a comprehensive program of study that fosters the development of lifelong learning for Year 7 students. This program develops students' information literacy skills and encourages independent reading habits, whilst incorporating and embedding a range of ICT activities to develop students' digital literacy skills, including the teaching of what it means to be a digital citizen.

Rebecca is the coordinator for the compulsory Personal Project program where students undertake a yearlong research project that embeds the inquiry process. It is a significant body of work produced over an extended period

of time and students have a unique opportunity to develop lifelong learning skills that are an excellent preparation for future studies and career development. In the process of becoming an accredited IB school, the IB organisation officially recognised the efforts of Rebecca's Personal Project booklets with one of the two commendations given to the school.

Rebecca consistently attends professional development opportunities and has done so throughout her career. She has presented at a number of conferences and professional association PD, including detailing her MYP Year 7 program at an AISWA Libraries Ideas workshop. Rebecca updated her IB skills and knowledge through a conference in Hong Kong and regularly attends regular MYP network meetings.

Rebecca works closely with staff, resulting in the embedding skills in curriculum programs across the school, such as an information literacy unit of work with the RE classes in Year 11. She also implemented the academic honesty unit of work with the senior students called *All my Own Work*, and her efforts with the Language A (English) and Humanities departments has resulted in the rich task activity *Create a Comic Book in a Day* with Year 8.

Rebecca plays a lead role in the leadership and management of the learning opportunity for the students as she attends the Heads of Department (HODs) meetings and maintains regular communication regarding resourcing the Australian Curriculum and any areas of inquiry within the curriculum. Rebecca collaborated with the Science department to develop a LibGuide for Middle School science. An evaluation of the guide conducted at the completion of the program indicated that there had been a major increase in student confidence and information literacy skills.

Rebecca's motto is *value-adding* and she is constantly seeking innovative and inspirational ways to value-add to the library and the school environment. Inspired by an Apple PD, Rebecca developed a program where Year 7 and 8 students utilised wikis to complete their book reviews. These wikis have been extended with the introduction of the new library catalogue where students upload their book reviews to annotate items in the collection.

Resourcing the curriculum with a *global view* to extend students' small community views of the world beyond the school walls and the hills of Perth, Rebecca is always searching for current materials in a variety of formats to encourage equitable access to information. Rebecca arranges boxes from the *One World* organisation for displays and has created and continues to develop in depth collections for the two languages studied at the College, Indonesian and French. Rebecca also designed and implemented a spine label system for identifying books within the collection that demonstrate the IB Learner Profiles. Her library team strives to inspire and enhance educational experiences for students in a stimulating library space with a focus on friendly service, to encourage lifelong learners in an engaging and challenging yet nurturing learning environment. Rebecca prides herself on the many work hours and beyond spent attempting to locate the hard-to-find unique resources that give the students completing the PP the *edge*.

Rebecca models best practice and is an example of an active lifelong learner, currently completing a Law degree. The College uses Rebecca as a role model for students and frequently acknowledges her current experience as a university student, particularly as she is continually modeling and demonstrating best practice in academic honesty and lifelong learning.

Rebecca has been an active member of our professional community since graduating in 1995, as a member of the ASLA (NSW) committee, being co-ordinator for the 1998 state conference, and editor of the *Teacher & Librarian* journal. As WASLA secretary and proof editor for *ic3*, Rebecca was also part of the team that developed WASLA's response to the National Inquiry. Rebecca is also a committee member for the Australian Independent Schools West Australian Library Association (AISWA). Rebecca's long-standing commitment to the profession and her professional engagement is highly commendable as she continues to give back to the teacher librarian community.

Examples of her leadership roles within the school includes managing a large team of supervisors and students that promotes the enhancement of information literacy standards across the curriculum. She coordinates the prizes for the Year 12 graduation each year and has been

active on several school committees. In 2010 Rebecca organised the inaugural Hills District Network Meetings for school library personnel to foster and build a collegial network for teacher librarians in the eastern suburbs of Perth.

Rebecca has presented sessions at the ASIWA Libraries IDEA workshops, providing participants with opportunities to see examples of her teaching program. From being involved in the organisation of the State Library Day with Dr Mandy Lupton, on behalf of AISWA, Rebecca has also been the Master of Ceremonies at two recent PD days offered by AISWA Libraries on the topics of *Navigating the Digital Shift* with Joyce Valenza and Gwyneth Jones in 2012, and *School Libraries Making a Difference* with Dr Ross Todd in 2013. Rebecca also presents regularly at school staff meetings and HODs meetings on cross curriculum initiatives, she presented sessions recently on the recent eBook launch and the new library catalogue.

Her principal states that:

Helena College is a small independent, co-educational, IB world school in the Perth hills where the staff and students strive hard to bring out the best together. The library is integral to the harmony within the school environment and the library team, under Rebecca's leadership, works together to maintain a safe and vibrant learning atmosphere where students are encouraged to consolidate and explore learning via a range of formats and delivery modes.

It is Rebecca's attention to detail, strong work ethic and tireless devotion to the development of innovative library services that ensures the school library is pivotal to teaching and learning programs and brings 21st century learning opportunities to the students and staff at Helena College.

Congratulations to Rebecca Murray, Western Australian Teacher Librarian of the Year.





The new eLearning Centre has been designed for the needs of 21st Century learners, to prepare them for the world they will live and work in.

Constructed completely of glass, it is state-of-the-art in appearance as well as function. The eLearning Centre is a multi-purpose space, adaptable to the changing needs of its users. Careful consideration was given to making the whole building as flexible as possible. Furniture (including the book shelves) is mobile, allowing use to evolve as needed. While the ground floor may have the feel of a 'traditional' library, it is far from that. Different spaces invite students to read in comfort, work individually or collaboratively, with or without technology, in

relaxed surroundings. The teacher librarians are seated out in the open with the students rather than behind walls, so that they are easily able to respond to student needs.

Being physically in the centre of the College, eLearning is the 'heart' of the College. While the building is called the eLearning Centre because of the eLearning that takes place within it, it is also a 21st Century library catering for both the print and digital needs of staff and students. It is a light filled space offering unique learning facilities with stunning views.

**Library team
Chisholm Catholic College**

Chisholm Catholic College eLearning Centre



It was wonderful to see such a lot of student involvement in Book Week 2013, such as the bookmark competition and the designer planet display by Year 8 Graphics. In particular, the twinkling (fairy-lights) blue and silver display attracted a lot of students eager to read the picture books created by a Year 7 class and the published IMCC student Storybook.

These, along with the CBCA short list, the space books and the genre examples encouraged students to *Read Across the Universe* (the 2013 theme) of genres and formats. Students enjoyed reading in the Space Tent and crossing the Milky Way (the silver bridge) to visit the display – hoping for an instant prize.

Many care groups entered the daily quizzes and there was also a family quiz in the newsletter. It was great to see families getting involved.

Judith Jarvis
Head of Library
Irene McCormack Catholic College



Book Week at Irene McCormack Catholic College

Donnybrook District High School



Mindarie Senior College



Banned Books Displays

Perth College



I decided to create this display to promote books that had been banned at different times over the years by different bodies. It was really interesting to see the responses of students and staff to this display as many did not realise that these were 'banned' books. The poster which said "Banned Books – Do Not Borrow" was intended to have the opposite effect and encourage people to borrow them if they had not already read them!

WASLA Library Officer Day

The annual WASLA Library Officer Day was held on 11 October 2013 at John Forrest Secondary College in Morley. We had a great turn out of Library Officers and Technicians.

We started the day with an introduction by Barbara Combes and moved quickly on to our first session on Resource Description and Access, delivered by WASLA Executive Officer, Phyllis Paioff. Phyllis was able to explain to us in simple terms the impact of RDA to cataloguing records and why this has come about.

The second sessions were run concurrently and conducted by Jeff Herd (Weeding) and Helen MacCue (QR codes and Prezi). During his presentation, Jeff physically weeded a section of JFSC Library explaining the weeding process as he went. What a great way to acquire understanding, I only wish I could have been able to attend this myself! Instead, in my session I showed how I use QR codes and Prezi zooming presentation in the Library where I work. I am very keen on using new technologies and I had the strong sense I was with a group of friends – the audience listened attentively to my passion regarding these technologies, which was very appreciated. I really hope that attendees can use some of the ideas in their workplaces.

Next Val Baird shared “techy tips” and other pieces of information where attendees were able to ask general questions; it was a terrific opportunity to ask questions and ask for tips. We are so lucky to have someone with Val’s experience and understanding to share her knowledge.

As usual we invited both the IEUWA and CPSU/CSA union representatives to answer queries for members and attendees. We hope they helped clarify some issues and they certainly were popular.

After this we gathered for a fabulous lunch and a chance to catch up and network with each other.

The last session was an opportunity again to discuss professional queries and learn more about how to navigate WASLA’s website.



I personally would like to say thank you to the WASLA committee and in particular, Barbara Combes, Jeff Herd, Val Baird, Phyllis Paioff and Wendy Chapman for their support and assisting on the day. Thank you to Bernadette Nye and her staff for hosting our PD in her Library. A final thank you to all those dedicated Library staff that took a day of their holidays to come along; it was great to see some familiar faces and meet some new people.

Helen MacCue
Library Officer
Coodanup Community College



Over sixty Library Officers and Technicians converged on the library at John Forrest Secondary College for their annual professional development day. A mixture of electronic and hands-on activities were on offer, commencing with an overview of Resource Description and Access (RDA) from Phyllis. RDA is the new cataloguing standard that is replacing the Anglo-American Cataloguing Rules, second edition (AACR2). Just another ongoing change towards electronics and the new manner in which libraries go about their core business.



Two different methods of presenting information electronically, using software such as Prezi and QR Codes, were examined by those who attended the session conducted by Helen, with the bonus being the computer lab within the library allowing for a hands-on approach. The session on weeding also took advantage of the library collection, with participants exploring the reasons for conducting weeding and examining the criteria behind successful weeding, before descending upon the shelves to practice these skills. The session concluded with the participants providing explanations of why they weeded particular items from the shelves. A clear case of theory meeting practice.



Representatives from the two unions representing Independent schools and the government schools provided overviews of the current industrial situation which included workload and job descriptions, concluding with questions from the floor. This session has become a much looked forward to feature of Library officers Day. Val presented a wide ranging session on technical tips that covered a range of software, which included many questions and answers from those present.

The final session of the day involved unpacking the WASLA web site. To emphasize the advantages of belonging to WASLA, a major portion of the time was spent investigating the contents of the Members Only section. As has come to be expected, the morning tea and lunch were beyond belief, thanks to Cathy's Catering. Another very successful day enjoyed by all. In addition to the presenters, the success of the day must be attributed to those who worked tirelessly behind the screens: Val Baird, Helen MacCue and Bernadette Nye, Barbara Combes and Phyllis Paioff, with special thanks to Nick, the techy.

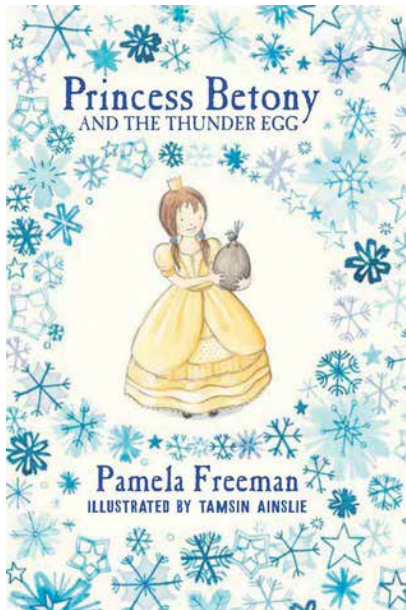


But most of all, recognition to all those library officers and library technicians who gave up a day of their holidays to stretch their thinking and sharpen their skills. Congratulations, you give meaning to this quote:

Some people say libraries are old-fashioned, they're lost in a new society. No. It's all learning in a new environment.

Chicago Tribune, April 28, 2013

**Jeff Herd
Vice-president WASLA**



Pamela Freeman & Tamsin Ainslie (ill.)

ISBN: 9781921720246

Walker Books Australia (2013)

Review by Pearl Maya

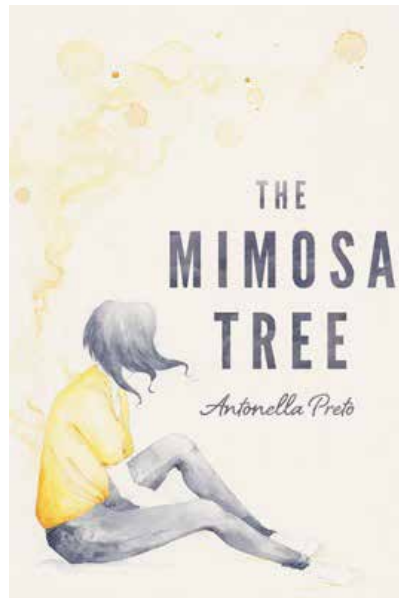
Princess Betony and the Thunder Egg is a classic adventure story with Betony, feisty princess extraordinaire, off on a quest to bring peace between the Wild Magic and the kingdom of Floramonde.

It is the sort of book that almost has a fairy tale feel to it, maybe because it is “just” a princess book – there nothing that is trendy or sparkly but everything that sustains a story over the generations. There is certainly a place for those styles of writing but while books like *Unicorn Riders* will find their readers, in five or ten years they will be forgotten and replaced by the current trend of those days. Meanwhile *Princess Betony* will still be sitting on bookshelves long after little girls become teens and they will be passed down to the next generation, or treasured and read to grandchildren. And each of those generations will become entranced with *Princess Betony*

in the same way that readers today are.

Tamsin Ainslie’s illustrations are the perfect complement to Freeman’s storyline. Ainslie captures the characters and their emotions perfectly and adds to the moments of humor within the story. I particularly enjoyed watching the faces of the soldiers at various critical parts of the tale.

I highly recommend *Princess Betony* and being that the book is only small in size, there is room for it on any bookshelf, no matter how full you think it is.



Antonella Preto

ISBN: 9781922089199

Fremantle Press (2013)

Review by Pearl Maya

Words fail me when it comes to this book. I have laughed. I have cried. I have kept turning pages with amazing zeal, apart from the times when I have needed to put it down and just think. This is the sort of book that comes along once in a blue moon.

The Mimosa Tree a simple but passionate story based around the 17/18 year old Mira and her first generation Italian family.

The book is more character than plot driven and is a wonderful opportunity to glimpse into the world of what seems like very real people.

I am not sure when a novel goes from being a book to “literature” but I am sure this could be nominated for the latter. Having said that, the style is in no way intimidating.

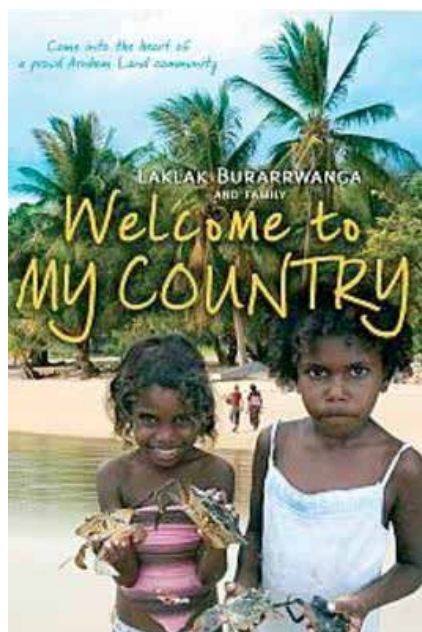
While the book certainly holds it’s own as it is, I would love to hear some of the conversations that could be held about symbols (the mimosa tree and the map for example); the role of foils; the theme of love; and the place of the immigrant voice in storytelling.

On a practical level, there are some drug references but they are in context and not glamorised. You would see worse on evening television so don’t let that put you off.

I have broken the my long held habit of not reading the blurb on the back of the book. While it is accurate as such, and would perhaps provide impetus for a reader to select it, *The Mimosa Tree* is so very much more than what those few words portray.

It would be an injustice if *The Mimosa Tree* was limited to just an audience of young adult readers. And now I declare an interest: I am the same age as the main character (well I was at the time) and I grew up in a prominently Italian community in Western Australia. I KNOW these people, they were my neighbors. I would love to see this book on every holiday reading list for people across the country – teens and adults alike.

Book Reviews



Laklak Burarrwanga
ISBN: 9781743313961
Allen & Unwin (2013)
Review by Peta Harrison

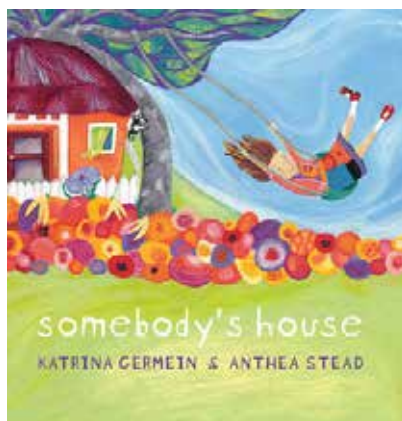
It is wonderful to see new publications centred on acknowledging the cultural heritage of specific groups of Australian Aboriginal peoples. This pleasingly presented book seeks to draw the reader into the lives of the Yolnu.

Laklak Burrawanga weaves stories of how the life of the land and its inhabitants are interwoven and reliant upon each other. The relationships are described in the manner of storytelling. The language of the people is interwoven with the telling with an explanation of meaning. While reading, one can hear the voice of the people and the relationship with all around them.

The cross curriculum emphasis on creating an understanding of the Indigenous people of Australia will be greatly aided with such publications.

Find more reviews at:

<http://www.wasla.asn.au/wasla-book-reviews/>



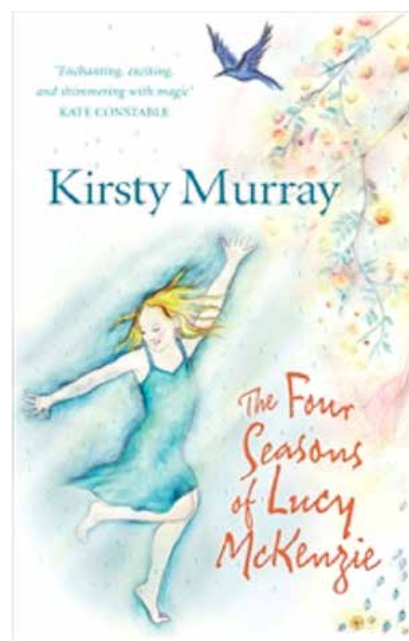
Katrina Garmein & Anthea Steid (ill.)
ISBN: 9781921720338
Walker Books Australia (2013)
Review by Bernadette Nye

Somebody's House by Katrina Garmein and Anthea Steid is an absolute delight to read. The story follows a young girl as she walks down a street, marvelling at each house, describing the features and considering who might live there.

It's a beautiful book. The vibrant illustrations are a collection of mixed media; illustrated with acrylic paint, oil pastels and sgraffito (layering contrasting colours and textures). The result is a visual journey, an adventure through colour, language and imagery.

Each house is a different colour, and the girl's imaginative musing (Who could live there? What might be going on?) is told through rhyming verse. It is a treat for the eyes and ears.

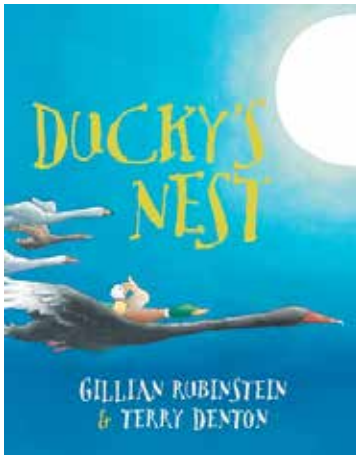
Educators, *Somebody's House* provides many teaching opportunities. Themes include different family structures, stereotypes and friendship. There is an opportunity to compare and contrast, to look at rhyme and rhythm and explore characterisation.



Kirsty Murray
ISBN: 9781743317020
Allen & Unwin (2013)
Review by Peta Harrison

I just love it when authors can find an interesting way to retell historical events and eras for the younger reader. In this novel Lucy McKenzie is sent off to stay with an elderly aunt while her mother flies half way round the world to care for her older sister who is hospitalised, her beloved older brother is overseas and her dad is stressed out about the situation and having to continue work. Lucy is extremely reluctant to stay so far from home with a relative she knows so little about...that is until she works through a painted scene on a wall into the past of the farm where she meets three children and has an effect on the unravelling events of the time. As well as being a great look at family relationships it gives the reader a glimpse of an era long gone and a lifestyle that many reminisce about.

I am sure the novel could be woven into a unit of work in the primary school but it is a great read in and of itself.



Gillian Rubinstein & Terry Denton (ill.)

ISBN: 9781922077721

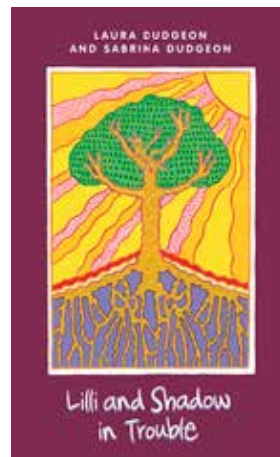
Walker Books Australia (reprint, 2013)

Review by Bernadette Nye

Ducky's Nest is a sweet story that helps young readers to explore the topic of growing up and dealing with the mixed feelings that can come from welcoming change. It is an absolute joy to read. Ducky, a much loved toy duck is left by accident at the park. This coincides with a very special event – the day that Ducky's owner Claudie becomes a big sister. Claudie goes home and is cared for by her Gran, while Ducky (who would have normally been remembered by Mum) goes on an adventure with the pond ducks.

The idea of 'feeling out of place' or 'a little left out' is charmingly dealt with as both characters experience something new. Ducky and Claudie both feel anxious as their stories parallel, and learn in their own way how to be brave. Ducky needs to find his way home, and Claudie wants to be reunited with her duck and her parents. There's somebody new to welcome into the household though, so what does this mean for Claudie and Ducky? Is it time for them both to grow up?

Denton's illustrations are black line and watercolour. The images are vibrant and detailed, inviting readers to discover new things each time Ducky's Nest is read. The story is told with descriptive language, drawing on layers of unique imagery and symbolism. It is a story that is sure to delight readers of any age...and consider the importance of one's 'nest'.



Laura & Sabrina Dudgeon

ISBN: 9781922089359

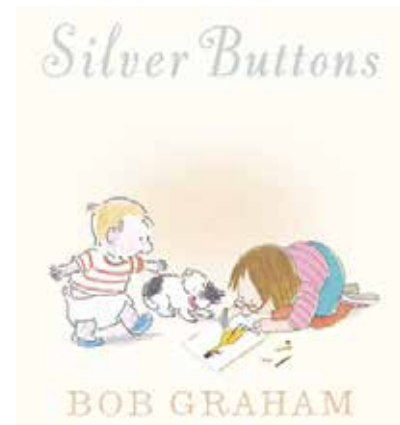
Fremantle Press (2013)

Review by Bernadette Nye

Laura and Sabrina Dudgeon's *Lilli and Shadow in Trouble* is one of Fremantle Press's WAARDA series by Indigenous authors (Waarda is Nyungar for 'talking and sharing stories and information'). The story is the latest adventure for characters Lilli and Shadow who must solve a new mystery – somebody has moved into Shadow's Mango tree and he needs to get home, before it's too late!

This short chapter book supports new readers and promotes literacy. It is a delightful read, interspersed with charming sketches, and readers are encouraged to consider the importance of cooperation. *Lilli and Shadow in Trouble* inspires readers to consider Indigenous

culture and history with a fun story that combines educational facts, lovable characters, adventure and mystery against the backdrop of Australia's enchanting countryside.



Bob Graham

ISBN: 978406342246

Walker Books (2013)

Review by Pearl Maya

What a wonderful book and I am still thinking about it! *Silver Buttons* captures a very specific moment in time when Jonathon takes his first step. But what else is happening in that moment in the house, the neighborhood, the the world. It isn't often a unique perspective is introduced to writing, particularly picture books but I think that Graham has done just that.

Watercolor-style illustrations dominate each page. While the images aren't cluttered, there is enough detail to provide search challenges for a younger child.

I am not sure about cognitive learning stages for all children, but I am confident that some junior readers will also be able to see the wider concept that Graham is presenting.

Silver Buttons is well worth picking up, and, at the very least, having a flick through to see if it would suit your children or students.

WASLA Recommends...

WOW Websites

Catherine Thomson, English K-6 Advisor, Learning Leadership, Early Learning and Primary Education curates fantastic resources for the NSW Department of Education and Communities on PINTEREST

<http://www.pinterest.com/NSWEnglishK10/>

SmartCopying

<http://smartcopying.edu.au/>

Center for Digital Story Telling

<http://storycenter.org/>

SlideShare

<http://www.slideshare.net/>

In the Library with the Lead Pipe

<http://inthelibrarywiththeleadpipe.org/>

PD & Advocacy

Our schools are not for sale

<https://www.upworthy.com/i-couldnt-be-more-impressed-by-a-group-of-students-cutting-class-2?c=upw1>

The Information Literacy Song

<http://www.youtube.com/watch?v=aMlDQlsna1U>

Information Literacy – preparing lesson plans

http://pitt.libguides.com/content_mobile.php?pid=318265&sid=2604757#box_2604757

Sometimes The ‘Tough Teen’ Is Quietly Writing Stories

<http://www.npr.org/blogs/switch/2013/11/11/243960103/a-reluctant-reader-turns-ya-author-for-tough-teens>

Around the Blog-o-Sphere

Reading posters

<http://www.pinterest.com/bookpatrol/comics-illustrations-posters/>

Top 50 Learning Apps for Students

<http://www.news.com.au/technology/appwatch/back-to-school-top-50-learning-apps-for-kids/story-fn81y8rt-1226557349142>

Baking the Creative Commons understanding Creative Commons

<http://www.youtube.com/watch?v=5XiEQwfMojc>

Scott Westerfeld on Twitter (@ScottWesterfeld)

3/11/13 9:22 AM

So many books are about magic because reading (the ability to enter another mind through squiggles on paper) is itself magic. #theories

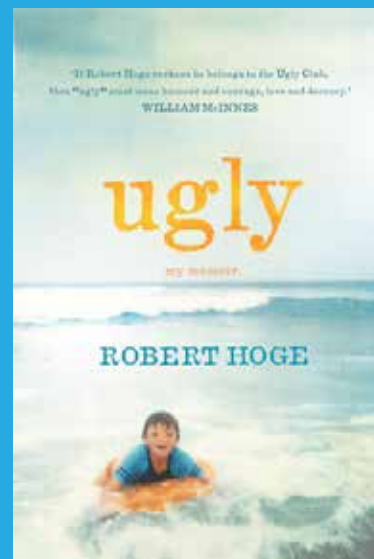
More WASLA Recommends...

Ugly: my memoir by Robert Hoge

On 16 September 2013, *Australian Story* aired a story about Brisbane writer and ex-political journalist Robert Hoge. The episode, titled “In your face”, focused on Robert’s life as a person with a facial deformity and other disabilities and was inspiring, heart breaking and heartwarming all in one.

Robert’s life story, *Ugly: my memoir*, was recently released by Hachette Australia – Australian, inspirational and dealing with difference in a down-to-earth way. Used in conjunction with the Australian Story program, it would make a fantastic and very relevant unit. Definitely one for the library shelves at the very least!

It has also been suggested that Robert’s memoir might pair nicely with fiction novel *Wonder* by RJ Palacio, which deals with similar issues. The basis of a very interesting unit of work indeed.



<http://www.abc.net.au/austory/specials/inyourface/default.htm>

<http://www.hachette.com.au/books/9780733630163/>

www.goodreads.com/book/show/11387515-wonder

<http://www.abc.net.au/news/2013-09-16/robert-hoge-embraces-ugly-in-a-beauty-obsessed-world/4959136>

Members of the various TL mailing lists frequently contribute assistance to other TLs when the cry for help goes out. Here are some interesting HITS posted in the past few months.

PICTURE BOOKS WITH SIMILES OR PERSONIFICATION

Collated by Lyn Pritchard

Lightning Jack by Glenda Millard & Patricia Mullins

The works of Narelle Oliver eg: *The Best Beak in Boonaroo Bay*

Night School by Isobelle Carmody & Anne Spudvilas

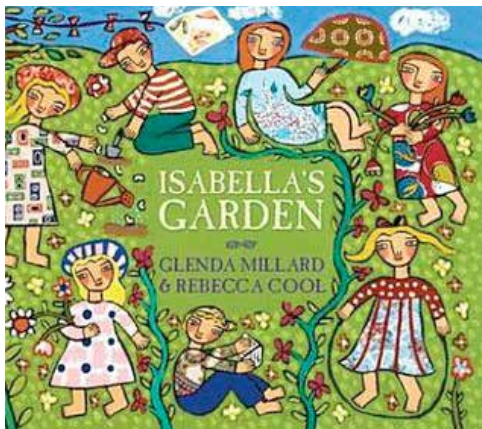
Tanglewood by Margaret Wild & Vivienne Goodman

For all Creatures by Glenda Millard & Rebecca Cool

Isabella's Garden by Glenda Millard & Rebecca Cool

Why I Love Australia by Bronwyn Bancroft

Round Fish Square Bowl by Tom Skinner & Mini Goss



PICTURE BOOKS COMPARING GRANDPARENTS' TIME WITH MODERN DAY

Collated by Nerelie Teese

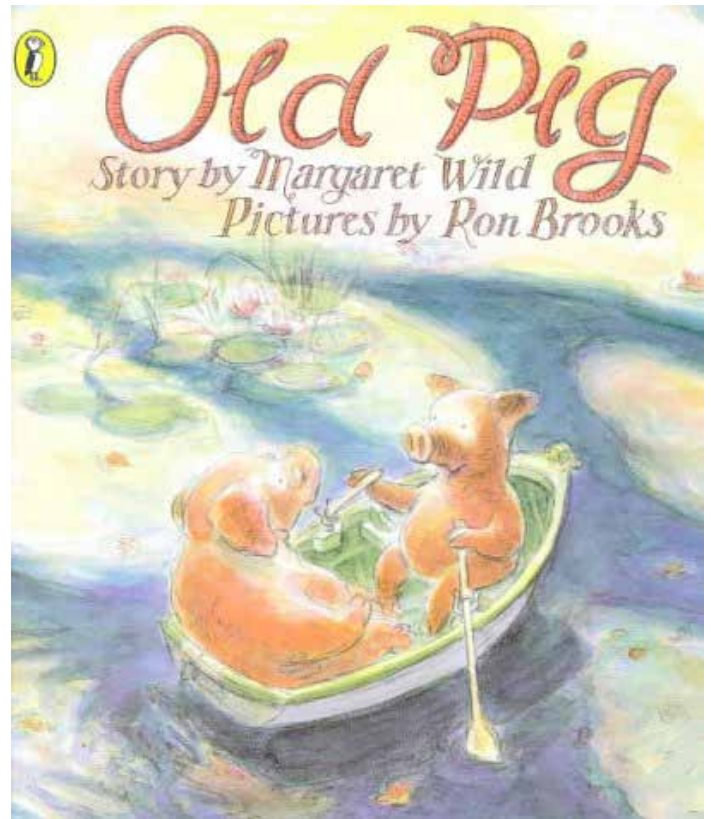
The matchbox diary by Paul Fleischman & Bagram Ibatoulline

Walking to school by Ethel Turner & Peter Gouldthorpe

Lizzie Nonsense by Jan Ormerod

Papa and the Olden Days by Rachel Tonkin & Ian Edwards

What was the war like, Grandma? by Rachel Tonkin



BOOKS TO ASSIST YOUNG CHILDREN TO DEAL WITH THE DEATH OF A GRANDPARENT

Collated by Brenda Clover

Sad Isn't Bad: A Good-Grief Guidebook for Kids Dealing with Loss by Michaelene Mundy & R.W. Alley

Old Pig by Margaret Wild & Ron Brooks

Goodbye Pappa by Una Leavy & Jennifer Eachus

Grandpa by Lilith Norman & Noela Young

Grandpa and Me by Marlee Alex & Benny Alex

Little Bear's Grandad by Nigel Gray & Vanessa Cabban

The Lighthouse by Dyan Blacklock & Steven Woolman

Grandma's knee by Penny Robenstone Harris

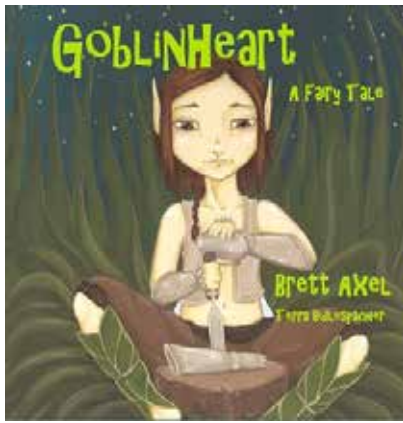
Come Back, Grandma by Sue Limb

Dan's Grandpa by Sally Morgan & Bronwyn Bancroft

Mary and her Grandmother by Bettina Egger & S. Jucker

The Lilac Ladies by Jenny Hughes & Jonathan Bentley

Badger's Parting Gifts by Susan Varley



CHILDREN'S BOOKS THAT EXPLORE DIFFERENCE

Provided by Clare Bilton-Roos

My Friend Isabelle by Eliza Woolson
Susan Laughs by Jeanne Willis
Being Ben by Margaret Chamberlain & Jacqueline Roy
Max the Champion by Alex Strick, Sean Stockdale & Ros Asquith
Molly Lou by Patty Lovell
Freddie and the Fairy by Julia Donaldson
Arabella by Wendy Orr & Kim Gamble
The Black Book of Colours by Menena Cottin & Rosana Faria
My Silent World by Nette Hilton & Vincent Agostino
Mama Zooms by Jane Cowan-Fletcher
Two Mates by Melanie & Maggie Prewett
Private and Confidential by Marion Ripley & Colin Backhouse
Keep Your Ear on the Ball by Genevieve Petrillo & Lea Lyon
This Is Our House by Michael Rosen & Bob Graham
Just Because by Rebecca Elliott
Goblinheart by Brett Axel & Terra Bidlespacher

COLLAGE PICTURE BOOKS

Collated by Sonja Faust

Warriors by Krista Bell
Sounds Spooky by Christopher Cheng & Sarah Davis
Can I Cuddle the Moon? by Kerry Brown & Lisa Stewart
The Treasure Box by Margaret Wild & Freya Blackwood
Mary had a little lamb by Sarah Josepha Hale & Salley Mavor
 Books by Kylie Dunstan
 Books by Patricia Mullins
 Books by Chris McKimmie
 Books by Eric Carle

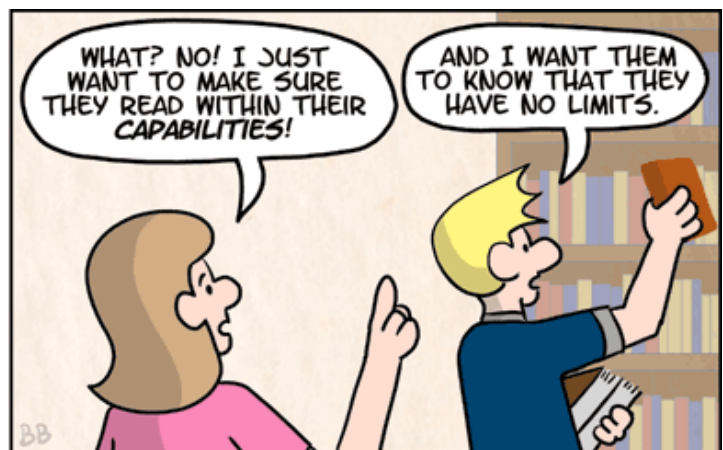
CONFLICT PICTURE BOOKS

Collated by Bev Baird

Jandamarra by Mark Greenwood & Terry Denton
The Rabbits by John Marsden & Shaun Tan
We have lift off! by Sean Taylor & Hannah Shaw
What was the war like, Grandma? by Rachel Tonkin
Long Neck and Thunder Foot by Helen Piers & Michael Foreman
Desmond and the very mean word by Desmond Tutu & A.G. Ford



UNSHELVED by Gene Ambaum & Bill Barnes



www.unshelved.com

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Wow! Where did 2013 go? It has been another whirlwind year of activity, some very positive and some not positive. On the plus side we have welcomed a rejuvenated ALIA with a new CEO, Sue McKerracher, who has been a strong advocate for the school library sector. ALIA has provided ongoing support and coordination of *Project 13* which focuses on cyber-bullying and its impact on students within and outside the school environment. WASLA will continue to support this project and include it in the advocacy program for next year.

On the national front ASLA continues to work with AITSL and is currently mapping the AISTL teacher standards to the teacher librarian standards produced by ALIA and ASLA some years ago. The teacher librarian standards were a forerunner to the AITSL standards which focus on teachers only, so this mapping exercise is extremely important, as more principals are using the AISTL standards for performance review. ASLA also held a very successful conference in Hobart.

On the international scene, Singapore hosted the International Federation of Library Associations (IFLA) Congress, while the International Association of School Libraries (IASL) conference was held in Bali. A major report concerning future directions for the information environment was released at IFLA, *The Trend Report: Riding the waves or caught in the tide, navigating the evolving information environment*. While these international initiatives often appear to be far removed from the local school library, they are extremely important as they shape the wider Information Science discipline and directly affect how libraries and information agencies are perceived by government, business and the general public. Schools cannot afford to ignore what is happening in the wider community of which they are an integral part. The Trend Report focuses on five key trends which it predicts will influence the information environment. These key trends are:

- **Trend 1:** New technologies will both expand and limit who has access to information.
- **Trend 2:** Online education will democratise and disrupt global learning.
- **Trend 3:** The boundaries of privacy and data protection will be redefined.
- **Trend 4:** Hyper-connected societies will listen to and empower new voices and groups.
- **Trend 5:** The global information economy will be transformed by new technologies.

School library personnel need to engage with these wider disciplinary initiatives to understand and advocate for their important role in preparing the next generation of information users as they take their place as new citizens. Teacher librarians in particular need to be aware of educational initiatives and how their role is expanding as a result. Keeping abreast of these changes means attending professional development at the local, national and international level whenever the opportunity arises. The good news for TLs is that Charles Sturt University will be offering a new Masters degree which will extend the current Master in Teacher Librarianship. The Master of Education (Knowledge Networks and Digital Innovation) is wholly online and will begin offering subjects in 2014. This degree will explore knowledge networking, global information flow, advanced search techniques, learning analytics, social media, game-based learning, digital literature and learning spaces design.



Some rights reserved by Ed Yourdon

While there have been lots of positives, 2013 has also witnessed the demise of the re-badged Curriculum Materials Information Services (CMIS) or the e-schooling support library support division in the Western Australian Education Department. This group of dedicated professionals has been providing WA school libraries which are often under-staffed and in remote locations, with resource evaluation and cataloguing support for over thirty years. While the service successfully streamlined their activities and services over the years to accommodate changes in technology


and the delivery of information, it proved no match for the Barnett Government's cost cutting measures. This service has been extremely successful in the support it has provided for WA schools which range from small metropolitan primary schools and mega secondary schools, to one and two teacher schools located in remote rural areas in the far north. At present WASLA is working closely with Education Services (SCIS) to ensure that school library personnel in Western Australia continue to be supported as they resource learning programs. Keep an eye out for updates on WASLANet and the WASLA website.

Other funding cuts to Western Australian schools will also have a flow-on effect that has already affected staffing in school libraries. WASLA has conducted an active campaign notifying politicians and parents about the proposed changes and what this will mean for schools in WA. This advocacy program will continue next year and focus on making parents aware of what these cuts will mean for their children and schooling in WA. Research for the last forty years has found that well staffed and stocked school libraries leads to higher literacy levels and academic success. In a bid to save money, WASLA has been advised that one school intends to close its library next year, a trend that has become increasingly common in Victoria. Such action will seriously affect the literacy levels and opportunities for the academic success for our children. Principals have also indicated they will seek to meet reduced budget targets by eliminating technology and students at risk programs as they struggle to adequately staff current curriculum programs.

So while we appear to be ending 2013 on a sour note, what can we take with us into the new year? We can take the knowledge that libraries are more important than ever before. They provide

integral support and learning spaces that have a direct affect on children's literacy and digital literacy capabilities. All library personnel need to spread this message to their parents and school communities. Everyone needs to keep informed about the bigger picture and take any opportunity offered by WASLA or other school library associations to attend professional development, and to network and keep up-to-date with initiatives in the school library and educational sectors.



 Some rights reserved by Ohio University Libraries

As 2013 draws to a close I would like to thank the wonderful people on the WASLA Committee who continue to volunteer their time and wide range of experience to support school libraries in WA. The committee is always appreciative of new members or anyone who would like to participate in working on a specific project. WASLA is also always open to discussion and feedback on how the association can support you in your school and meet your needs. As 2013 draws to a close I would like to wish everyone a happy and safe Christmas and holiday. I look forward to a busy and very proactive WASLA in 2014.

Barbara Combes
President, WA Operations



 Some rights reserved by Thomas Leuthard

Barbara Combes says: I have a folder with lots of sayings that can be used to attach to weekly Clickview emails, newsletters, pathfinders, displays or on posters on the back of students' toilet doors along with the latest best read – an incredibly good way to get kids into the library. Change them regularly for maximum effect – these activities need planning and can be implemented by student library monitors (make sure they have badges – extrinsic reward).

Google can bring you back 100,000 answers, a librarian can bring you back the right one. ~Neil Gaiman

...the Internet is a drunk librarian who won't shut up. ~Dorothy Gambrell

You could write a book about things that you can't find online. ~Maggie Stiefvater

Oh, Wikipedia, with your tension between those who would share knowledge and those who would destroy it. ~John Green

It is the greatest truth of our age: Information is not knowledge. ~Caleb Carr

Doing research on the Web is like using a library assembled piecemeal by pack rats and vandalized nightly. ~Roger Ebert

You are what you share. ~Charles Leadbeater

We the people have no excuse for starry-eyed sycophantic group-think in the Information Age. Knowledge is but a fingertip away. ~Tiffany Madison

The Internet was supposed to liberate knowledge, but in fact it buried it, first under a vast sewer of ignorance, laziness, bigotry, superstition and filth and then beneath the cloak of political surveillance. Now...cyberspace exists exclusively to promote commerce, gossip and pornography. And of course to hunt down sedition. Only paper is safe. Books are the key. A book cannot be accessed from afar, you have to hold it, you have to read it. ~Ben Elton

Reading is a means of thinking with another person's mind; it forces you to stretch your own. ~Charles Scribner, Jr.

Education is not the filling of a bucket, but the lighting of a fire. ~W.B. Yeats

Information cannot replace education. ~Earl Kiolo

The important thing is not to stop questioning. ~Albert Einstein

Live as if you were to die tomorrow. Learn as if you were to live forever. ~Gandhi

Teachers open the door, but you must enter by yourself. ~Chinese Proverb

What a school thinks about its library, is a measure of what it thinks about education. ~Harold Howe

Technology makes things possible... People make things happen. ~Erich Block

Education is not a destination, it's a start. ~Larry Burns

Filter a website, and you protect a student for a day. Educate students about online safety in a real world environment, and you protect your child for a lifetime. ~Christopher Harris

Teachers affect eternity; they can never tell where their influence stops. ~Henry Brooks Adams

The art of teaching is the art of assisting discovery. ~Mark Van Doren

Reading is a basic tool in the living of a good life. ~Mortimer Adler

Reading is a window to the world! ~Lynn Butler

Libraries enable the past to talk to the future. ~Edward Cornish

The Internet may be the world's greatest library, but let's face it: all the books are scattered on the floor. ~D.C. Denison

Never judge a book by its movie. ~J. W. Eagan

A library is a fueling station for your mind. ~S. Leveen

Outside of a dog, a book is man's best friend. Inside a dog, it's too dark to read. ~Groucho Marx

I read because one life isn't enough. ~Richard Peck

A library is thought in cold storage. ~Herbert Samuel

Reading is to the mind what exercise is to the body. ~Richard Steele

If we didn't have libraries, many people thirsty for knowledge would dehydrate. ~Megan Jo Tetrick, age 12

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

In the nonstop tsunami of global information librarians provide us with floaties and teach us to swim. ~Linton Weeks

Knowledge is of two kinds. We know a subject ourselves, or we know where we can find information upon it. ~Samuel Johnson

Those who don't read have no advantage over those who can't. ~Mark Twain

Libraries will get you through times of no money better than money will get you through times of no libraries. ~Anne Herbert

A book lying idle on a shelf is wasted ammunition. Like money, books must be kept in constant circulation. Lend and borrow to the maximum. ~Henry Miller

She never minded admitting she didn't know something. So what, she thought; I could always learn. ~Louise Fitzhugh, Harriet the Spy

It is the mark of an educated mind to be able to entertain a thought without accepting it. ~Aristotle

It is possible to store the mind with a million facts and still be entirely uneducated. ~Alec Bourne

You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives. ~Clay P. Bedford

The whole world opened to me when I learned to read. ~Mary McLeod Bethune

There's no such thing as knowledge management; there are only knowledgeable people. Information only becomes knowledge in the hands of someone who knows what to do with it. ~Peter Drucker

We must not confuse the thrill of acquiring or distributing information quickly with the more daunting task of converting it into knowledge and wisdom. ~Principles of Technorealism, Principle 4

Books impede the persistence of stupidity. ~Spanish proverb

Literature gives us a memory of lives we did not lead. ~Mason Cooley

For more great quotes, see the following sites:

http://lmnet-archive.iis.syr.edu/LM_NET/2007/Sep_2007/msg01476.html

<https://www.goodreads.com/quotes/tag/internet>

<https://www.goodreads.com/quotes/tag/reading>

<https://www.goodreads.com/quotes/tag/librarians>

<https://www.goodreads.com/quotes/tag/library>

<https://www.goodreads.com/quotes/tag/libraries>

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

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

www.wasla.asn.au

ADVERTISE POSITIONS VACANT WITH WASLA

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

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

WASLA REVIEWS

A brand new section of the WASLA Website, where our team of reviewers check out the latest Australian and New Zealand books for Children and Young Adults.

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



2013 School Library Survey finds library resourcing linked to literacy

The 2013 Australian School Library Survey has revealed a positive relationship between a school's literacy results and the library's resourcing levels.

The survey found schools with high national average NAPLAN reading literacy scores reported higher levels of library funding and staffing, while schools with lower scores had lower levels. These results echoed previous surveys.

A summary of other key survey findings included:

- 81 percent of all school library budgets either remained unchanged or declined in 2013
- A higher percentage of Government school libraries experienced budget decreases than Catholic or Independent school libraries
- 28 percent of schools reported a decrease in library staffing in 2013 with 63 percent of all schools surveyed stating that there had been no change
- More than a quarter of respondent schools have purchased eBooks in the past year (28 percent) and 55 percent of respondents indicated they will "definitely" or "most probably" purchase eBooks within the next 12 months
- 44 percent of teacher librarians said half or more of their student population owned a personal mobile device (iPod, iPad, smart phone or other tablet)
- Up to a third of all schools encourage students to bring their own digital devices for use at school

Softlink's Chief Operating Officer Nathan Godfrey said more than 800 Australian primary, secondary and independent schools participated in the 2013 survey.

"Since 2010, Softlink has conducted the survey on behalf of the Australian school library and information industry. The survey undertakes analysis into school library budgets, staffing and literacy levels in Australian public and private, primary, secondary and K-12 school libraries," he said.

Findings from the Australian School Library Survey were tabled as part of the House of Representatives' Standing Committee on Education and Employment *Inquiry into school libraries and teacher librarians in Australian schools* in 2011.

Nathan said Softlink developed leading knowledge, content and library management solutions to connect students to literacy and learning and enable schools to deliver 21st century learning programs.

"More than 3 million students are connected with learning resources each week through a Softlink knowledge, content and resource management solution," he said.

To download the Report on Softlink's School Library Survey Findings, click the following link:

<http://www.softlinkint.com/2013-australian-school-library-survey-schools/>

Investigating Apps in Tasmania

On September 24, 2013, the Tasmanian Northern Library Group attended a great session facilitated by Matt Donaldson, acting Assistant Principal and Raising the Bar teacher at Brooks High School.

Matt shared with us some of his presentations that he recently presented at the ALEA conference in Queensland. Part of the aim in using these technologies is to motivate low literacy students by increasing the technologies. Teaching and learning come first. iPads are not just seen as gimmicks, but real learning devices.

Matt also showed us an interview with a young male student explaining what a QR code is which was very informative. We also viewed some book trailers the students had created using the **iMovie** app. The book trailers appeared very professional, just like being at the cinema! It was interesting to note that a student had created a small clip on Heavy Metal bands, as he wasn't really into books – extremely effective!

We used the **Qrafter** app that students had created for the Hatchett book set. Codes took us to author profiles, movie scenes etc. Each student had created four QR codes which were stuck inside the covers.

We also created a QR code. This was extremely simple – copy and paste the URL, then create!

QR codes can be scanned on iPhones, iPods and iPads and other devices with the appropriate app installed.



QR code reader, barcode reader and generator, **Qrafter**:

<https://itunes.apple.com/au/app/qrafter-qr-code-barcode-reader/id416098700?mt=8>

Other APPS to check out:

Animoto iMovie Wallwisher 3:15
Calculator 7 Little Words

If you are unsure what an app is or would like more information try:

http://en.wikipedia.org/wiki/Mobile_app

<http://www.teachthought.com/apps-2/25-essential-apps-for-mobile-learning/>

Sonya Latham
Prospect High School

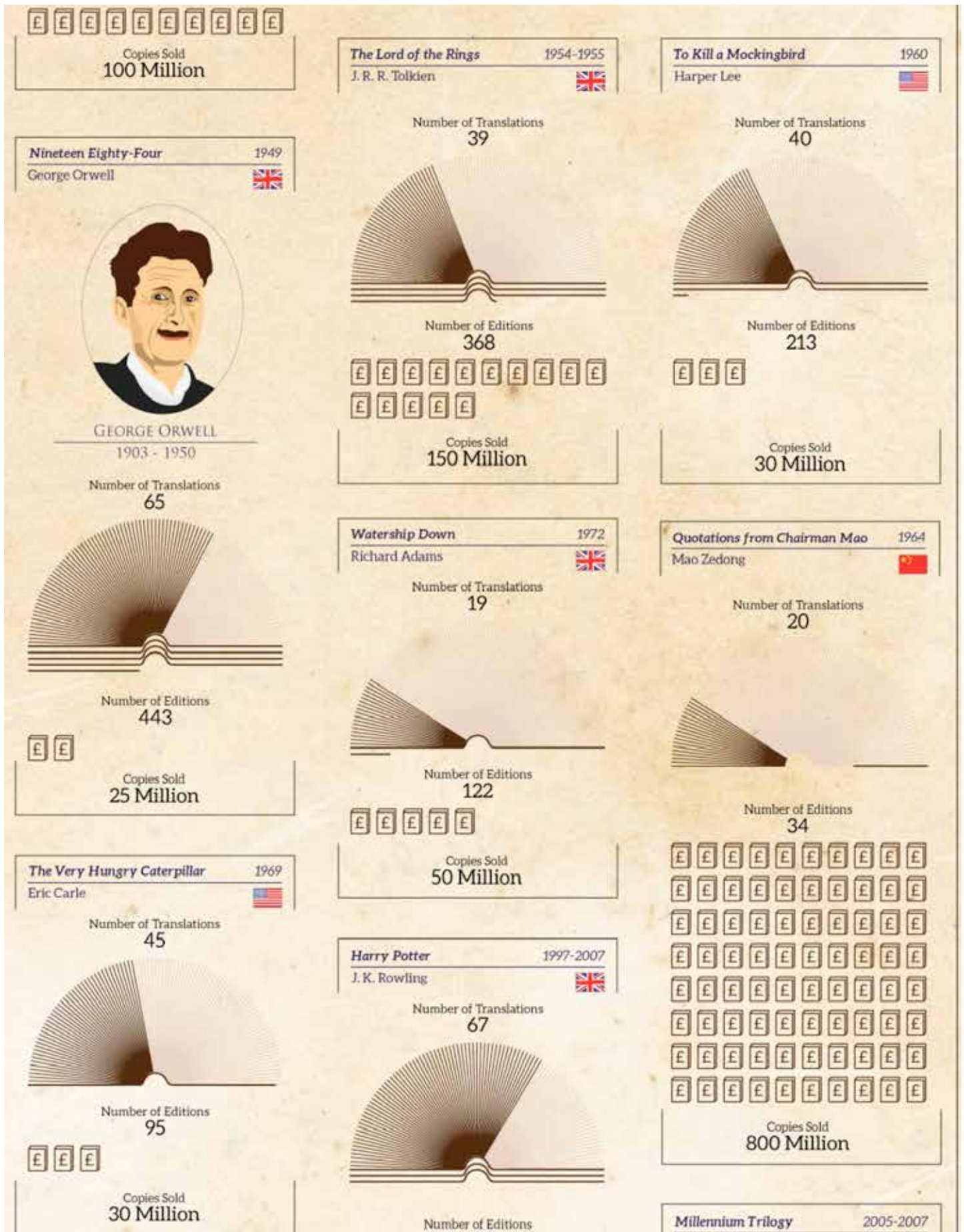
John Button visits Irene McCormack Catholic College Library

Recently Irene McCormack Catholic College Library was privileged to host visiting speaker John Button. He spoke to our Year 12 students about his long and ongoing fight for justice after being wrongly convicted of killing his girlfriend when he was only 19, just a little older than them. It was, of course, later confirmed that the serial killer Eric Cooke was the murderer. The book that started the enquiry, *Broken Lives* by Estelle Blackburn, is being studied by our Year 12s. The students had many questions and John encouraged them to work for justice in the future so that nobody else would have to suffer such a fate.

Judith Jarvis
Head of Library
Irene McCormack Catholic College



The Most Popular Books of All Time




For the full infographic, visit <http://visual.ly/most-popular-books-all-time>

**RE
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**BO
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*Young
Writers
Festival*



Young
Writers
Festival

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<http://goo.gl/gcNqA>

**Come write
with us...**

MUSICIANS
WRITERS
BLOGGERS
POETS

COMET BAY COLLEGE
Secret Harbour
12:30 pm - 6:30 pm
Friday, December 13th



SAVE THE DATE!

Western Australia School Library Conference

Date: 11th and 12th April 2014

Venue: Scotch College

A Team Effort...

For 2014 the School Library Conference committee has teamed up with the Swancon committee to host Tamora Pierce and Isobelle Carmody. Swancon is Western Australia's annual science Fiction and fantasy literary convention that is held over the Easter weekend, hence the earlier SLCWA date.

Tamora's newest book, *Battle Magic*, set in the Circle universe, has recently hit the shelves and fantasy fans are eagerly awaiting *The Red Queen*, the final installment in Isobelle's Obernewtyn Chronicles.

Isobelle will be speaking at the Friday breakfast in addition to hosting a concurrent session on the Saturday, and Tamora will present a keynote as well as a concurrent session on the Saturday.

Stay tuned for further SLCWA information!

<http://slc.wa.edu.au/>



A WORLD WITHOUT WALLS