



Information  
Collaboration  
Communication  
Celebration



## In this Issue:

Book Week  
Celebrations

WASLA State  
Conference

Diversity in YA  
Literature

Library Warriors

ALIA Library  
Technician's  
Symposium



# Editorial

This year is flying by and it has been a very busy one. In August, WASLA organised a jam-packed Conference that was targeted to all school library professionals. It was a day where everybody could walk away with inspirational ideas and strategies to initiate in their schools. I know I certainly did and in this edition our three guest reviewers highlight what they learnt during the day. I highly recommend that everybody, including Library Officers and Technicians seriously consider attending the SLCWA Conference in 2016. In our regular Thoughts from the Library Officers' Desk column, Elena Tomazin explains why she prefers these inclusive conferences over a Library Officer's Day.

So many libraries embraced the CBCA Book Week this year. A large portion of this edition is dedicated to the event as I was inundated with so many submissions. I was impressed by the diversity of activities that school library staff initiated and from the photos you can tell that students of all ages loved celebrating books and reading. This is very heart warming to see and I encourage you all to continue this enthusiasm and creativity throughout the year and not just limit it to one week. It is vital in this climate of budget cuts that as school libraries we lead the way in educating our students and therefore it is vital that we strategise and collaborate and keep up with our professional development.

Natasha Georgiou, Editor

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#### **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

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## From the President's Desk

As we head towards the end of another busy year, it is probably a good time to reflect on what has been happening in school libraries across the state and elsewhere. Government schools in Western Australia continue to show a steady decline in the number of teacher librarians employed, particularly in secondary schools where they have traditionally had a presence. We now have a generation of students who do not receive either embedded or direct instruction in information literacy and ICTs across the curriculum where the TL usually works. The universities have been dealing with the issue of students who are ill-prepared to work in a research based, academic environment by developing common core first year courses, where all students must complete and pass a subject that deals with information literacy, essay writing and research skills. This makes degrees longer and more expensive.

Information literacy is also an important life skill, since every problem an individual encounters is essentially an information problem of one sort or another. All students need to leave school with some knowledge of how to access and use information. Of course the online environment has introduced major issues for the information-seeker. This is an environment that is overloaded, multi-layered, dense and constantly evolving as the technology changes. It is a landscape littered with old and new ways of accessing and using information. Information can also be subtly altered and transmitted on to new audiences, with little or no visible authority to attest to its veracity. Information is decontextualized with RSS feeds and Twitter. Meaning can be altered and in each successive version, a piece of information can become misinformation very easily.

The other aspect of the TL role is the resourcing, promotion and development of literacy outcomes for students. This role is also extremely important as our world is based on communication either via text, audio or visuals. How we interpret text in particular will affect how successful we are when engaging in society. Think how much we rely on text or the printed word. All legal documents are print; anything from a chemist or doctor relies on print information; repairing a car depends on being able to read and understand a manual; signage is usually print, an icon or an image; while even doing the weekly shop relies on being able to read. Imagine what it would be like to operate at a level of literacy that is below the average. This is precisely what 44% of Australians aged between 15 and 79 do every day (ABS statistics).

How are other countries responding to these issues and what is happening at an international level in

this arena? The United Nations 2030 Agenda now includes access to information alongside literacy and access to ICTs as an international goal for all countries. This means libraries for universal and equal access to information, having the skills to be literate (able to read, write, view, listen speak and understand) and being able to access information via a number of formats and delivery modes (ICTs). Of course being able to access information via ICTs is heavily dependent on being literate first and being able to use the technology effectively, efficiently and appropriately second. Computers are complementary, not compensative, ie. good readers are also good at using computers and ICTs to access information.

I wonder what current and future generations will say about education and schooling, particularly in Western Australia, when literacy rates continue to fall and our students enter further training and education without the necessary skills to navigate their way in society? It has to be every parent's job to demand the best for their children and this means telling the world that schools need to be properly resourced and staffed across all areas, including the library. We need all personnel in our libraries – TLs, Technicians and Library Officers. The information landscape will only increase in complexity, density and size, and a major feature will be ongoing change. How will you respond, as a parent, aunty/uncle, grandmother/grandfather, teacher, friend?

WASLA continues to respond to the needs of our members and a committee is currently working very hard on the next SLCWA Conference (WASLA and AISWA Libraries), so save the date – 3-4th June 2016. Stephen Krashen is also visiting Western Australia on the 24th of October 2015. Stephen is a world renowned expert on literacy and reading. Please take the time to come along to what promises to be an excellent half-day session.

The WASLA AGM will also be held at Duncraig SHS on November 11 where our guest speaker will be Jan Nicholls from CBCWA. Come along to partake of afternoon tea, network and engage with the CBC mission and agenda. It is still not too late to nominate to become a committee member. WASLA's nomination for the Professional Teachers Council WA award is Mrs Phyllis Paioff. Phyl, a Library Technician, has been an extremely proactive committee member for the last 5 years and during this time worked as the Executive Officer. She has ensured the smooth running of PD sessions and also presented at conferences and PD sessions. Phyl joins a select band of people recognised by WASLA for this award.

Each year WASLA also recognises outstanding members and celebrates a TL of the Year and a Library Officer or Technician of the Year Award. Winners are announced at the AGM and awards presented at the Award dinner to be held on November 28. As usual, all WASLA PD sessions include a Teacher Registration Board and a Management for Performance proforma for delegates to complete.

Once again it has been an extremely busy, but rewarding year. My thanks to everyone who has assisted WASLA to ensure events happen and run smoothly, and this includes partners and sponsors of WASLA. I would also like to acknowledge the outstanding work and effort of the WASLA Committee members who volunteer their time and collective wisdom to ensure that school library personnel are supported in Western Australia.

**Dr Barbara Combes**  
President WASLA

## Meet Your Committee

**Kate Flowers, Website Manager**



Originally a qualified librarian who started work as a Library Technician due to an affinity with technology, I was encouraged to complete my teaching Graduate Diploma by my employer and have been working as a Teacher Librarian with secondary school students for the last 10 years.

**Hanneke Van Noort**



I have worked as a library officer for the past 10 years in primary (Rottnest Island PS) and secondary (Duncraig SHS) libraries. I am passionate about the role of the library and library officers in the education sector. The opportunity to

serve on the WASLA committee has been very fulfilling professionally and also a great way to meet like-minded people.

**Lisa Crofts**



I have worked in a variety of public secondary schools for the past 14 years, my current position is Teacher Librarian at Shenton College. I work closely with a dedicated team of professionals across the school to add value to the already high quality learning programs. I am currently focussing on Libguides, makerspaces, flexible library environments, instructional design, pop up spaces, online digital resources and Teachmeets. You can find me on Twitter @lisa\_crofts.

**Wendy Chapman**

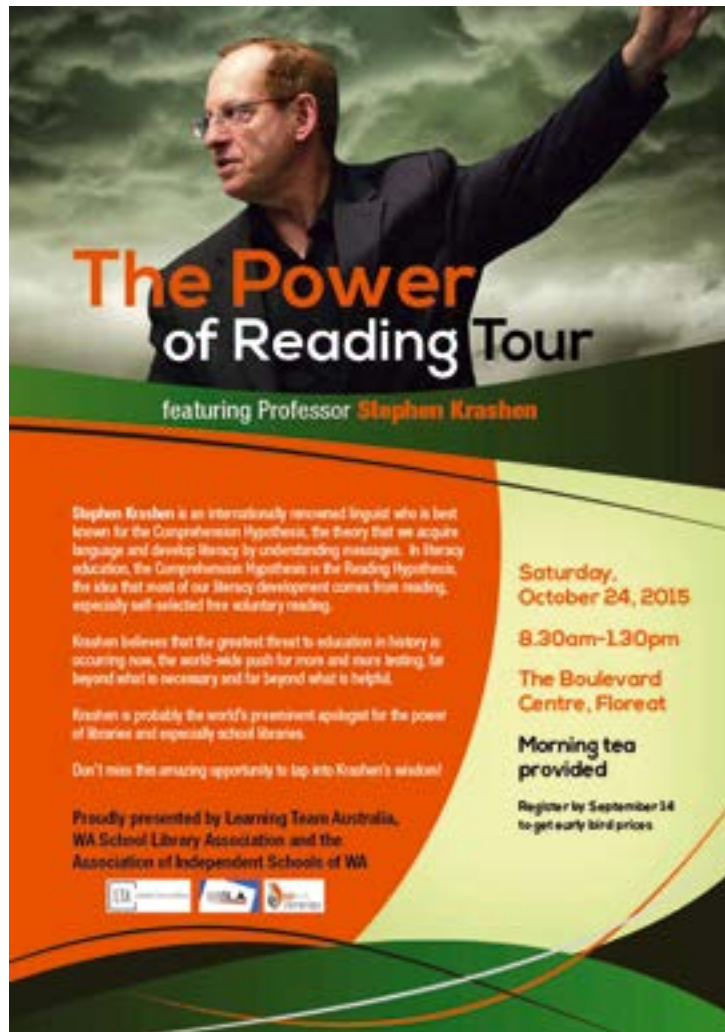


I am the Library Officer at Wyalkatchem DHS. I started as a volunteer in 2004 and was thrilled when I was offered the job when the then current LO retired. I've always loved reading, books and children so the opportunity to combine those loves was a dream come true. I'd previously worked as a freelance journalist for various magazines and I wrote a weekly column for *TV Week* for 11 years.

**Alison Fonseca**



I am a qualified TL employed at John Curtin College of the Arts. I was working in Australind and Bunbury for many years before a sea change in reverse brought me back to the city. I love reading and am blessed with a wonderful reading culture at my school.



## Annual General Meeting

**November 11, 5pm**

**Duncraig SHS**

**27 Readshaw Road, Duncraig**

***Guest Speaker: Jan Nicholls from CBCWA***

**WASLA Committee nominations are being accepted**

## WASLA Awards Dinner

**Save the Date: November 28**

**Further details to be announced via email**



There's a conversation gaining momentum in Australia about the lack of diversity in Young Adult (YA) and children's literature. It's been inspired in part by debate in the US, which many critics date back to a seminal essay by Nancy Larrick titled *The All-White World of Children's Books* that was published in the *Saturday Review* in 1965.

The question of diversity has been raised periodically by critics, readers and writers alike – here and overseas – ever since. In the US, it was reinvigorated in May last year when a group of authors launched the *We Need Diverse Books* campaign. Its mission? To change the publishing industry so that it produced literature “that reflects and honours the lives of all young people”.<sup>1</sup>

The campaign has quickly grown from a grassroots movement into a global phenomenon that's also generated widespread debate in Australian literary circles.

Aussie authors who have written on diversity in youth literature include myself, Erin Gough, Gabrielle Wang, Danielle Binks, Sarah Ayoub and Rebecca Lim.

There is, of course, no single diverse experience. I am an Aboriginal author (Palyku people), but there are differences between my experiences and those of other Indigenous writers, and indeed those of diverse writers more broadly. *We Need Diverse Books* defines diversity as:

*All diverse experiences, including (but not limited to) LGBTQIA, people of colour, gender diversity, people with disabilities, and ethnic, cultural, and religious minorities.*

But while there are many differences between diverse peoples and identities, there are also points of intersection, and one of them is the degree to which our young people are being failed by literature.

Why is diversity important? Author Malindo Lo, one of the founders of *We Need Diverse Books*, gave this answer:

*Diversity is not important. Diversity is reality ... Let's stop erasing that.*<sup>2</sup>

Many minority writers cite the experience of being erased from reality as the reason they began writing in the first place. As Lebanese Australian Sarah Ayoub recently said of her YA novel *Hate is Such a Strong Word* (2013):

*I wrote this book to reconcile everything I felt as a teenager. When I go out and speak to schools with students from different cultures, I always say that you don't have to change who you are to fit into the world and that your story is just as relevant as any white story.*<sup>3</sup>

A lack of diversity not only influences how diverse peoples see themselves, but how they are seen (or not seen) by those of the dominant culture. The situation is not helped by the fact there is often a long history of distortion of diverse identities in narratives written about the (so-called) “other”. In relation to Australian Indigenous peoples, Aboriginal writer Melissa Lucashenko has described this as “the great poisoned well of historic writing of Aboriginal people”.<sup>4</sup>

The representation of diverse peoples, and especially of colonised or oppressed peoples by those who have inherited the benefits of colonisation or oppression, remains a fraught area. As Latino author Daniel Jose Older has commented:

*Authors of colour struggle to get our voices heard, and publishing houses that espouse diversity publish more white authors writing characters of colour than anything else. Cultural appropriation matters in this context because it is about who has access and who gets paid, even beyond the problems of a poorly crafted, disrespectful representation.*<sup>5</sup>

As a diverse YA author I am often asked, usually by teens searching in vain for their own reflection in the novels they read, whether I think things will ever change. I do, mostly because I believe there is a limit to how long literature can peddle the



## diversity in young adult literature

fantasy of a non-diverse world to readers who are living in a diverse reality.

And in relation to cultural diversity, increasing minority populations will change readership and hence (eventually) world markets. In the US, the Census Bureau has forecast that by 2043 minorities will comprise a majority of the US population, while the 2015 UK *Writing the Future* report noted that predicted increases in minority groups meant the book trade would have to change to remain relevant:

*[P]ublishers' present concentration on People Like Us – White, aged 35 to 55 and female – will not reflect the society of the future, no matter how much that elides with their own current workforce [...] the book industry risks becoming a 20th century throwback increasingly out of touch with a 21st century world.”<sup>6</sup>*

A country with as many voices as Australia has much to offer the children and teens of the globalised and pluralist 21st century. Except that, even within the Australian market, it can be difficult for Aussie voices to be heard (and correspondingly more difficult for diverse Australian voices to be heard).

This is where #weneeddiversebooksau intersects with another campaign – that of #LoveOzYA.

#LoveOzYA was started this year, partly in response to concerns that Australian titles were struggling to be noticed among the onslaught of US blockbusters, many of which had been the subject of big-screen adaptations. In the words of Australian author Ellie Marney:

*When a book is promoted online, on screens, in films, in print ads and bookstores and toy stores and fast-food outlets ad infinitum – it's kinda hard to ignore.<sup>7</sup>*

#LoveOzYa is not suggesting teens should stop reading books they enjoy. Simply that there may well be other Australian books they'd enjoy as much (but that were published in the comparatively tiny Aussie market and hence do not have the benefit of the marketing resources behind the US titles dominating the shelves).

In short, the goal is that Australian literature receives the proverbial “fair go”. Perhaps in this sense, the end game of both #weneeddiversebooksau and #LoveOzYA converges upon a vision of a more equitable future: a world in which all voices have an equal chance to be heard and all voices are heard equally.

### About the Author - Ambelin Kwaymullina:



Ambelin Kwaymullina is an Aboriginal academic who comes from the Palyku people of the Pilbara region of Western Australia. She is an Assistant Professor at the UWA Law School and teaches across a number of areas including Administrative Law and Indigenous Peoples in the Law. In addition to her work at the University, Ambelin is an award winning creative writer and illustrator.

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## Library Warriors @ Evans High School

As a child, I had a fractured relationship with my primary school librarian, who was constantly annoyed at my tendency to read books out of sections not “appropriate for someone like me” (her words). I was lucky enough to come across a teacher librarian later in school life who was a little more enlightened, and took the view that students were the focus of her professional practice. She encouraged me to be actively involved, recognising my particular interests and allowing me to make meaningful contributions to the life of our school library. From her I learned the importance of nurturing individuality. I believe that is one of the hallmarks of the Library Warriors program at Evans High School.

I began working in our school library at the beginning of 2014. The brief I was given was that the school executive would like to see a library that encouraged learning and created a sense of community. There had previously been a significant number of behaviour referrals due to incidents in the library, particularly during recess and lunchtime, and when surveyed, students indicated that they didn’t see the library as a pleasant place to spend time. Most respondents indicated that they used the library when it was raining, really hot or when they needed a power point to charge their phones.

When faced with this challenge I consulted with the most important people in this equation, the students. There were a small group of students who used the library regularly, but didn’t seem to be actively engaged in the space, so we had a number of informal conversations about what could make the library a more inviting space to spend time. Over the course of a few months more and more students became involved in this process and were actively contributing ideas about the visual appeal of the space, the resources available and the activities offered.

It was from these conversations that the Library Warriors Crew was born. So, what is a ‘Library Warrior’? They are champions for our library. They are passionate, engaged, and enthusiastic students from all facets of our school, and care about the space we inhabit. They are active participants in crafting the way the library now supports students, and the way it might benefit the school community in the future. They devour books and they only read things with decent pictures! They represent everything that is awesome about our school.

After our initial conversations, the group decided on the name ‘Warrior’, as they hated the label ‘library monitor’. They didn’t want to be responsible for “checking out” what others are doing. They wanted to make a difference. So, we had a think tank based on the following questions: What do you want to be

able to help out with? What do you think has made a difference to your time in the library? What changes could we make to improve it further for everyone in the school?

After some brainstorming, we came up with the following domains for Warrior action;

- ICT support – running gaming sessions in the computer lab at lunchtime, assisting with charging and updating on laptop and iPad pools, liaising with the Technology Coordinator when maintenance issues arise;
- Design support – brainstorming, developing and implementing ideas for a major library beautification plan;
- Displays – promoting new resources, and showcasing existing resources to support our school and community events;
- Patron assistance – helping students and staff with borrowing and returns, and locating suitable resources in the library;
- Administration – assisting with any tasks as required, e.g., labelling, covering and selecting new resources; and,
- Events – planning ongoing activities for student engagement (e.g., Breakfast Club and Study Hub) and brainstorming for larger one-off events (e.g., Book Week, Harmony Day).

Our Warrior process is simple. Students apply. They undertake a bootcamp. They nominate their areas of interest. And they serve. Students are allocated a slot on our daily roster and their duties depend on their interests. Our ICT Warriors, for example, tend to focus exclusively on the computer labs in their duties. We do, however, require all students to be trained in all areas of the library and to help out in different areas as the need arises.



As well as a comprehensive co-educational 7-12 high school, Evans has an Intensive English Centre and an Autism Unit on site, which all share the main library facilities. As one of our focus areas was the sense of community that the library encompasses, we thought it important to ensure that students from the IEC and LAF unit were included in our Crew and are able to contribute to the wonderful



environment that is developing. As a result, our 2015 Warrior Crew of 66 students features eight students from our IEC and two from our Autism unit. The communication between these students has been pleasing to see and their collaboration in the Warrior Crew has led to a greater sense of connection amongst the school as a whole.

The Warrior Crew is big. It's enthusiastic. And it is, at times, overwhelming. The library office has never seen so many people keen to be inside.



Management of this diverse group has been a developing process, however, our implementation of a Library Warriors Facebook Group has certainly helped. All Warriors are given access to the group, as are their parents (which is especially important for our younger Warriors who don't yet have Facebook accounts). Ongoing planning is discussed on the group and decisions can be decided on in a post and I can come back later and find out the outcome and implementation plans. Students can share ideas with each other and develop connections which they may not necessarily get the opportunity to make in school. These benefits are further enhanced by the fact that much of our communication now can take place online, rather than requiring a meeting of such a large group. It's a total win win!

One of the key benefits for me as TL is the freeing up of my time. After training, students have become experts in borrowing and returning, in shelving and selecting resources for our rotating displays. They also take a lot of pride in the appearance of the library, because they have contributed to it, and as their peers see them working hard they also respect the space. I am able to concentrate on any one of the many other aspects of my job as TL, which is another huge win for the Warriors!

Another win is the developing community within our library. It has become "the place to be" for some of the more difficult students in our school and I am very glad of this. They get to be surrounded by students who are respectful of the equipment

and resources in the space. They get to see our Warriors modelling positive behaviours and they get to spend time in a space that encourages positive communication and collaboration.

I don't want to imply that all our Library Warriors are angels, far from it. There are some who have had numerous behaviour incidents around the school in recent years and are often the subject of actions by our student support team. Their place on the Library Warriors team has been of great support to these students. It provides them with a sense of achievement, allowing them to develop helpful skills and provides them with the opportunity to interact positively with both staff and students.

Warrior service is dependent on students upholding the school's Positive Behaviour for Learning focus on being "cooperative, polite and responsible". This provides us with many opportunities to encourage students to "lift their game" around the school, so they can continue to be a part of the crew. And it appears to be working! There is no hard data to support this as yet, but anecdotally there appears to have been an improvement in the behaviour of a handful of students. This may not be solely the result of their membership of the Warrior Crew, but I believe it has definitely had an impact.

The Warrior Crew program is a work in progress and I am looking forward to its future development. We are drawing many ideas from the Warriors themselves, as well as other schools. I know through many collegial conversations with other TLs that there are a lot of great things happening in schools, some of which may work within our own context and our Warriors program may just be one of those that others can implement.

So, what do I hope you take away from reading about our Warriors? I am sure in your school library you have students who love being a part of the culture you are creating. Sometimes we tend to rely on just the readers though as they are a natural choice to be our helpers and advocates in the library. I would encourage you, though, to think outside your current circle. How could you engage a wider range of people to become your Warriors, or whatever else your group of passionate student advocates might like to call themselves? How could they contribute to the development and evolution of the school library? The possibilities are endless. I can't wait to hear about them!

**Tamara Rodgers**  
**Learning Centre Coordinator**  
**Evans High School, Blacktown, NSW**

\*\*This article was adapted from its original publication in the Winter 2015 edition of SLANSW's *Learning Hub*

## Leading the Way: Strategy, Collaboration & Education

It is always very exciting to visit libraries and schools and see how the other half live, with bright colours and lovely furnishings, a bigger staff and obviously bigger budget, covered walkways and lots more room than the smaller schools and libraries I am used to seeing in the country schools. Amongst these envious surroundings I enjoyed a full on day with interesting sessions and keynote speakers. Every session I came out of made me think how much more work there is to do, and compared to those that shared their knowledge and experience, how much more there is to learn with our changing roles in libraries and the fight to keep our jobs.

The first keynote speaker was Susan La Marca sharing how to embed the library across the school. Her four focus points centred on attitude, leadership, positioning, learning and teaching. All these factors are inter-connected. With attitude be positive, friendly, collaborative and service orientated. Under leadership model best practice with policies and programs, be knowledgeable and have a creative and coherent team. With positioning be relevant, market and advocate for the library, be visible and build relationships in the school and be forever changing. With our teaching and learning be outcomes driven, student focused, evidence based, and above all, craft the vision around the students and learning and not the library itself. I think this has just become the basis for my next job application!

Leonie Mcllvenny presented a very important session on AITSL standards and building a professional profile. She has five levels to help you organise your approach to completing the work required to maintain your teacher registration and complete performance management in schools. Level one was to know the AITSL standards by visiting the website regularly and using all the tools there to create the evidence you need for each standard. View the resources and the videos, take the self-assessment test, subscribe to the newsletter, take photos or video yourself, keep samples of student work for your portfolios, but remember the need for anonymity. Level two centred on the Teachers Registration Board of WA and the importance of knowing when your renewal is due and what is required to maintain your registration. Visit the website regularly to update your records of professional learning. Review the requirements for professional engagement and learning as these increase with each year to renewal. Level three centred on your school requirements and how your principal wants to carry out performance management and how this will be structured and evidence collected. Level four was to determine

your portfolio format, have three separate folders for the three main standards of professional knowledge, engagement and learning, or increase that to one for each sub standard. Create a folder on your desktop and also in your email to keep relevant documents for your evidence. Level five related to accreditation. Leonie runs a Teacher Librarian Challenge where weekly activities are given so that the work is completed in stages and doesn't seem like an insurmountable workload. Find the website and join up if you are interested in starting this journey.

A very dynamic session on Libguides at Scotch was presented by Brad Tyrell. He has shared examples of these on WASLANet and has an implementation guide which would be very useful for those of us who are not as techno savvy as his staff seem to be. Libguides are a different way of presenting information to users, the modern take on paper resource lists, with both print and non-print formats.

Leonie Mcllvenny presented another interesting session on navigating the digital landscape with a digital passport model they use at Iona. This incorporates the five domains of the ICT Capabilities from the Australian curriculum and all Year 7s who visit the library each fortnight participate in activities to collect stickers for their passports. Once done on A4 paper, the digital version is the latest format.

Gary Green's session on advocacy and strategic planning was very timely, especially when teacher librarians are fighting to keep their jobs in public schools, and often losing the battle. His question, 'In your current role, do you lead or do you manage?' was answered with if you 'manage' you are on a slow road to death, but if you 'lead' you might survive. It is important to make yourself indispensable. His three key questions for the group to consider: What is my view about learning and pedagogy?; Who in the school has credibility / influence?; and, When is the last time I had a serious conversation with influential staff about learning? In your roles as leaders of the library, find out who has influence in the school, network and be credible while you chase staff / departments to find work and remember your school staff are your best advocates, they will tell others of the wonderful work you are doing for them. So, go to it! (See I told you, there's more work to do. Remember work smarter not necessarily harder!)

The last keynote speaker was Brad Tyrell who informed us that only by acting strategically can your library be the hub of your school. To be strategic

you must know your school (strategic, business or operating plans), network (influence others through team, department or admin meetings) and know yourself (your credibility and capacity). A key phrase he used was to 'always tell the library story'. But above all else celebrate your staff, as this is one of the key jobs of the head of library.

The panel session at the end of the day on how to be strategic and visible in the school gave me more fuel for my next job application and interview. Marie Grech carried out a survey of the library at her school and says students want library staff to be nice, to smile, to help them and say yes. Library spaces should be designed for a wide range of uses and be moveable to meet student needs and requirements. Her school is starting up a pop-up library at lunch outside the canteen as this is where all the students are and the action is, so join in, take the bean bags and the books to them.

Leonie McIlvenny reminded us to be visible and advertise library services and special events like Book Week on panels outside the library and the front entrance to the school so parents can be reminded about activities and events coming up. I very much liked the name for her reading program, ROAD at Iona, where Reading Opens All Doors. More work, as this has a website, student activities, author profiles, genre lists, and more.

Brad Tyrell spoke of having digital signage, establishing an identity in an email, eg library @ scotch, where users all received a reply to their emails and photos of events were displayed on TVs around the school, based on info sent to the library. We were reminded of our role in saving the school money, how to create a welcoming environment in the library and being a warm body with a friendly ear to listen to students.

Another fantastic day of learning new things, networking with new and old colleagues and coming away knowing there's always more work to do, knowing someone out there is already doing it better and that we must be strategic and visible in this ever changing world where principals control the staffing and it is all too easy to delete the teacher librarian and replace with a computer technician or marketing officer. Thanks to the hardworking committee members, we do appreciate all your efforts. I am already looking forward to the next conference in June 2016, so mark it in your diaries now.

**Lyn Sidey**  
**Warren Blackwood district**



Susan La Marca



Leonie McIlvenny



Gary Green



Brad Tyrell



## 2015 WASLA State Conference

On a day more suited to curling up on a couch with a good book, I dragged myself out of bed to attend the WASLA Conference. Once safely inside the Shenton College iCentre, the day became decidedly more interesting!

As with most WASLA run PD, the organisation of the day was slick and professional. The sessions were well presented and thought-provoking. I am still amazed at the willingness of people in the profession who have such good ideas and knowledge to stand up and share their successes and ideas to everyone.

Susan La Marca set a great tone with her keynote address and the quality of the sessions throughout the day continued on the same level. Leonie McIlvenny had me shaking in my boots about the work necessary to develop an acceptable AITSL professional portfolio required for re-registration. I really need to start that..... Marie Grech's heartfelt session made me realise that it's quite often the little things we do and provide that the students really appreciate. Susan then shared details and examples of her school's ROAD program (Reading Opens All Doors). Gary Green gave an interesting view of the library from the point of view of a HOLA and gave some advice for us to ensure we deliver what the teaching staff need.

Yes, days like these are invaluable for the ideas shared amongst like-minded professionals. And the food – that was excellent. The pre-conference and morning tea offerings and music from the very professional Shenton College students were gratefully accepted.

But of all the positives of this conference, the biggest for me was the networking and catching up with others. Morning tea found me standing face-to-face with a very old friend of mine. There standing next to her was her sister whom I hadn't seen for so long that I didn't even know she was a teacher-librarian, having moved on from her original primary teaching. The conference suddenly took on a new context as we met in each break and caught up on the intervening years.

Since then I have endeavoured to use some of the vast amounts ideas and knowledge gained from the conference in the libraries I work in. And I'm proud to say I have put some things in action – I particularly remember to practise saying "Yes" whenever possible! Now to make a start on my AITSL portfolio.

**Heather Fisher  
Teacher Librarian  
Warwick SHS & Duncraig SHS**

On a wet and blustery Saturday in early August, I set out to Shenton College to attend the WA School Library Conference. I always look forward to these conferences as it allows me to meet some fellow teacher librarians / librarians, hear all the exciting happenings in our community and get to have a look at new innovations from the suppliers expo.

The day started with a most interesting keynote by Dr Susan La Marca. The topic *Embedding the Library Across the School* was very relevant in today's climate of change in attitudes towards school libraries. The highlights of the talk that have stayed with me are that like everything else in life, relationships and personal contact are the key to maintaining the importance of the library in the eyes of other staff members. We must make ourselves visible to others, go out and offer what we can do, be fully involved in the life of the school, always say 'YES' and most importantly focus on the children and their learning not the school library itself.

I thoroughly enjoyed all the sessions I attended. Rebecca Murray spoke about integrating the International Baccalaureate into a library programme. I found these ideas very practical to work with as my school is involved with the IB system. Marie Grech spoke about how to revitalise a library and make us as relevant today as we have been in the past. I found her passion inspiring. She shared some fantastic ideas on how to change the library with as little money as possible. I loved her suggestions of including a green screen in your library, charging stations for students and their student IT specialists known as Mechanics. I particularly liked the idea of completing a design charrette with all stakeholders before making any changes to the library layout.

Gary Green spoke on the Year 7 transition and the school library. We were posed with the question "What Light Do You Shed in Your School?" He emphasised the point that it is no longer enough for us to wait for staff to come to us. We need to show the initiative with learning leadership. The teacher librarian needs to leave the library building and approach others in their own spaces offering ways to help them and lessen their work load. Some other important factors are to make sure the school priorities are reflected in your library plan and develop a language of currency with the principal. All these presentations once again emphasised the importance of the relationship the library staff has with their students and peers.

I was lucky enough to attend Susan La Marca's workshop session. This was entitled *The Genazzano Reading Programme: Engagement and Visible Thinking*. In this session, Susan covered how she and her library staff work with the primary and

English teachers to run a long standing, embedded reading programme. Known as ROAD (Reading Opens All Doors), it is a genre based reading programme that offers choice and diversity, goals and reflection, student interaction, visible thinking approaches and assessment tasks. This is all underpinned by library staff that are helpful and knowledgeable. Relationships are key to the programme's success. Susan welcomed us to have a look at the Genazzano Libguides for further information.



The final keynote of the day was presented by Brad Tyrell and covered how to act strategically to make the library the hub of the school. Some points I came away with were being strategic involves much more than looking at your school library. You need to be involved in many areas of the school plus as many committees as possible. Although you may suffer in the short term you will have long term gains. Tell the library story all the time. Strategic plans are everything, make sure you know them. Save money for your school whenever possible as you are more likely to get something when you ask for it.



The conference was exceptional in every way. I have come away with a plethora of ideas that I have started to implement in my own school library. We are very lucky in Western Australia to be surrounded by a vast variety of talented colleagues that are willing to share their ideas and experience. Thank you to the organisers for a most informative day and the opportunity to attend as a scholarship winner. I am looking forward to the next conference with much excitement as to what is to come.



**Sharon Hanson**  
**Head Of Library Resource Centre**  
**John Wollaston Anglican Community School**





The ALIA National Library and Information Technicians' Symposium 2015 was held in Hobart, Tasmania from the 2-4 September. On August 29, my colleagues and I arrived at Perth Airport to begin a journey we had been planning for 18 months. Hobart was cold and wet, but our rooms were warm and enthusiasm high. We were looking forward to the library tours, an exciting symposium program and the many networking opportunities that awaited us.



## Library Tours & Welcome Reception

The Symposium commenced with the library tours, offering a great selection of best practice libraries. I chose the Academic/School Library Tour. The first library on my tour was the University of Tasmania (UTAS) Law Library, which houses statutes, monographs and law reports. A notable alumna is Mary, Crown Princess of Denmark who used to visit the library to study, dressed in her riding gear.

The second library visited was the Morris Miller Library at UTAS where students have 24-hour access to the Learning Hub, computers and online library resources. The library is also home to the Quaker Collection, one of the finest collections in the Southern Hemisphere. This unique collection covers all aspects of the Society of Friends and Quaker life in Tasmania.



The final library on our tour was the Hutchins School Library which consists of three mini-school information resource centres; the Early Learning Centre Library, the Stephens Library for the junior and middle school and the senior school Nettlefold Library, situated on the first floor of the Library Learning Centre.

The library information services are central to the teaching and learning programs of the school. They provide up-to-date physical and 24/7 virtual resources to the Hutchins community through the WorldCat online catalogue, databases and LibGuides portal, using the OCLC Worldshare library management system. RFID electronic tagging technology and self-checkout systems have been adopted in the Nettlefold and Stephens' libraries. All members of the library staff are highly qualified in varying aspects of librarianship including library and information studies, information and records management and teacher librarianship. An inspiring day concluded with the welcoming reception at the Wrest Point, where we had the chance to meet old friends and new.



## Devil of a Day 2 - 'Evolving'

In delivering her opening speech, ALIA CEO Sue McKerracher addressed two important questions about the future of library technicians and the library and information industry:

- Will we have jobs?
- How can we influence our future?

Australia has a \$2.5 billion library industry. Huge libraries are being built because government and businesses believe in libraries as important vibrant hubs for their communities. There is growth in our industry and in the employment of library technicians. Library technicians' skills are highly valued in the workplace, yet not everyone is aware of the multitude of skills we have. We need to be more proactive in promoting our skill sets and ideas. Together with ALIA, we are the best advocates for our profession.

Sue also spoke about a new campaign for school libraries being launched in October, which will



## Right here, right now - it's a devil of a time in libraries

nominate great school libraries and address the concern that many schools are not employing teacher librarians and library technicians.

### Keynote Speaker

Shane Gould MBE, former swimming champion and 1972 Olympian delivered the first keynote address. Shane now lives in Bicheno, Tasmania and is an advocate for lifelong learning, books and libraries. Her husband refers to Shane as 'the researcher' because of her enthusiasm for learning. Shane spoke about change management and building resilience, recommending a 'health bank balance' to cope with stress and change in our lives. Shane is also on the board of directors of the Devil Island Project. This project is committed to saving the endangered Tasmania Devils, by building large free-range enclosures called 'Devil Islands' to quarantine the devils in their natural surroundings and keep them free and safe from the Devil Facial Tumour Disease (DFTD) cancer which is rapidly wiping out their species throughout Tasmania.

Save the Tasmania Devil Appeal Speaker, Rebecca Cuthill followed Shane's presentation and spoke at length about the plight of the devils and the work being done to find a cure. She told us scientists have taken major steps forward in developing a devil facial tumour vaccine.

### Sessions, Workshops, Networking & Fun

I attended both the BIBFRAME session and workshop: *Cataloguing standards are evolving - still* and *Engaging with BIBFRAME* presented by Renate Beilharz. Just when we thought we had RDA under control, a new standard is lurking in the wings - BIBFRAME! Renate explained that Bibliographic Framework (BIBFRAME) is being developed by the Library of Congress to replace MARC as the standard to represent and exchange bibliographic data in the digital information environment. Together with RDA, BIBFRAME will ensure the bibliographic data is able to integrate with and engage in the wider information community.

Renate's presentation and workshop were well delivered and very informative. To find out more about BIBFRAME, visit the Symposium Website to access Renate's papers and presentations. <https://alialibtech2015.wordpress.com/renate-beilharz/>

The Symposium offered 3 days of networking opportunities, engaging in workshops and industry discussions, and being inspired by presenters sharing amazing projects and achievements. Of course, the highlight was the 'Symposium Devil of a Dinner,' which was also a fundraising event for

the 'Save the Devil Appeal.' We contributed over \$2500 to the appeal, danced with a devil, enjoyed a lovely meal, let our hair down on the dance floor and had a great time! We also celebrated Judy Atkinson from Coffs Harbour City Library being awarded ALIA Library Technician of the Year.



In conclusion I quote the following from Susan Courtland's presentation;

*It may be a devil of a time in libraries, but libraries are changing and our LIS roles are evolving. ALIA no longer uses the term paraprofessionals, library technicians are professionals.*

Library technicians and librarians are doing amazing things in all library sectors throughout Australia, as enthusiastically presented at the Symposium. 'Together we are stronger' is ALIA's message, we are working together to influence the future of our industry.

My key symposium takeaway is that it is up to us as library technicians to secure our future. We are innovative, creative, and able to think outside the box. We do our jobs well and are effective team members and leaders. Remaining positive, continuous learning, upskilling and a willingness to embrace change and explore new technologies is our focus in moving forward and remaining relevant.

**Patricia Lam Sin Cho**  
Library Technician  
Chisholm Catholic College



West Australian delegates



***Lola's Toybox: The Patchwork Picnic***  
 by Danny Parker & Guy Shield  
 Hardie Grant Egmont, 2015  
 pbk., 85pp., RRP \$A12.95  
 ISBN 9781760124366

Reviewed by Barbara Braxton

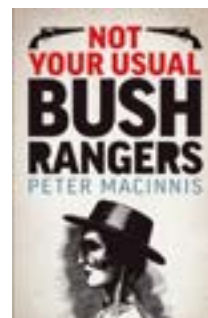
Lola was never allowed in the shed – it was too messy and too dangerous. And it had spiders. So when her mum decides to clean it out and invites the children to choose what they want to keep, she is amazed. Hidden under a sheet and covered in dust she discovers a very old wooden toybox marked with the word Timberfields. But older brother Nick also wants the box and as he comes into Lola's room to demand it, she hides inside pulling the lid down only to find it fills with light and begins to shake. When it stops, Lola climbs out and discovers herself on a beautiful hillside and her Buddy, her learn-to-dress clown and favourite toy who had been in the box with her can talk and, with a little practise of rusty limbs, can walk and move!

Buddy knows all about this place where the toybox (now a picnic hamper) has taken them. "The Kingdom is where toys come when they are not being played with by their children," he tells Lola. "And there are lots of different lands in the kingdom."

So begins a new series from the author of *Tree and Parachute* that will appeal to young girls who are making the transition from structured home readers. In each episode, Lola and Buddy face a particular problem that has Lola having to decide the best way forward for all because as the only human, only she has the logic and emotions to seek a win-win solution. The problems that she faces in *The Kingdom* reflect those that the readers may face in their own world and so as Lola works her way through them, the thoughts and skills she brings to the situation can be taken on board by the reader. The series is as much about empowering the reader to be more independent as it is to tell an engaging story. In *The Patchwork Picnic* Lola has to resolve a dispute at the teddy bears' picnic

between the soft toys and The Plastic Prince and his army of plastic toys who while already ruling Nevercalm are determined to take over The Kingdom. But before she is trusted she has to pass a test....

Described by the publisher as "imaginative fantasy", there are three others in the series – *On the Story Sea*, *The Treasure Trove* and *The Plastic Palace*. All will offer young girls a good solid read that they will enjoy.



***Not Your Usual Bushrangers***  
 by Peter Macinnis  
 Five Mile Press Aus, 2015  
 pbk, 272pp., RRP \$34.95  
 ISBN 9781760065690

Reviewed by Sue Warren

Many years ago my dad handed me a copy of Frank Clune's 'The Wild Colonial Boys' saying "You should read this." – a common occurrence as we shared both a literary taste and an interest in colonial history. From that moment I was hooked well and truly on the exploits of the Australian bushrangers.

I never imagined that I would have the privilege of reviewing the latest book from super-clever-clogs and fascinating writer/historian/scientist Peter Macinnis. And yes, I would describe him as such even if he wasn't a friend of mine! Peter takes us on a journey through the entire span of Australia's bushranging history, rather than the focus being on just a few well-known names. While I have been to Ben Hall's grave and to Melbourne Gaol where Ned Kelly was hung and Thunderbolt's Rock, amongst other significant sites, I have never heard of most of the rogues and scallywags Peter writes about in this entertaining account. And that of course, is the entire point.

Beginning with those early convict 'bolters' (who perhaps aren't how we would now define bushrangers) right up to some youths in the post Great War years trying their hand at the 'game', Peter traces the development of the

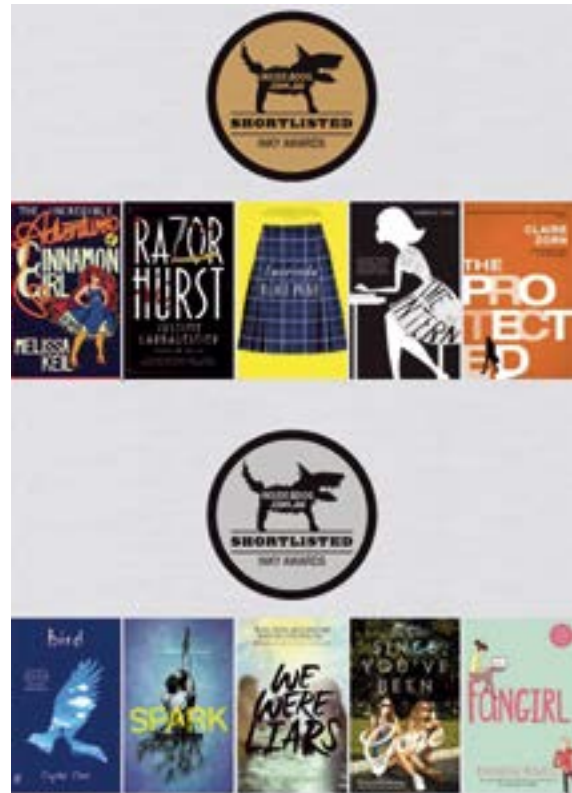
## Reading Rocks

Antipodean highwaymen (and women!) with an engaging and often humorous slant. As always, his work is meticulously researched and in his searching he has uncovered many interesting original documents and reports which examine the contemporary records, attitudes and consequences of all stakeholders. And naturally, although the bushrangers are the focus of the book, the reader also gains a real insight into colonial Australia from the time of European invasion to the early 20th century.

While primarily aimed at an adult audience, this is a book which would sit easily in a school library as a reference point for those units dealing with Australia's history since the White colonisation as it is written in a very accessible style. I can highly recommend this history for both your school library and for your own personal reading. Definitely a winner and worth bailing up your local bookseller!

(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

#### IFLA statement on licensing

<http://libcopyright.org.au/media/1157>

#### New research - technologies in schools

<http://www.oecd.org/education/new-approach-needed-to-deliver-on-technologys-potential-in-schools.htm>

#### Dymocks Top 101 2015

<https://www.dymocks.com.au/top101>

#### 50 most inspiring quotes about books and reading

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

#### Why Are Children Reading Books? Don't They Know It's Digital First?

<http://goo.gl/6yBj5i>

### Around the Blog-o-Sphere

#### Noise and purpose of school libraries

<http://fabianamuso.blogspot.com.au/2015/09/noise-kogarah-library.html>

#### The Digital Evolution of Schooling

<http://schoolevolutionarystages.net/?p=422>

#### Creating a library makerspace

<http://child.edublogs.org/>

#### Library displays & signage

<http://www.ideaaboxshow.com/2015/07/33-browse-in-school-library-with-emily.html>

#### Slow Communication: Snail Mail

<http://childrensbooksdaily.com/slow-communication-snail-mail/>

### PD & Advocacy

#### Libraries support student content creation: Horizon K-12 Report

<http://www.slj.com/2015/07/technology/trends-aside-libraries-support-student-content-creation-now-horizon-k-12-report/#>

#### Who says libraries are dying? They are evolving into spaces for innovation

<https://theconversation.com/who-says-libraries-are-dying-they-are-evolving-into-spaces-for-innovation-44820>

#### Designed for Learning: School Libraries

<https://www.youtube.com/watch?v=3nKzEYPKG1U>

#### Future Libraries Report

<http://publications.arup.com/Publications/F/Future-Libraries.aspx>



### The Extended Classroom

Have you ever been working with a class searching reference material on different countries thinking if only we could go to the country to learn about it? Well that experience happened to me recently, I knew it would be impossible to get everyone there, but this is the digital age and I knew I had options. As luck would have it a school in India was asking for a school in Australia to Skype with them. We contacted the school and arranged a time for our Year 4 classes to talk to them. This was no easy feat due to the time differences, but they offered to work out of their normal school hours to make it happen.

We contacted the class teacher in India and arranged for the children to do a 'Location Treasure Hunt'. Children sat down with their iPad and atlas and were allowed to ask questions until they figured out which country the others were from. They were amazing and their research skills proved to be outstanding. It wasn't long before they had figured out each other's location. They sang songs to each other and asked questions about their classroom and school experience. The children were buzzing and had a deep understanding of India, which they never would have gained through reading alone.

This positive experience led to us contacting Phil Kettle, (author of *Too Cool*) and arrange to Skype with him for Book Week. The children were all dressed in the fancy dress costumes and Phil was larger than life up on the big screen in our assembly area. Three of our biggest Phil Kettle fans ran the session then Phil invited children in the audience to ask questions. The line up for this was spontaneous yet calm and the children asked brilliant questions. Now all Phil Kettle books are just racing out of the library.

We feel really encouraged by these experiences and the children are now coming up with ideas on how we can further enhance our learning experience. We plan to Skype another Year 6 class to discuss the Jackie French novel we have been studying and after that the children want to Skype Jackie French to discuss the book with her. I love how the children now want to read. They happily think of all sorts of ways they can make a response to the book. Our Year 6 students were reluctant readers, now they are asking me for more books and more discussion of the books. Technology has helped to extend our classroom outside our library and further develop "The Library without Walls."

**Jo-Anne Urquhart**  
**Head of Primary Library**  
**St Stephen's School**



## Around our School Libraries

### Video conferencing & collaboration comes alive @ Penrhos Library!

On Wednesday August 12 at midday the students from 6G were all abuzz with excitement as we made contact with the students from Mount Litera Zee school in Amritsar, India, using the new video conferencing room in the Senior School Library. The purpose of our discussion was to share opinions and thoughts about the book *Wonder* by A.J. Palacio. It was interesting to note that the students from India were keen to point out that the book highlights the importance of people showing kindness regardless of differences in appearance or uniqueness.

Questions were posed and answered relating to favourite characters, relationships of characters and the challenges faced by Auggie due to his deformities when starting school. All students engaged and listened intently, even when the discussion diverted onto the differences between our schools. 6G were surprised to hear that the students in India study four different languages, not just one like them! The Year 6 girls were very appreciative that they were able to have this fantastic opportunity. Collaboration between the Senior and Junior School Teacher Librarians (Mrs Suzanne Pearse and Mrs Gianna Richards) enabled the experience to be a huge success!

What a way to share opinions on books around the world!

*Always try to be a little kinder than necessary.*  
(*Wonder*, A.J Palacio)

**Gianna Richards**  
Junior School Teacher Librarian  
Penrhos





## The Great Book Swap 2015

Since 2013, St Brigid's College has been running annually The Great Book Swap and every year it is different, we reinvent its delivery. The first year we launched it we liaised with a local aboriginal boy, Zac who came into our library and taught a group of 25 students how to play a didgeridoo. Our most recent event was also very special. We were able to secure The 2015 Western Australian of the Year, Doctor Robert Francis Isaacs, to launch our book swap which we ran in parallel with our Book Week.



Dr Isaacs was a member of the stolen generation. He has spent the last fifty years fostering good relationships between Aboriginal and non-Aboriginal Australians and overcoming cultural hurdles, through developing an optimistic philosophy, perseverance and resilience. He has been a strong advocate for Aboriginal education and social justice and he assisted in the development of the Clontarf Aboriginal College. Dr Isaacs always had a strong, unshakable belief that he was going to "make something of myself", and he did. He approaches race relations in a conciliatory way, he is a man who builds bridges and encourages his people to focus on the good. He came to our school and spoke to our students and it was particularly apt that he addressed our aboriginal girls directly in his speech. He opened our Great Book Swap this year.



## What is Happening

This year we ran the Great Book Swap over three days and for those who participated, we gave these students a recyclable water bottle that was branded with the Great Book Swap event. We will continue to reinvent ways of delivering the Great Book Swap with an element of surprise every year. One initiative we introduced in 2014 was the inclusion of teachers and staff from St Brigid's College in the swap. This was offered up as a separate table within the Great Book Swap and was quite successful.

**Laraine Reason - Curriculum Team Leader  
Learning Plaza  
St Brigid's College**

## Danny Parker Book Launch

Local author Danny Parker launched his new book series, *Lola's Toybox*, at Perth College at the start of Book Week. Having previously written and published a number of picture books including: *Parachute*, *No Kind of Superman* and *Tree: a little story about big things* he has now published the first four books in a new early reader series. Ideal for readers from Year 1 up the series follows Lola into the magical world of her toy box where adventure awaits.



At the launch in the Judith Cottier Theatre at Perth College, Danny enthusiastically told us about the inspiration behind some of the characters in the book. These ranged from family members, including his older brother and his daughter, to toys from his childhood! One of these toys being the 'Learn to Dress Clown' from Boots the chemist in the UK! Danny also demonstrated his juggling skills along with a volunteer from the audience.

He talked to the audience about the writing process and stated that it isn't always easy and it doesn't



## Around our School Libraries

always flow all the time. Sometimes it just doesn't work and you have to start again and that's ok! He also talked about how writers need a lot of thinking time when writing and that we all should make time to think even if it is when we are walking the dog or sitting eating dinner. Danny also talked about the fact that he doesn't get to choose the illustrators for his books and showed us a set of illustrations which led to the final versions of the characters in the *Lola's Toybox* series.

**Alison Mackenzie**  
**Junior and Senior School Teacher Librarian**  
**Perth College**

## The World Through a Picture Book Project

The International Federation of Librarians Association (IFLA) Children's and Young Adult section has been promoting this program over a number of years, inviting countries to submit a list of ten picture books for exhibition in Europe and Asia. The project aims to:

1. Celebrate and promote the language, cultures and quality of children's book publishing from each country.
2. Assist countries wishing to purchase books from other countries.
3. Provide sister libraries a way of exploring the children's literature of their sister library country.

The survey was advertised over several months using library and teacher librarian networks. A link from the Gosford City Council's library website was also established. I invited two colleagues to assist in developing the Australian list suggested by the 50 respondents.

Having to reduce the long list of nominations using the set criteria was difficult. We asked ourselves what is the definition of a classic picture book? How does this read aloud to one child or a group and in the set age range of one to eleven? We reviewed visual quality and how children reacted or engaged with story. Each of the team has worked with various age groups so our extensive experience was valuable. Our goal was to take the survey responses and the set criteria and to develop a list that reflected Australian children's picture books available in 2013.

I took the opportunity during the IFLA conference in Lyon to further promote our talented creators. Sheena Knowles produced the classic picture book *Edward the Emu* which was the focus of my "fast talk" Australian presentation. The 200 strong

audience enjoyed the large slides highlighting the visual quality of Rod Clement's illustrations. I was thrilled to receive positive feedback in the following days.

During my visit to Lyon Public Library I saw the current exhibition of the project, including the Australian list. Fabulous books with an amazing variety of subjects. The exhibition has already travelled in Europe and in Asia. An updated IFLA World Through Picture Books publication will be available soon with additional country lists.

The Australian list in order of publication:

- *There's a Hippopotamus on our roof eating cake*, Hazel Edwards illustrated by Deborah Niland (1980)
- *Possum Magic*, Mem Fox illustrated by Julie Vivas (1983)
- *Wombat Stew*, Marcia Vaughan illustrated by Pamela Lofts (1984)
- *Who Sank the Boat?* Pamela Allen (1988)
- *Edward the Emu*, Sheena Knowles, illustrated by Rod Clement (1988)
- *Big rain coming*, Katrina Germein, illustrated by Bronwyn Bancroft (2002)
- *Pete the Sheep*, Jackie French, illustrated by Bruce Whatley (2004)
- *Magic Beach*, Alison Lester (2004)
- *The Lost Thing*, Shaun Tan (2010)
- *The Little Refugee*, Ahn Do and Suzanne Do, illustrated by Bruce Whatley (2011)

The World Through Picture Books Project offers each of the 36 participating country's librarians an opportunity to share, explore and celebrate children's literature with other enthusiastic librarians (and their patrons) around the world.

Libraries in Australia have the opportunity to be part of this wonderful international initiative. Please let me know if you are interested in the project or the exhibition.

For more information on hosting the Asian / Oceania exhibition see:  
<http://www.kodomo.go.jp/english/event/lend/index.html>

Gosford City Library was thrilled to launch the World Through Picture Books exhibition at Erina Library on March 5. Bruce Whatley entertained a large audience of children's literature professionals including a large contingent of librarians and teacher librarians.

Bruce had illustrated two of the top ten Australian picture books, *Pete the Sheep* by Jackie French

and *The Little Refugee* by Ahn and Suzanne Do. His extensive experience and compassion shone through an informative and emotional presentation. Bruce shared the process of taking text from authors and transforming words into the final production of the award winning books.



This is the first time this fabulous exhibition has been in Australia. Children and young adults had the opportunity of sharing stories from many cultures, complimenting the current curriculum and supporting Harmony Day celebrations. A greater appreciation of the diversity of children's books in the style, format and content has been a major outcome for many visitors.

Programs to showcase the exhibition included special story times for Erina library's three regular sessions each week, featuring books from the United Kingdom, USA, Singapore and the Australian titles. Several special events with the large home school community provided an opportunity to showcase African, Canadian, Korean and German books from the exhibition. Council preschool visits were a delight as the children kept requesting more stories.



Many high school students were able to experience a variety of the visual literacy components of the titles during several interactive sessions. The entire Year 7 cohort from Gosford High School toured the exhibition then explored titles themselves.

The exhibition of over 300 titles was viewed by many local and visiting library patrons during the month including authors, artists, illustrators and patrons from the countries represented. Hosting the local primary teacher librarians meeting gave these professionals a unique chance to enjoy a new aspect of children's literature.

A special Japanese family afternoon saw parents and children alike relish the books on display. Mothers then took turns sharing some traditional stories on the kamishibai story telling screen. During the month a feature display of state library banners, bookmarks and examples of the book boxes available informed many patrons of this special language service.

A special event "A World of Stories" was held in Kibble Park Gosford with local community members and language students sharing books with school and preschool groups in Russian, French and Colombian. The park was decorated and the event brought the project and exhibition outdoors to the wider community.

For library staff it was sad to say farewell to this wonderful exhibition but our professional knowledge and passion for quality children's literature has been enhanced incredibly.

The new edition of the catalogue of 40 countries is available at <http://www.ifla.org/node/9494?og=51>

**Claire Stuckey**  
[claire.stuckey@gosford.nsw.gov.au](mailto:claire.stuckey@gosford.nsw.gov.au)  
 Children's Librarian, Library Services  
 Gosford City Council



## Celebrating Book Week 2015

### Hatton Vale School Community shows its character for Book Week

Hatton Vale State School in Queensland's Lockyer Valley showed plenty of character when it celebrated the end of Book Week 2015, with the school community invited to dress up in their favourite book character for the day. With plenty of promotion leading up to the event it was not surprising that 100% of staff, 90% of our students and even some parents got in character and celebrated a great week. A special Book Week Parade was held during which students heard the winners of the CBCA Book of Year Awards announced, shared their costumes with the whole school and sang *Turn a Light On* written by Nathan Cahill. It was performed during our Book Week parade with myself, the music teacher and a teacher on staff with students performing sign language for the chorus. The chorus says "Turn your light on, there is a story beside you. Be a light, there is a story inside you." Some brave students took the message and entered the *Write4Fun* writing competition also sharing their own stories and poems on our special parade which was quite touching.



Queen of Hearts (Karen Pinnell) leading the Book Week Parade proceedings



After the special Book Week parade, teachers read one of the notable or winning books to their class and then students completed an activity which would then be used as a whole school display in the library. Leading up to Book Week the library slowly transformed into a "magical place" according to a number of students and staff upon entering and throughout Book Week the library was a hive of activity, fun and excitement. In line with the theme of 'Books Light Up Our World', lights of all colours, shapes and sizes were on display. Students even enjoyed the opportunity to hide in a little 'Book Cave' to take an opportunity to read a book, with a torch of course. This activity was very popular with all age groups. In fact, a 'Book Cave' timer needed to be used to give everyone a fair go. This was one of many activities that our Librarian and Library Captains monitored and others included reading picture books to younger students, art and craft activities and supporting peers and younger students with online activities.

#### Why was our Book Week so successful?

These are the important factors that I feel worked. *Promotion* was key. Not only advertising the event in our fortnightly school newsletter from the beginning of term but I also used weekly skits on parade/assembly (using humour, music, staff and students), news items on the school website and Facebook, communication with staff via emails, announcements at staff meetings and in the week previous to Book Week wearing a ridiculous but eye-catching head piece and promoting 'It's Book Week next week - activities, fun and dress-ups'. Bringing a sense of humour and making an effort to demonstrate to others in the school community that it was important, enjoyable and not an event to miss.

*Relationships.* Having good working relationships with administrators, teachers and students was also important. In doing so, others around



School staff in costume



## Celebrating Book Week 2015

you are more receptive to your ideas and more willing to get on board. An understanding of their needs and commitments and working with colleagues to achieve a common goal is critical. Having discussions with teachers around the sorts of activities you would like to do for an event such as Book Week and then listening to their commitments and goals allows you to come to the right compromise.

*Attitudes.* Exuding enthusiasm, enjoyment, excitement and a sense of the importance of the event was key. Making others around you feel from the way you speak and present yourself that whatever that you are on, they want to get on board!

*Being organised and professional.* Making sure that even with the humour and sometimes ridiculous antics used to promote Book Week that an air of being well organised and professional was also apparent. It was important to remember what I was really promoting - that books really do light up our world and that libraries are such an important part of that occurring.

**Karen Pinnell**  
Teacher Librarian  
Hatton Vale State School

### Book Week at Chisholm

Chisholm Catholic College is a co-educational Catholic school catering to Years 7-12. Each fortnight students from Years 7-9 come to the library for a reading period, where we work with them to develop a regular reading practice. During Book Week (fortnight for us) we run activities in the lessons.

The library has very little display space, being open plan, with the outside walls being made of glass. One display space is a series of niches alongside auditorium-style seating. Library Officers Diane Burgess and Frankie Roberts created displays for each of these niches, all related to the theme 'Books light up our world'.

This year the Year 8s and 9s used overhead transparencies to illustrate how 'Books light up our world'. Each transparency had a light bulb outline photocopied onto them. We used colour 'Sharpie' pens, which lasted the two weeks we ran the activity. Their art was stuck to the walls using little strips of clear contact which maintained the transparency.

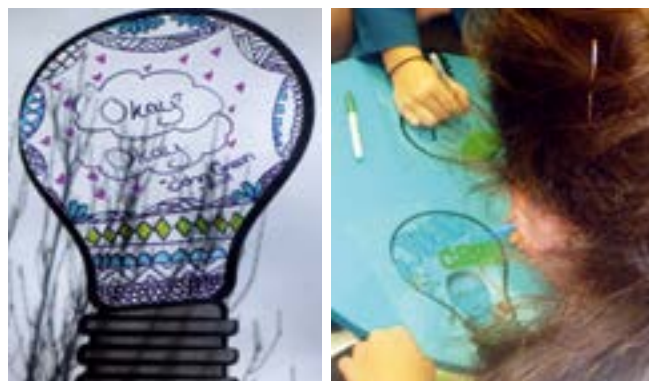
We set a different activity for our Year 7s, using

paper book templates. The students were asked to illustrate the 'front cover' with pictures of the book that 'lit up their world' and to write a blurb on the back, explaining why they had chosen that book. These books were then lined up on the ledges of the window panes throughout the library.

We also held a 'match the blurb to the cover' quiz at the start of each lesson, using books that either had light in the title or were somehow related to light. The students were not expected to be familiar with the books but analysed the visual and written codes to make the matches. We were very pleased by how well they were able to do this.

These activities were very successful. Whilst it may have seemed as though the students were just 'colouring in', they were actually reflecting upon the role of reading and books in their lives, demonstrating just how books light up their worlds.

**Georgina Goddard**  
Teacher Librarian  
Chisholm Catholic College



# Books Light Up Our World

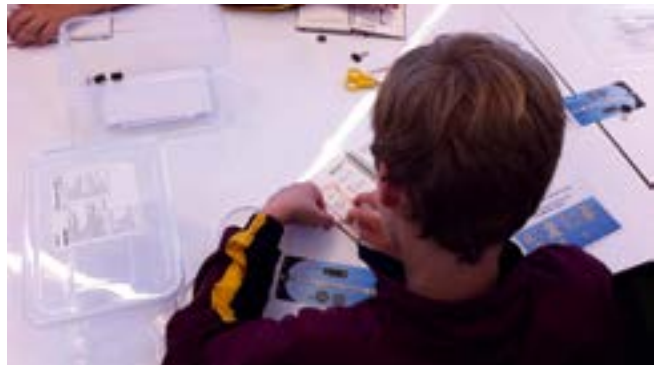
## Book Week at Scotch

In the Junior School, Kathryn Salt had a great idea to convey this years theme using a colourful balloon display. The balloons drew attention to the CBCA books, which were placed around the tops of shelves. This space was shared with ceramic lighthouses created by our Year 5 boys in art (thanks to our Art Teacher Karen Sabitay!)



We also bought two light mats from Ikea and placed them leading up to our circulation desk. The boys (and teachers) have really enjoyed their “runway moment” as they come to borrow books.

Throughout the week in the Middle School, Jennifer Lightfoot ran fun activities during library lessons. At the first station, the students’ class teacher read from a selection of our most popular novels. Patrick Ness’s *The Knife of Never Letting Go* was the favourite of the week - with a first sentence like that, how could it not be? Then Jen taught the boys how to create a simple light circuit with circuit sticker sketch books. You can read more about circuit stickers here - <http://chibitronics.com/> To finish, the boys relaxed with a selection of our most loved picture books. *Press Here* by Herve Tullet was thoroughly enjoyed by our Year 6s and 7s!



On Tuesday Kathryn took our top readers from Years 4 and 5 to participate in the reader’s challenge at MLC. Although they did not win the boys enjoyed the lead up and had a great time on the day! We finished the week with the annual Book Week assembly. As you can see, the boys put an amazing effort into making their costumes. Warwick Norman organised a special staff performance of *Wombat Stew* which had the parents and students in tears (of laughter...we hope). Although it was a short week this year, we definitely made the most of it!



Looking back at the photos, it’s clear that books may light up our world, but it’s definitely the students who light up our library.

**Kendra Mewett**  
Library Services Specialist  
Scotch College







Southern River College



St Francis Xavier Primary School



Bunbury Cathedral College



Jurien Bay District High School



North Cottesloe Primary School





Children's Book Week 2015  
Mercy College



Wyalkatchem  
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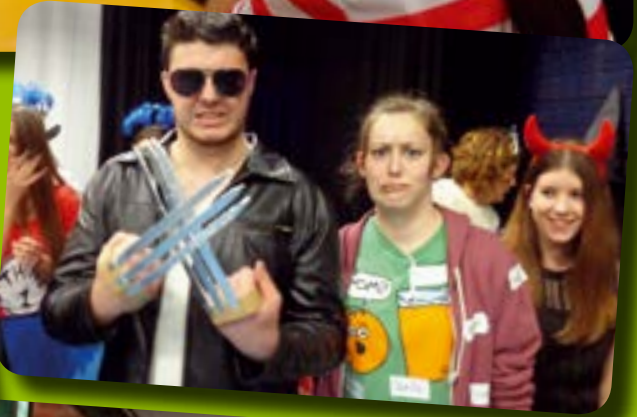
Peter Carnley  
Anglican School



We had two visiting authors during Book Week. Deb Fitzpatrick conducted 'Creative Writing Workshops' with our Senior Students. Our students learnt techniques for story writing. Raewyn Caisley conducted meet the author sessions with our Year 2-4s. She explained to the students that a novel is like a hamburger:  
The top of the bun – the beginning of the story  
The bottom of the bun – the conclusion  
The meat in the middle – the story  
The cheese – the problem  
The pickle – the resolution

Melanie Hill  
Library Officer





Wanneroo SHS celebrated Book Week with an inaugural book character dress up day. It was wonderful seeing teenagers tasting the joy of childhood again. We were so surprised that they got into it and it was a great advertisement for reading!

The Student Council organised activities at lunchtimes during the week, such as writing fan fiction, drawing characters and one-minute quizzes, so we were full on celebrating books!!

One teacher said, "It was fun and educational trying to work out from which books your characters originated!"

**Sandra Toose  
Teacher Librarian**

**Wanneroo  
SHS**



## What is Happening Around our Libraries?

### Special Guests During Book Week

Young Australian of the Year, Drisana Levitzke-Gray, visited Mandurah Baptist College during Book Week to mark the end of their celebrations. This visit came about as a request from Year 12 students, Andrea Taylor and Alanna Timms who, as part of the Year 12 curriculum, studied a documentary about Drisana. She arrived to do an interview with the media students and speak to the Year 7 Christian Education class.

Indigenous Elder, George Walley, and comedian, Julian Canny, also made special appearances and were interviewed by students. Led by the College Library, the English faculty and student counsellors, students celebrated the end of Book Week with a Storybook Character Costume Dress Day. The funds raised at the Dress Up Day and the annual Book Swap went to the Indigenous Literacy Foundation.

**Lynne Sim**  
Teacher Librarian  
Mandurah Baptist College - Senior School



### Stories by Torchlight

St Stephen's School held a "Stories by Torchlight" function. The children came back to school at 6pm in their PJ's with their parents and they brought a torch with them. The building was lit with fairy lights only so they needed a torch to be able to read their books. They were given a hot chocolate and tiny teddies as they entered, then they moved to find a space to read with their parents. We had over three hundred people turn up and it was fantastic!

On the Friday we had the Book Week parade with all the children and teachers dressed as their favourite book character. After the parade we had children rotate through different activities. One of our secondary students is blind, he came in to talk

to our primary students about reading with braille. He taught them to write their own names using braille and read them a book. The children loved it.

We also had a French storyteller (who is a French teacher and one of our mums) who told them a story from one of our picture books. She only spoke in French. It was like the children didn't even realise she was speaking another language! Our day was made complete when we Skyped with Phil Kettle at the end of the day.

We really did light up our world with books!

**Jo-Anne Urquhart**  
Head of Primary Library  
St. Stephen's School



### Book Week at Mater Dei

Mater Dei College celebrated Book Week with a number of different activities during the week. All week the students were asked to guess the name of the book in the jar, write their name and book title and post in the mail box at the exit door. Extremely popular with the students all shaking the jar hoping to find that one piece of the puzzle to identify the book.

Another activity was match the staff member to the book that you think lit up their world. A picture of each staff member on one page and a group of books were on the other. This was also popular with many students entering.

The Science department also got involved and held two different activities for the students to watch, one about light and the other, robots and light.

The biggest attraction was the guess the light coloured lollies in the jar. We had students



# What is Happening Around our Libraries?

measuring the sides of the jar, counting the lollies on one side and using all their maths knowledge to guess the number. Some of the older students had their graphic calculators out and were very sure they had the right answer.

There was also an activity for students to write about their favourite book in a couple of paragraphs on a sheet with lines enclosed in a light globe design.

**Helen Cooke**  
Mater Dei College Library



## Book Week at Wesley

Highlighted below are two of the things that we did this year that worked well.

A second-hand and new book sale, with old library books and donations from students, parents and staff, plus a Westbooks pop-up stall. We raised just over \$1100.00 for the Indigenous Literacy Foundation <http://www.indigenouseliteracyfoundation.org.au/>. One of our Indigenous students played the didgeridoo.

A Reading Hour Assembly <http://www.love2read.org.au/readinghour.cfm> during which all students and staff had a hard copy book (I used some of the leftovers from the book sale for boys that turned up without one - they had to pay a gold coin donation). Even though the assembly was only twenty minutes boys were invited to read for the remainder of the time at home.

**Jane McGrath**  
Teacher Librarian  
Wesley College



Book Week schedule



## WASLA Events

### Thoughts from the Library Officer's Desk

This editions column has been written by Elena Tomazin, Library Technician at Good Shepherd Catholic School. Elena was awarded a scholarship to the WASLA Conference this year and she has written a comparison of the WASLA Conference and the previous Library Officer Days.

As a winner of this year's WASLA Scholarship I have the privilege of writing an article in regard to the comparisons of the Library Officer Day and the WASLA Conference on August 8. Firstly I would like to congratulate all organisers on a very informative and well planned WASLA Conference. It was the best so far!

I have attended Library Officer Days and WASLA Conferences during the past couple of years. When attending these Professional Development Days it is always a great opportunity for networking, for meeting similar skilled professionals and feeling contentment putting faces to names. The staff are always friendly, enthusiastic and ready to help you in any way they can.

While attending the LO Day, I found these sessions very informative, well planned, relevant and very specific to LO/LTs. I feel this type of PD is restricted to LO/LTs only. The sessions were planned out by the organisers and we did not choose any sessions for the day. Overall it was a great day and I gained knowledge that I could take back to school. However, I found it beneficial to have far more extensive knowledge given to us that we can pass on to the students and staff rather than being restricted to the knowledge we receive during a LO Day.

Attending the WASLA Conference, especially this year, was outstanding to say the least. From the time we registered to the final closing speeches, it was very engaging and informative. Never a dull moment! Something that stood out when I arrived was the beautiful quartet playing; this gave us a feeling of relaxation and calmness before we attended the sessions while sipping our coffees. I have to commend the students on their baking, YUMMY!

Before attending the Conference it was great to have many choices of sessions to choose from. This was a great opportunity to see what session we felt would be useful in our role. As all schools operate differently I find the roles of LO/LT and Teacher Librarian are utilised in different

ways. Choosing a session gives us far broader knowledge to bring back to our workplace. Being able to network with Teacher Librarians as well as LO/LTs is of greater benefit than being restricted to LO/LTs only as we are able to share ideas. I spoke to a Teacher Librarian who had asked my advice on a particular practice in the library and was quite honoured that she will make use of my recommendations. We all have different knowledge and skills to meet our student's needs so therefore we are able to promote their growth, development and learning. As a result we are able to compliment each other.

Another benefit from attending the Library Conference included listening to the Keynote Speakers, Brad Tyrell and Dr Susan La Marca. They were magnificent, very inspirational and a great benefit to my role as they validated what I achieve and enjoy on a daily basis. That is we need to meet the needs of the students, being passionate in what we do. This will influence students to enjoy reading and coming into the library. We need to demonstrate a "culture of assistance" serving the students, staff and community.

At the end of the Conference I felt enthusiastic and more passionate about books, reading, supporting our beautiful students by encouraging them to use the library and enjoy it like I do.

**Elena (Helen) Tomazin**  
**Library Technician**  
**Good Shepherd Catholic School**  
**Lockridge**

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