

Reading takes you places



In this Issue:

Tips on running a successful high school book club

Ways that the library can help teachers save time & support independent learners

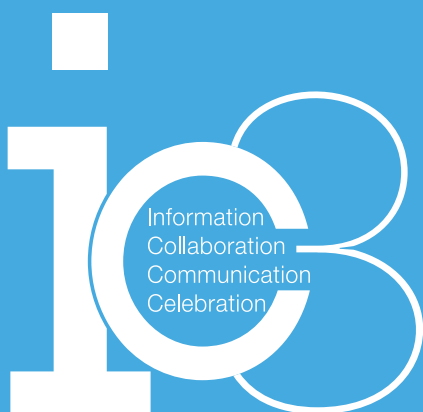
Developing a reading culture

Makerspace day camp

10 ways that libraries power high performance schools

Why stocktake?

Celebrating Book Week



Professional Journal of the
WA School Library Association
Vol. 7, No. 2
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Whilst on leave this year, I was fortunate enough to be able to travel overseas for three months. Whilst spending time in Europe and visiting libraries, I realised how fortunate we are here in Australia. In Italy, school libraries do not exist. In the wealthier regions, teachers take their classes to the closest public library so that they can borrow books to read. In most of Italy even this does not occur. Public libraries have a very important role to play within Europe in cultivating literacy and providing access to books, periodicals and technology. However, many are poorly funded and most are not innovative in any manner.

The United States is in a much better position in regards to school and public libraries. The government and community realise that they have an important role to play and therefore they are funded accordingly. However, like in Australia, each neighbourhood/community has different funding levels and therefore equity issues in regards to access to information and technology.

IFLA just recently held their Conference in Poland. There they launched a fascinating website, IFLA Library Map of the World (<http://librarymap.ifla.org/>). It is worth a visit to see where Australia compares with the rest of the world. It provides an international context.

This edition of *ic3* has an international flavour, with contributors from overseas and interstate. Seeing new strategies and perspectives is useful for our professional learning. Thanks once again to all the many schools who have contributed to this edition, especially in regards to Book Week. I hope every reader can take away some practical strategies that they can use in their school libraries.

Natasha Georgiou, Editor

Artwork is reproduced courtesy of Chisholm Catholic College's Year 8 student, Chelsea de Bijl, and her Teacher Librarian, Anita Lauridsen. Chelsea created this poster during Book Week using the theme to inspire her.

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Contents

Vol. 7, No. 2, 2017

2. From the President's desk
4. WASLA news
5. Featured author- Trace Balla
7. 5 tips on running a school book club
9. Developing a reading culture
11. Thoughts from a school Principal
12. Thoughts from a student
13. Books Reviews
17. WASLA Recommends...
18. Pushy? Bossy? No just a leader
19. 4 ways the TL can support teachers
21. Makerspace day camp
23. 10 ways that libraries power high performance schools
27. Taking stock
30. Curation situations
34. Assisting students to develop their digital presence
35. Celebrating Book Week
47. What's happening around our schools
57. Professional learning events
61. Thoughts from the Library Officer's Desk

Major sponsors and regular advertisers relevant to school libraries are welcome in *ic3*. Please contact the Editor for sponsorship/advertising packages.

From the President's desk

Welcome to a bumper issue of *ic3*. Our editor Natasha Georgiou went on what seems like a world library tour of some fabulous libraries, hence a double issue of *ic3* this time round. Natasha kept us all informed via the WASLA Facebook page. If you haven't joined yet you can do so at: <https://www.facebook.com/groups/812877622171734/> This is a closed group, monitored and managed by the WASLA Social Media Committee. If you have an interest in expanding your knowledge and becoming part of a small group working in this area, please consider joining the WASLA Committee at the next AGM to be held on November 15 at Kennedy Baptist College. Our guest speaker will be Caroline Ramsden from SCIS (taken over from Ben Chadwick).

2017 has been another packed year for schools and school library personnel. WASLA started the year with the Teacher Librarian, Library Technician and Library Officer awards at Joseph Banks College. Nomination forms for the 2018 awards will appear on the WASLA website early in Term 4. Sarah Pemberton also introduced a group of about fifty participants to Marlin, a beautiful, black Portuguese Water dog who also is a reading dog. Marlin accompanies Sarah in the classroom and works with students who need calming or reassurance when reading. The handler, in this case Sarah, also interacts with the student. Sarah is a qualified English teacher who is available to visit your school with Marlin. Reading dogs and other animals used in therapy contexts have a huge effect on the children or people with whom they work. In educational settings students working with the reading dog have, on average, increased their reading levels by two grades. A recently published picture book about reading dogs: Papp, Lisa. (2016). *Madeline Finn and the library dog*. Walker Books. Activities to go with the picture book can be found here: http://peachtree-online.com/wp-content/uploads/2016/12/Madeline-Finn-event-kit_small-file.pdf

The focus of WASLA's second PD (after school gold coin donation at St Norbert's College) was Fake News. Presenters examined how and why we can actually have such a thing as fake news or alternative facts, teaching about fake news and using models for teaching about fake news. The session was very timely and informative, and a good networking session for those who attended.

WASLA Committee members also participated in the CSU Study visit event at the State Library where they joined with new graduates, TAFE, health and academic librarians to explain where school libraries fit in the overall scheme of information agencies. My thanks to Alison Fonseca (John

Curtin College of the Arts), Hanneke Van Noort (Duncraig Senior High School), Helen Tomazin (Good Shepherd Catholic College) and Rebecca Murray (Helena College). The Committee members also provided drinks and nibbles for the students and speakers from other agencies who learnt a lot about school libraries, how they are managed and their purpose in education overall.

WASLA's most recent PD was held at Good Shepherd Catholic College and the focus was on leadership and creating visible and sustainable libraries. This PD was offered to the Libraries WA group and the WA Library Technicians group at member rates as it pertained to all library types. The PD was conducted by an invited speaker, Wilma Kurvink. Key goals of the PD included:

- understanding the dynamics and the impact of rapid change on professions and organisations;
- understanding the systemic nature of the school setting and how the school/library can align with school/organisational goals; and,
- how to lead and influence the team to high productivity.

The presentations with Wilma consisted of a keynote and workshop sessions. Other presentations included a timely reminder from Val Baird about OH&S and ergonomics (I went home and changed my home office configuration) and where to find information; and eBooks using Wheelers ePlatform. A display and opportunity to buy from Child Education Services was also available. The food was great, sessions were really informative and the workshop gave participants the chance to collaborate and problem-solve. Attendees have indicated that they would like to do another full day session with Wilma that would allow for more in-depth interaction. WASLA will try to make this happen next year, but the session will have restricted numbers.

Rather than do a two day conference in 2018, the Committee has decided to limit the conference to one day and look at some alternative ways to present to participants. We will be partnering with the WA Library Technicians Group for the first time and anticipate being able to offer a wider range of presentations, workshops and short information mini-bytes on a wide range of topics. We will be asking you what you would like to see at the conference on WASLANet early in Term 4.

Your Committee are a dedicated, hardworking group of amazing individuals, who are always trying to provide you with the support you need in your schools where library personnel are often lone practitioners. New members are always welcome and we would like to see you at the AGM

on November 15 and on the Committee for 2018. I would like to thank the 2017 WASLA Committee for all their hard work, collegiality, support and ideas. Thank you to:

- Vice President: Rebecca Murray (Helena College);
- Treasurer: Hanneke Van Noort (Duncraig SHS);
- Secretary: Phyllis Paioff (Perth College);
- Executive Officer: Barb Lippiatt;
- Social Media Coordinator: Sarah Betteridge (Ocean Reef SHS);
- Professional Teaching Council WA: Val Baird (Canning College);
- Publications Editor: Natasha Georgiou (Sevenoaks Senior College);
- Web Manager: Mike Spanier (Joseph Banks Secondary College);
- Future Now and GLAM: George Diek (Corridors College);
- Awards Committee: Alison Fonseka (John Curtin College of the Arts); and,
- PD Committee: Helen Tomazin (Good Shepherd Catholic College).

Dr Barbara Combes
President WASLA
Lecturer/Courses Director
School of Information Studies
Charles Sturt University

Significant libraries and their collections

I was fortunate enough to visit many important libraries in France, Italy and the USA when I was travelling this year. However, I was most amazed when visiting the Library of Congress (LoC) in Washington DC. To me it is the "mother ship" of all libraries. It is indeed the largest. It has a collection of more than 164 million items, including more than 38.6 million catalogued books; more than 70 million manuscripts; and the world's largest collection of legal materials, films, maps, sheet music and sound recordings. The building's architecture is magnificent and grand.



As school library professionals it is our duty to know where to access reputable information to share with our teachers and staff. Did you know that anyone can access much of the LoC's collection digitally? Primary sources are valuable education resources. The LoC also offers classroom materials and professional development to help teachers use primary sources from the it's vast digital collections. You can check this out at <https://www.loc.gov/education/>.

For Australian primary sources, you should know about the National Library of Australia's digital site, Trove (<http://trove.nla.gov.au/>), which has over 500 million Australian online resources, including historic newspapers and images. The National Archives of Australia also has an impressive digital collection (<http://www.naa.gov.au/collection/using/index.aspx>) The posters and photographs are very special. On a State level, we have the State Library of WA's digitalised historical collection (<http://slwa.wa.gov.au/explore-discover/eresources>).

When you are travelling, I urge you to visit a library and find out how it can help you and your school.

Natasha Georgiou
WASLA Publications Editor

WASLA on Social Media

Follow us and interact at:



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



Follow WASLA on Twitter at the following link: <https://twitter.com/WASLApIn>

#WASLApIn

AGM

NOVEMBER 15

Kennedy Baptist College

Light Refreshments available from 4.30pm
Annual General Meeting at 5.00pm

Guest Speaker - Caroline Ramsden
CEO of Education Services Australia (SCIS)

WASLA INC

Trace Balla is from Castlemaine in central Victoria. Her debut book was *Rivertime*, a graphic novel about a boy who, initially reluctant to leave behind the comforts of toys and computer screen, ends up having the time of his life on a boat trip with his Uncle Egg. It won the 2015 Readings Children's Book Prize and the Wilderness Society's Environment Award for Children's Literature. It was also short-listed for the CBCA Picture Book of the Year and Book of the Year, Crichton Award for New Illustrators, the NSW Premier's Literary Awards and the Speech Pathology Book of the Year Awards. With her new book *Rockhopping*, Trace went one step further and was awarded the coveted CBCA Book of the Year, Younger Readers, 2017.

Trace is often found sketching in nature, riding her bike, dancing, and growing veggies in her garden. She loves to illustrate and write songs and stories, and inspire others in their creativity and care for the planet. Her background is in illustration, community arts, art therapy, animation, and writing songs and stories and she enjoys visiting schools and festivals to talk about her work. I had the opportunity to interview Trace about her latest book and gain some insight into the making of such a successful children's illustrated novel.

Rockhopping is a stand-alone sequel to the critically acclaimed Rivertime. What inspired you to write a follow up book about Clancy and Uncle Egg?

I was paddling on this huge body of water in Bochara (the Glenelg River) which inspired the book *Rivertime*, and I was curious about where all the water came from. So I decided to follow it up to the source, which happens to be in Gariwerd (the Grampians) and find out for myself. It was the perfect setting for another book, so I thought I would make a story about Clancy and Uncle Egg having a similar adventure to the one I had. They are stand-alone books so you can read them separately as well as in order.

What message do you want young children to receive from reading *Rockhopping*?

There are lots of messages, including stopping to marvel at this amazing planet, especially nature. It is also about realising we are part of that nature and to respect that this is Aboriginal land, and its culture has so much we can admire and learn from. The book is about looking out for each other, resilience, about not holding onto plans too tightly, but trusting in what unfolds.

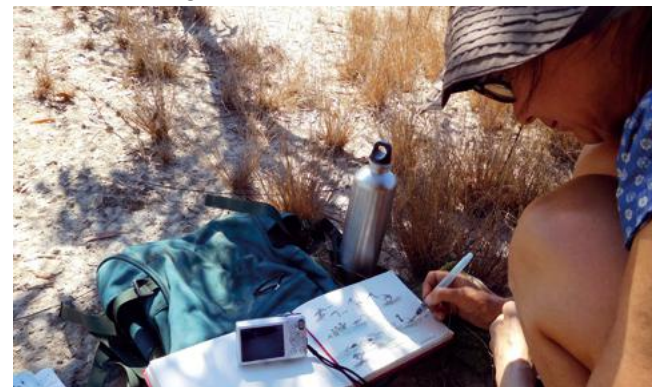
Your story and illustrations include much detail about the flora, fauna and indigenous culture

of the Grampians region in Victoria. Can you give us some insight about the research you went through to achieve this and why you thought it was important?

When I go anywhere in this country I am very aware this is Aboriginal land and wish to remind my readers that too. For so long there has been so much disregard and disrespect of indigenous culture and I wish to be respectful. At the start of making *Rockhopping*, I sought out advice about what cultural content may be appropriate and acceptable to the different Indigenous groups in the area. I needed to gain permission from five different groups in the region and go through extensive processes to do so. It is very important to me to make time to do this, as well as to acknowledge those people, their Elders, ancestors, up and coming Elders and their country.

An example is when an Indigenous Cultural Park Ranger gave me an extensive list of place names, as well as the current names being used. These current names were often references to places in England or Scotland, such as the rocks known as "The Chimney Pots" which is called "Larngibunja" in the local Jardwadjali language, and has been for many thousands of years (see page 61).

I also sought advice from park rangers, rock climbers and ecologists to research this book. It is about a particular place and I wanted to find interesting species to include. Each species in the book is carefully chosen. The more I researched the more fascinating species I found, so I enjoyed enriching the book as I enriched my own understanding of the area.



Why did you decide to use a comic strip format?

I have used visual journals for most of my life, and generally combine words and images rather than separating them, so for me this is a natural process. I encourage kids to do the same, for example including sounds like the click of the chopsticks, the splash of the water, the songs of

the birds, as well as labelling species. I think it enriches the story and inspires our natural sense of curiosity.



What advice do you give aspiring illustrators/authors?

I tell them I am a story catcher, and that we are all surrounded by stories all the time. I suggest keeping a notebook handy as you never know when you might want to catch something! My books are inspired from those piles of notes and sketches, which I then twist and turn into the books. I talk about practise if you want to improve or develop anything, and how I have loads of books I made just for my son, or myself, that never got published, but are very special regardless. It's about loving what you do. And being patient... *Rivertime* and *Rockhopping* each took two years to make!



What's next for you?

I am working very slowly on another graphic novella about a girl who comes to live by a creek in Dja Dja Wurrung country (Central Victoria) .. she's a bit like me really!

Do you think school libraries are important? Why?

I love libraries. They are such a haven, where we can get immersed in the world of books, fact and fiction. I love following my nose and seeing where it goes, and libraries are a perfect place for that, especially on rainy days or hot windy ones, when it may be inviting to be inside. I also love that libraries make books accessible to everyone.

For many years I have requested libraries buy certain books, which means not only do I not have to buy them and fill my house with them, but then others get to enjoy them too. When I am following a particular interest it is such a pleasure to find a large pile of books on the topic to browse through at the library, rather than on a screen. My dream as a child was to make kids' books and have them in the library. Dreams sometimes do come true!

There are free teachers notes and a downloadable pocket-sized book for each of these books on Allen & Unwin's website (<https://www.allenandunwin.com/browse/books/childrens/picture-books/Rockhopping-Trace-Balla-9781760112349>).



This coming September I will be once again launching the Library's book club. This will be the fifth year the book club has been in place at Glenthorne and every year gets more and more fun and interesting.

Over the past few years I've learned a lot about what works and what doesn't when it comes to book clubs. Nothing is ever perfect and I'm still learning every day. Here are some things I've learned that have made running a high school book club fun and exciting.



1. Food

This might seem like an obvious choice but it works every time. When I started the book club, I had a "Brownies & Books" day in the library that was open to both students and staff.

Along with the homemade brownies, I had book displays up featuring several different genres and authors. Students didn't have to sign up for the book club to take part but it was a good way to get them into the library, introduce myself and pitch the book club and what it was all about.

Having snacks at our weekly book club has also been popular, if the students know there are going to be snacks they are more likely to come and take part. It's a universal truth of libraries and teens.

2. Give Students Control



This can be tough one, especially if you're just starting out and don't know the students all that well. My approach was to start a Student Library

Assistant program before launching the book club so I was able to bring in reliable, mature students who were great at helping to run a book club. Students respond amazingly to trust and responsibility.

One example is letting students choose a name for their club. In the first year I ran our book club, one student shouted out that they should be called The Booklings. I loved it, the students loved it and the name stuck. In fact, I still call the club The Booklings because I think it's such a cool name.

Another example is to put a student in charge of coming up with book related activities, fun things that are literary related that you can do before, after or during the club. Of course, letting students choose the books they read is a must.

3. Use Technology



Again, this might not be possible for everyone. Some schools don't allow social media use and some don't have the ability to use it because of budgetary reasons. When I started the book club, I Skyped with author Marcus Sedgwick for a small fee and never looked back. Most of the Skypes I do with authors are free and are an amazing way to connect students with the authors they love.

When an author's Skype melted down and she couldn't connect, one of the students suggested we talk to them through Twitter. In that accident, #booklingschat was born. You can find out more about #booklingschat at <http://glenthorneirc.blogspot.com.au/2016/07/using-twitter-to-connect-students-with.html>.

I also use programs like Canva to let the students create bookmarks, book posters, book business cards and all kinds of things. You can see an example of the bookmarks at <http://glenthorneirc.blogspot.com.au/2017/05/manga-club-season-4-episode-11-how-to.html>.

4. Mix it Up

In my experience, students often come to events like book club for the social aspect. They might not be completely there just to rave about their love of literature, and that's fine. This is why I often allow students to read their own books and report back on them rather than reading the exact same book.

That said, I do run a tutor-time (homeroom) book club where thirty students are all reading the same book (that they voted on) every week before school starts. I then run the regular Booklings book club during lunch on Tuesdays where we try different things.



I have our book club members, always known as The Booklings, run events like Pop-Up Library, Poem in Your Pocket Day and our Comic-Con. These are definitely not standard book club activities but they give your students a chance to try new things, take control over the library space in a positive way and have fun.

5. Reach Out



I talked before about inviting both students and staff to book club related events. I can't stress enough how important this has been to creating a successful book club. Whenever The Booklings run a program like Comic-Con, Poem in Your Pocket Day or the Pop-Up Library, I always invite staff to the events. We have two staff briefings a week and a weekly staff bulletin which are great

ways to reach staff. Students love seeing their teachers taking part in activities outside of the classroom, having them in the library engaging in positive, literary events is an amazing way to shed a different light on the teachers they look up to.

I also promote the book club like crazy. I attend whole school assemblies, year group assemblies, tutor time visits, library lessons with the English department, displays and signage around the school. I also use the power of The Booklings to promote the book club to their fellow students.



Lastly, I was very happy to have partnered with a book club from a nearby school. At the end of the last school year, we took a trip together to the local public library for the unveiling of the Carnegie Book Award. We followed that with a trip to Waterstones book shop for a great time browsing the shelves. In the coming year we're going to connect online to share our love of literature and visit each other's schools to bring the two book clubs together.



Lucas Maxwell
Chartered Librarian
Glenthorne High School

Raised in a tiny town in Nova Scotia, Canada, Lucas Maxwell grew up on comic books and Nintendo. He's failed at several jobs including stand up comedian, furniture maker, door-to-door salesman, working in a slaughter house and being a fisherman. After realising that books were more his thing, he took on a Master's Degree in Information & Library Studies and passed with flying...well, whatever is just below aces. After working in a public library in Nova Scotia for a few years, Lucas packed up with his family and moved to the UK where he's now a school librarian in London. He blogs about the fun things he gets to do in the library at <http://glenthorneirc.blogspot.co.uk>. Twitter: @lucasjmaxwell

In developing a reading culture in a school and with the students, there are nine aspects that need to be considered.

1. Leadership

The number one factor in developing a reading culture is leadership. Oberg believes for success the Principal needs to support and drive the information literacy culture, provide adequate budgets and flexible schedules (2006, 13-18).

Leadership support is pivotal because, like any program, the development of a reading culture requires money. Staffing, timetabling and resources are all necessary and all require budgeting. Prepare a presentation to your executive, or speak to the Deputy Principal of Teaching and Learning, take current research about the value of reading and school testing data and seek to make improvements.

“The Principal is the key factor in developing an effective and integrated school library program” (Haycock, 1993, 83).

2. The English faculty

The second most important factor is the English faculty. Schedule a time to speak with the Head of the English faculty and discuss collaborating with the Library to raise literacy levels and increase students’ exposure to texts.

Also propose the inclusion of an extra period of English per cycle to participate in quiet reading in the library, fully supported by the Library staff. An afternoon tea to explain the aim of developing a reading culture, to get feedback and to involve the faculty in the process may assist and generate ideas.

3. Library staff

For a reading culture to develop you need dynamic, happy, “finger on the pulse” library staff and, preferably, a qualified teacher librarian, with a passion for Young Adult fiction. Their job is to promote reading, make available resources for students, provide an ambient atmosphere with comfortable seating and talk to the students about the collection.

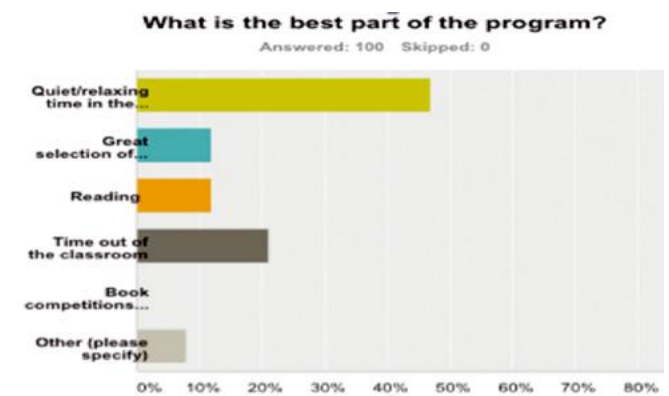
Across the world librarians are working hard to make a difference to students’ lives by providing them with stories. A library that does not assist in developing a reading culture is doing its students a disservice. The following short clip is evidence of the vital role librarians can play in assisting young people to find stories.

tinyurl.com/z5nev82

4. The well-being team

If your leadership team is not being supportive in the development of a reading culture, it may be time to discuss your aims with the Deputy Principal of Student Wellbeing. One of the most important affects of developing a reading culture is providing the opportunity for students to sit in quiet solitude, mostly without screens. Reading offers a chance to be still, to be quiet and to be absorbed in another story and another world.

As you can see from this survey of 100 of my Year 7-10 READ students the overwhelming response is that they like the opportunity to sit quietly and relax. They need this form of meditation in their lives and it is a great skill to teach them.



5. Aesthetic appeal of the library

Is your library a relevant place to visit, with ease of access to resources, a good collection of Young Adult fiction and biographies, some magazines and comfortable seats, interesting displays and in a good location? Some of these things you won’t be able to change, but if a reading culture begins to develop you can use this as a case for change and long term restructuring.

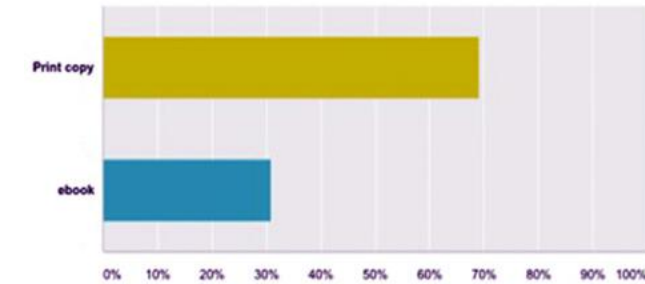
Comfortable chairs in a designated reading space are a must have, encourage your library to make a purchase of some colourful and comfortable seating. (Avoid beanbags, they’re messy and require maintenance and take up a lot of space per beanbag for one seat).

Visit libraries and speak to other librarians, we’ve found that the couch seats, pictured below, are better than chairs with legs as they pose a tripping hazard. Trinity College in Kew, Victoria, has an impressive library that includes a variety of different seating options, including chesterfields by a fireplace and lovely bay window seating.



6. ebooks

If your library, or school, doesn’t have a wizz bang ebook borrowing selection, it does not matter. As you can see out of 100 students 70% prefer to read a print copy of a book. Statistics tend to support this notion. eBooks certainly play a role, however they’re not pivotal to a reading culture developing.



7. Reading program

If you can implement a reading program your school’s reading culture will definitely develop. For a program to work you need a timetabled session each fortnight for each class and a YA fiction lover, preferably a teacher librarian, to talk to your students about the library collection, recommend books, showcase new titles and talk to the students about books they’ve enjoyed.

The way we run our program is with the English teacher and teacher librarian team teaching. Students have a chance to record their reading in their log books, then an activity involving books, new titles, the library catalogue, information literacy, book week or a myriad of other things (speed date a book, book bingo, book trailers) will happen for about ten minutes. Students and teachers then head to the library for borrowing and silent reading. A one-hour period works well for this.

The English teacher and teacher librarian need to model reading and invite any staff to join, from the Principal down.

8. Evidence

You will need to constantly collect evidence to demonstrate that things are moving in the right direction. Evidence to show it’s working are surveys from students, staff and parents, leadership providing money, an improvement in NAPLAN and PAT testing data and library statistics showing increased patronage and circulation.

The table below is a great indication of an increase in reading, library patronage and reading culture. At the end of each semester, I tally up how many books each student has read and do a combined

total for their homeroom. As you can see at the end of semester 1 over three years there have been great improvements. This is also an indication of how staff gradually jumped on board the program, many being reluctant at the beginning are now great supporters.

	2012 semester 1	2013 semester 1	2014 semester 1
7A	81	140	146
7B	72	53	94
7C	96	140	131
8A	133	82	270
8B	102	83	131
8C	64	90	116
9A	44	54	122
9B	73	51	87
9C	54	92	105
10A	33	54	81
10B	50	70	90
10C	61	41	112
Total	863	950	1485

9. Reading Promotion

If we are driving a reading culture we need to be constantly promoting books and reading. Try to run competitions and do something each year for book week.

Other ways to promote reading across the school:

- toilet reads (photocopy the first page of a book and put it on the back of a toilet door);
- holiday book swap for staff;
- set up a website and blog;
- buy Kindles, iPads and iPods;
- promote information literacy, new books and things happening around the school on a TV screen at the front of the library;
- shelfie promotion, this is a selfie in front of a book shelf;
- host guest authors;
- book week dress ups; and,
- Year 7 orientation (this is a great place to start if you want to introduce the program year by year and to show new students that it is an important part of school life).

Continued page 29



Thoughts from a school Principal

Principals are often given a bad wrap in our profession as school staffing and budgets are cut. That view is often shortsighted. Many Principals wave the flag of their school library and support their programs, such as literacy improvement strategies. One such Principal is Peter Bothe, from Sacred Heart College. Below are his thoughts on the importance of reading.

One of my earliest and dearest memories is of lying in bed during a thunderstorm while rain pelted our corrugated iron roof as my dad read us *Tom Sawyer*. Dad read to his four sons every night and the deal was that he would read until one of us fell asleep. Needless to say my youngest brother of we four suffered a few sly pinches and prods to keep him awake.

Many years later I also read to my children, starting with Dr Seuss and progressing through some of the classics that dad read us; *Tom Sawyer*, *Huckleberry Finn*, *Treasure Island*, *Black Beauty* and then to books by Morris Gleitzman, Paul Jennings and Andy Griffiths. Pretty soon they were keen to read to me and then to read quietly on their own with books they had chosen. Harry Potter was devoured and we had to queue to buy each new book in the series.

As my children became teenagers we had a ritual of the 'Bothe Half –Hour' when everyone stopped after dinner for thirty minutes and we read. I adopted this routine from my school days when we had twenty minutes after lunch every day of what we called "Russian Reading". It was in fact USSR – uninterrupted silent sustained reading.

Having worked in remote areas in underprivileged communities, I came to realise how much I had taken for granted with learning to read. Many children do not have the benefit of the joy of entering another world through books. They never learn from infancy that we focus on the shapes of letters and words, that we scan from left to right and that the dots and dashes tell us when to pause and to exclaim and to question. Many disadvantaged children simply do not have any reading material in their homes.

Reading ability leads to good academic and social outcomes. Impaired reading skills handicap a learner for life. This should be readily apparent to any one who observes the size of textbooks that Year 12 or university students need to be able to digest. Author and literacy expert, Louise Park, has warned that decreasing levels of book ownership risk seeing children struggle with reading. She cites research from YouGov and Dymocks which found that 39% of children have no more than ten books at home, with the average Australian child only having access to eighteen books.

Ms Park recommends that children read at least 30 minutes each day. However lower levels of book ownership might mean that target isn't being reached. That could explain disappointing results on NAPLAN literacy tests, she suggested. "Children are now a lot less engaged with reading. If students hit high school and are struggling to read, they will fall further and further behind. So many doors will be closed to them if they leave school with low literacy skills."

Sophie Higgins, a Dymocks spokeswoman, said "It's important that children have books of their own that they've chosen." What a joy a visit to the library was when my children were young. They were inspired by the range of books available and often pursued a theme in their reading for years.

My wife and I read a great deal. Our idea of a perfect holiday is to be able to catch up on our reading, to finally get to that novel a friend has recommended or to read a book that was a favourite of a relative. We have some books that we could never part with. They are like "old friends" that gave us so much pleasure. I can walk by books on our shelves and it is like a photo album opening up and I recall where I was and what I enjoyed and learnt from reading them.

Being able to make sense of black marks on a surface is a miracle really. I first felt that when Injun Joe in Mark Twain's writings spooked us. To imagine another's world, to record and then make sense of another situation or culture, to walk a mile in another's shoes or to communicate great ideals or ideas through reading and writing is such a gift to humanity.

I encourage all students to discover the joy of reading. One of the great benefits of reading is that you get better at it. To be able to read quickly and grasp the meaning of text is an advantage that a good reader will always have over other students.

So little time, so many books!

**Peter Bothe
Principal
Sacred Heart College**



Thoughts from a student

Below is a beautiful and heart warming poem written by an avid Year 8 reader, who is a fabulous friend of her school library. A big thank you to Deborah Brown (and Clare) for sharing this with us.

You'll find me in the Library

As I walk through these shelves,
they call to me, begging to be listened to
They dress themselves up
and use pretty words to call to me
and when they ensnare me, they take me on
a journey
They change my name
Where I am
Who I am
They give me joys
They give me tragedies
I find love
And lose love
I go through anxiety after anxiety
Excitement after excitement
And when they release me I am me again
Then another ensnares me, and it starts all
over
But you see, I let them
I want them to drag me in
I look for them,
The ones that are like jewels
and the ones that don't quite shine so bright
I look for them because I need them
I am like them
I am them.

I have winding pages
Full of words, of stories
I draw people in with a beautiful cover, and
fancy words
And once they open me and take a look
inside
I am so much more.
I can make people cry, and laugh
Take their hand and show them new feelings
and experiences
I can take them on a journey.
But still
There are blank pages in me
Pages that I fill as fast as I can
But my sole experiences aren't enough.
That's why I'm here
Amongst the towering shelves
taking in the old, musty smell of pages
That's why I sit in this corner,
Curled up with the sun looking over me.
So remember,
If you can't find me
Don't fret, You'll find me here
Where I have lived a thousand lives
Where I have laughed, and cried
Yes,
You'll find me in the library.

**Clare Cameron, Year 8
Monte Sant' Angelo Mercy College, Sydney**



Sage Cookson: Literary launch
by Sally Murphy
New Frontier, 2017
pbk., 56pp., RRP \$9.99
ISBN 9781925594010

Reviewed by Barbara Braxton

Sage Cookson is a ten-year-old whose parents, Ginger and Basil, travel Australia and the world, and lucky Sage gets to go with them. While they are sampling the food, learning new cooking techniques and then sharing their new knowledge with their massive television audience through their show *The Cookson's Cook On*, Sage has a lifestyle that others might envy.

In this latest episode, Sage is confronted by a school assignment which many children dread – having to prepare and present a three-minute speech to her classmates. She fears all the things that many do – forgetting the words, being laughed at, being boring – and even the comforting words of her best friend Lucy don't reassure her. Nevertheless she perseveres amidst all the excitement of the launch of her mother's first cookbook at the Sydney Opera House, helped enormously by Tori who has flown in from Singapore to give her own speech at the occasion. But when traffic delays everyone except Sage and her mum, Sage finds herself volunteering to do the opening speech ... is this the silliest decision she has made?

This new series for newly independent younger readers combines the author's love of television cooking shows and mysteries, so that in each new addition something goes wrong and Sage has to solve the problem. Sage is going to appeal to a range of young readers who will be able to follow her adventures and then visit her website (<https://www.sagecookson.com.au/>) for more fun, as well as trying out the delicious cupcake recipe included.



The snow angel
by Lauren St. John
Head of Zeus, October 2017
hbk., 256pp., RRP \$24.43
ISBN 9781786695895

Reviewed by Sue Warren

It's a long way from the wide blue skies and shimmering heat haze of Kenya to the bleak snow covered moors of Inverness and for 12 year old Makena the journey is not just a geographical one.

Much loved only child of a science teacher mother and a mountain guide father, Makena burns with passion for the mountains and climbing. When her parents are caught up in the Ebola outbreak on a mercy mission to Sierra Leone and die there, Makena's world implodes into grief, loss of identity and homelessness. A spectacularly unsuccessful relocation to her paternal uncle's poor home where his wife treats Makena as an unpaid servant ends abruptly and Makena finds herself fending for herself in the slums of Nairobi. Surviving like a gutter rat for a month or more, she is then swept up in a redevelopment which ruthlessly bulldozes the slums and she then finds herself rescued by a charitable organisation for girls and meets Helen. Just as Makena is recuperating from her trauma and a case of cholera, Helen has disappeared back to her parents' home in Scotland and once again Makena feels herself abandoned. However, unexpectedly, arrangements are made for the young girl to spend a month over Christmas in the wilds of Scotland.

This is just beautiful. It is warm and moving and oozes love despite the sadness threading throughout it. It is also somewhat mystical with the recurring motif of a special fox that seems to be akin to a guardian angel. There are lots of points of discussion; forgotten/orphaned children, civil war, rich vs poor, healing and the power of nature and love.

Reading rocks

I read this in one sitting (well, lying down last night in bed) as I couldn't put it down. Lauren St John's books about Africa have been wildly popular in my library for the past year or so and my prediction is that this will be just as enthusiastically received.

Check out Lauren's website (<http://laurenstjohn.com/>) and the book trailer (<https://www.youtube.com/watch?v=QSFdfLN7uSc>).

Highly recommended for readers from around ten years upwards.



Unerthed
by Amie Kaufman and Meagan Spooner
Allen & Unwin, November 2017
pbk., 384pp., RRP \$19.99
ISBN 9781760292157

Reviewed by Bridget Schaumann

I completely loved this book. Nicely played Kaufman and Spooner! Science Fiction and archaeology combined in an action-packed thriller set on a far away planet where aliens have left clues for the human race. Earth has huge problems with its environment and is gradually becoming destroyed to the point where people will have to find either a way of fixing it fast or will have to move to another planet. The race is on to be the person who will find the technology on another planet to bring back to Earth to save us all.

Deciphering the clues in massive temples though, provides vast challenges. They are puzzles with death as the outcome if you get them wrong. Amelia is a scavenger, raiding ancient sites on far off planets to sell for cash which she is using to pay her sister's captors back on earth. She runs into Jules, who is the son of a disgraced historian, someone who said too much and who is now in jail. Jules has travelled to this planet to try and solve the biggest mystery ever and to prove that his father was right, but also for the personal satisfaction of being the guy who solved a massive

mystery. Jules has studied the messages sent back to earth by the inhabitants, deciphered the codes and is on a mission to find out what the clues in the messages mean for humanity.

This is going to be hugely popular. The fraught relationship between the two protagonists is great. The way that total mistrust leads to complete trust is so nicely done. I love the protagonists' alternating chapters. Secondary school libraries are going to want to buy lots of copies of this. And it is just the beginning of a series, one I will be following avidly.



Chook Doolan: On the road
by James Roy, illustrated by Lucinda Gifford
Walker Books Australia, 2017
pbk., 64pp., RRP \$7.99
ISBN 9781925381566

Reviewed by Helen Tomazin

Chook is going on a family holiday to visit his mum's sister and her family. But Chook has nothing in common with his cousins. Or does he? He is supposed to play with his cousins. But they're still little kids! Chook is very worried and thinks he will be bored on this holiday because his aunt's twin girls are still little. His brother Ricky only wants to play soccer but Chook wants to play his favourite game, chess, or as his little cousin would say annoyingly, "Chess". He tries to play with his Dad but his Dad just can't grasp the game at all. He is so tired from driving. Can Chook think of something fun for everyone to do? But then Chook gets the surprise of his life when his cousin Evie becomes interested in chess. She is even becoming as good as Chook.

This is an ideal book for early readers. There is very simple sentence structure and short chapters. I was mainly spellbound by the illustrations as they are in black and white with distinctive facial expressions that set the tone of the story. The large font and wide spacing is perfect and I must say well designed for the early learners.

After reading this book it did remind me of my younger days visiting family in the country and we had lots of fun. I found it a very joyful and pleasing book that demonstrates social interactions amongst families. I believe young children who have been on family holidays will also relate to this book in an amusing way as well.



Mechanica: A beginner's field guide
by Lance Balchin
The Five Mile Press, 2016
hbk., 32pp., RRP \$24.95
ISBN 9781760401085

Reviewed by Susan Stephenson,
www.thebookchook.com

From the publisher:

Welcome to future Earth.

Despite repeated warnings, the environment has become polluted to such an extent that many areas of the globe have become uninhabitable, and wildlife is now extinct.

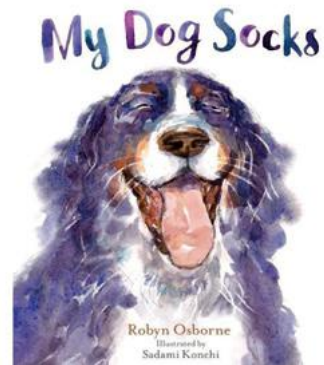
From the ashes, a new style of 'wildlife' is created. Wildlife that will not remain harnessed by humankind.

Welcome to the world of Mechanica.

Kids are going to be so intrigued by this concept! It's a dystopian world, our world, at the end of the 22nd Century. And it's a pretty grim scenario: with all animal life wiped out. Mechanica - human-created life forms - have been introduced but some have cross-bred with renegade drones. The book itself is mostly a kind of visual encyclopaedia of these creatures, but also includes a brief history about them, and some humans involved with them: Chen Su, Reginald P. Prescott and Verity Crisp. The history also mentions the Mechanica Chronicles, a record of Crisp's journey through the Orient and her encounters with Mechanica. I so

hope this means a Balchin novel is on the cards for the future, and if I were an astute film company I would be offering options for this fascinating world right now!

Mechanica quite understandably was short-listed and awarded Honours in the CBCA's Picture Book of the Year for 2017.



My dog Socks
by Robyn Osborne, illustrated by Sadami Konchi
Ford Street Publishing, 2017
hbk., 32pp., RRP \$24.95
ISBN 9781925272826

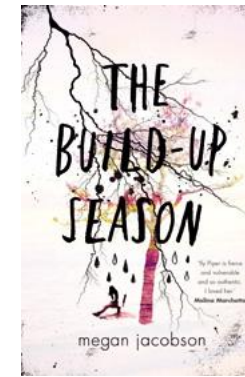
Reviewed by Natasha Georgiou

I read this book to my little nephews, who usually don't like to sit still. *My dog Socks* successfully captured their attention. The publisher writes about the book that "an ordinary dog becomes extraordinary through the magic of a child's imagination" and the story and illustrations did capture the imagination of these two boys.

Osborne and Konchi use the popular subject for children, a family pet, to allow them to make personal connections with the story. It is cleverly written using rhythm, rhyme and alliteration and therefore the words roll off your tongue very easily when reading out aloud, making it ideal for storytime. It would also make a great example when teaching these literary styles in an English class.

It became a game for my six year old nephew to find the disguised shadow that corresponded to the imaginary animal that Socks became in different settings through the eyes of the boy narrating the story. It made the story even more engaging for him.

I highly recommend this book and it would suit children between the ages of 3 - 8 years of age.



The build-up season
by Megan Jacobson
Penguin Random House, 2017
pbk., 272pp., RRP \$19.99
ISBN 9780143573388

Reviewed by Sue Warren

What a fantastic and gripping read this is! This one had to be read over two nights but it was a wrench to leave it halfway!

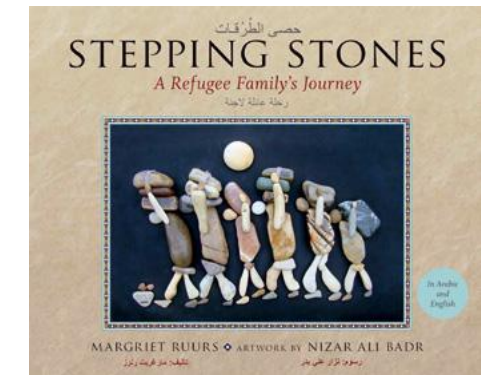
Ily (Iliad) Piper is a young woman who has had to face many emotional upheavals in her life and now as a young woman is dealing with the backlash of them. Her father is in jail after years of physical and mental abuse of her mother, Eve, and indeed Ily herself. Ily is living in Darwin now with her mother and her Nan but is sullen and resentful of the past few years when she has been sent away to boarding schools. She doesn't realise that this was a safety precaution on the part of her mum and nan, she is just pissed off with them both. The only thing she enjoys at her new school is her rather quirky friend, Mia, and her art which she hopes to turn into a career. Then she hooks up with Jared - self-obsessed, angry and a control freak, just like her father. Despite all advice from friends, including the annoying next door neighbour, indigenous boy Max, Ily pursues the relationship with Jared and falls into the same trap as her mother has done before her.

This is a brilliant and insightful exploration of the nature of domestic abuse of women and how behaviours become patterns. Fortunately for Ily she has 'look outs' on her side. Her mum, her nan, Max, Mia and more are there at exactly the right moments to protect her both from Jared and from her father, recently released from jail.

There are some sensitive aspects to this which may preclude it from your secondary collection such as sexual activity, violence and profanity but truly it is such an exceptional book that examines such

a topical issue I would still urge you to consider it, even with provisos.

Highly recommended for mature readers from around sixteen years upwards.



Stepping stones: A refugee family's journey
by Margriet Ruurs, illustrated by Nizar Ali Badr
UQP, 2017
hbk., 32pp., RRP \$21.95
ISBN 9780702259739

Reviewed by Susan Stephenson,
www.thebookchook.com

From the publisher:

*When I was little, not so long ago,
my brother, Sami, our friends and I
played on sunbaked soil.
We laughed, ran across rocks and sand,
free as birds.*

*Then the birds stopped singing.
People began to leave our village.
First a trickle, then a stream,
across dusty fields under a burning sun,
a stream driven by hope.
Mothers, fathers, children,
seeking a better place, a better life.*

This is a dual language picture book with text in both English and Arabic. In lyrical language, it tells the story of Rama and her family who are forced to leave behind everything they know and love - to search for a new home in a place where bombs do not fall. Carrying their belongings on their backs, their journey is painful and difficult, especially for the children. Thoughts of a better life help them persevere. And then they reach their future.

Nizar Ali Badr is a Syrian artist. He composes images using rocks, and takes photographs of them. This makes the illustrations unusual and striking. It also makes them perfectly suited to a

book that makes us think about the land, and the places we call home. Children will be amazed at how much an artist and sculptor can say through rocks. I loved the variety of colours and shapes, and how eloquently they spoke to me.

Every public and school library will want this book. It's so important for us to try to understand the plight of people whose countries have been torn apart by war. Stepping Stones allows us to enter into the feelings and experiences of a young refugee girl, and by so doing, get an idea of her past and her future. It's a moving story, and one that I hope touches many hearts.

There are Australian Curriculum aligned Teacher Notes available via UQP's website (<http://www.uqp.uq.edu.au/book.aspx/1423/Stepping%20Stones-%20A%20Refugee%20Family%27s%20Journey>).

The State Library of Victoria's Inky Awards

An annual YA fiction award as voted by teens

Shortlisted books for Gold and Silver Awards



For more information about the State Library of Victoria's Inside a Dog Inky Awards, please visit this site: <https://insideadog.com.au/inky-awards>
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WASLA recommends...

WOW Websites

School libraries and teacher-librarians: evidence of their contribution to learning
http://www.curriculum.edu.au/leader/school_libraries_and_tls_36453.html?issueID=12777

How to read a book
<https://www.famamstreetblog.com/how-to-read-a-book/>

Why the poorest children can't access free books
<https://goo.gl/q8f81G>

Seven tips for teaching news literacy to eight to 12-year-olds
<http://www.slj.com/2017/06/standards/seven-tips-for-teaching-news-literacy-to-eight-to-12-year-olds#>

Around the Blog-o-Sphere

3 fast, free lesson plans to fight fake news
<http://www.coolcatteacher.com/3-fast-free-lesson-plans-fight-fake-news/>

Building community as a future ready librarian
<http://vanmeterlibraryvoice.blogspot.com.au/2017/09/building-community-as-future-ready.html>

The signs of an abundance mindset in libraries
<http://doug-johnson.squarespace.com/blue-skunk-blog/2017/9/1/the-signs-of-an-abundance-mindset-in-libraries.html>

PD & Advocacy

Why we need libraries and teacher librarians
<https://list.ly/list/1KWA-why-we-need-libraries-and-teacher-librarians>

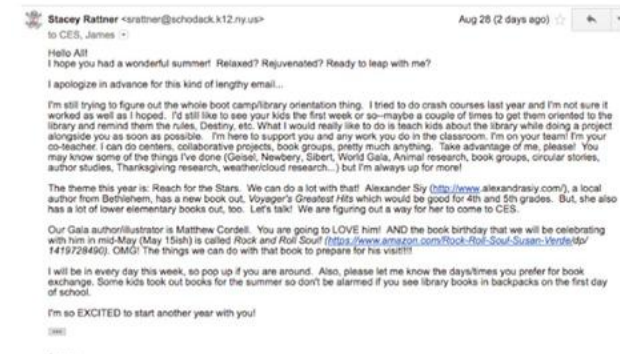
Principals know: School librarians are the heart of the school
<https://www.youtube.com/watch?v=biHGT7LoBP0>

School libraries change lives
<https://www.theguardian.com/commentisfree/2016/nov/17/school-libraries-change-lives-cutting-children-social-mobility>

Pushy? Bossy? No...just a LEADER!

Our official first day of school for faculty was Thursday. As always the summer flew by but not without numerous stops all over the United States eastern seaboard and the Dublin metropolitan area. Now, I just keep dreaming of the smiles and, because I'm the "leaping librarian", leaps I will take next week when I reunite with my students.

Earlier in the week I sent my faculty a pretty lengthy email about the new year. I held my breath as I hit the "send" button, unsure how it would be received.



My mission was to get my colleagues pumped and excited to collaborate with me. I'm one of the lucky librarians who has incredible administrative support and a 100% flexible schedule at the elementary level. Therefore, the success of my program, depends wholeheartedly on my faculty.

We all have summer slide, so I felt the need to remind my co-workers that I am here not to give them more work but to be a co-teacher and support them. Do I lose sleep due to fears that I sound too pushy? Of course. However...one teacher who I haven't worked with much in recent years, was one of my first responders that she'd like to plan a project soon. Score! Maybe it isn't pushy after all.

Although my preferred 10km running soundtrack is an audiobook, lately I have stepped out of the box to listen to some podcasts. My recent favourite is the TedRadioHour (www.npr.org/programs/ted-radio-hour/). The right podcasts can be so inspiring and the topic "Disruptive Leadership" did not disappoint.



About seven minutes into the podcast I had to take a break and jot down this quote from a military

General, "One of the things about being a leader is that you fail every day." Wow! If that doesn't give you permission to make mistakes, learn from them and move on because it's what makes you a better person, I don't know what will. I was worried this year's letter to faculty could be a failure and turn people off. Maybe it did but maybe it didn't. Either way, something else certainly will be a fail this year and I'm going to remind myself to be ok with that. Not going to lie - I might cry, scream, swear but I know I want to be a leader and if that means I have to fail, then gosh darn it, bring it on!

Sheryl Sandberg, the Chief Operating Officer of Facebook, talked about gender differences and leadership. When we see an assertive girl, we call her bossy and yet with boys it's looked at as a positive trait; they are leaders. I know I like to be in charge and express my opinions. Just please don't call me bossy.

As school librarians we are often looked at as leaders in our school. I'm asked to review dates for the calendar, pick the schoolwide theme, plan monthly assemblies and so much more. I really don't mind because, hmmm...I like to be in charge. I like to lead. But, I also know when to delegate and I believe I do that well. Isn't that a good sign of a strong leader, too? Give people you trust jobs to do, then give them space to do them. To quote Lin Manuel-Miranda from the Broadway musical, *Hamilton*, "together we get the job done". Together this school year, we will ALL get the job of educating, leading, collaborating, making, creating DONE. Be like my New York State school library peeps and #leadoutloud.

**Stacey Rattner
School Librarian
Castleton Elementary School, New York**



Stacey has been the "leaping librarian" at Castleton Elementary School, just outside of Albany, New York for eight years. She is known for leaping with her students, authors, illustrators, publishers and just about anyone willing to take a leap with her! Stacey is one of the lucky elementary school librarians to have a 100% flexibly scheduled library, giving her the opportunity to collaborate with classroom teachers on some pretty amazing projects throughout the school year.

You can follow her on Twitter @staceybethr or <http://librarianleaps.blogspot.com/>.

Independent learners

What makes an Independent learner?

- The ability to understand which resource is going to help you find the best quality information and being able to use research skills to locate it.
- Knowing and understanding the importance of referencing, copyright and giving credit.

Many teachers believe that if a student can find the answer via Google they have an independent learner. This is not independence; this is just the ability to type the question into Google. If this is the tool that teachers want their students to use then they need to be prepared to make them reference what they find and find time to check those references. As many teachers do not have time to do this it re-enforces the idea that Google is the best way to find information quickly without looking at the quality of the resource. It does not ensure that students are evaluating or thinking critically about what they find. If students know that teachers are not going to check where the information came from why would they spend time on referencing or researching properly?



Photo by pixabay.com on www.pexels.com

Independent learners start by connecting and wondering about the topic they are researching. They come up with keywords and create a question so when they sit in front of their chosen online resource they know what they are looking for. Research is not about finding the right answer but about collecting information to help you come to a conclusion. Critical thinking has a huge part to play in independent research and is different from 'finding the answer'.

Why does this happen? A teacher once said to me that they felt that the students knew more than they did when searching online and they did not feel it was right to stop their students 'Googling'. I had to remind them that it wasn't the case of

stopping them using Google but it was important to use Google properly through good research skills. Google is only as useful as the person's research skills. Independence is not about speed but understanding the tools and having the skills to navigate them. Having independent research skills is not about getting the students to the learning faster, it is about knowing how to find the information in the first place.

School librarian's curators of information and collaborators

One of our roles as information professionals, is to curate physical and online resources that are not only age appropriate but also good quality. In order to access these tools, research skills are needed and school librarians are able to support teachers in helping students to access them. This is not about making it harder to find the information it is about ensuring that the building blocks are put in place so when they leave school they understand the difference between using Google to find the time of their flight and doing an in-depth piece of research for work or university.

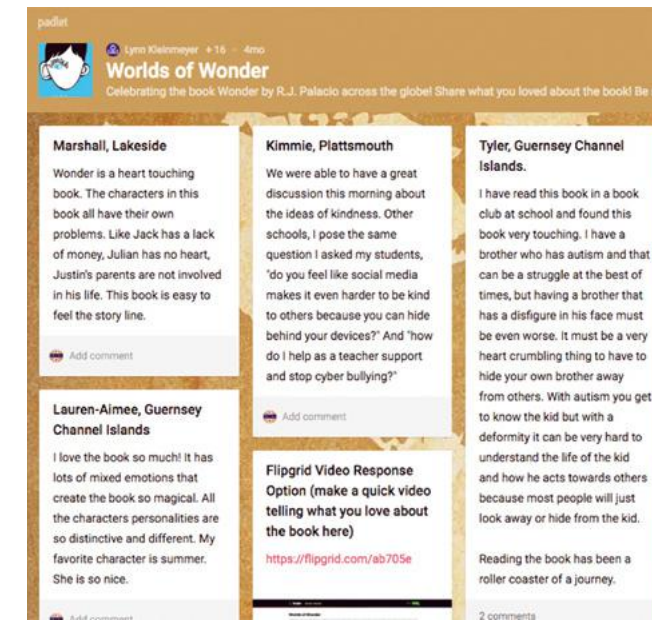
Another role is using digital literacy to help make connections. Over the last year I have regularly use my social media skills, as Jennifer Casa-Todd says "to connect educators to educators who I think might work collaboratively together" (2017, p24) which has lead to some wonderful international connections. These connections have enhanced teaching and learning and have enabled me to help teachers use digital technology and support research skills in the process.



Photo by rawpixel.com on Unsplash

Our collaborations

This year we have been able to use and share both Padlet and Flipgrid with our teachers, not only upskilling them in using these tools but also demonstrating how they can be used within the classroom setting. One of my schools used both these tools to engage students in a literacy project



reading the book *Wonder* by Raquel J. Palacio. The students were able to share their thoughts about the book with each other and also learn about the students on the other side of the world. Another group who were reading *The Thieves of Ostia* by Caroline Lawrence were delighted when at the end we connected with her via padlet and were sending her questions and getting answers real time! It was fabulous and I was very grateful to Caroline for doing this. The students came up with some amazing questions too. This supported the curriculum in writing, communication, digital literacy, critical thinking and empathy.

Collaboration saves time and impacts student attainment!

In a literature review by the National Literacy Trust they state that "School libraries have been found to impact pupils' general academic attainment, reading and writing skills, plus wider learning skills" (Teravainen and Clark, 2017, p.3) and if this is the case it is important that teachers and librarians work together often.

The main challenge, regularly cited by teachers, is time. It is therefore important that teachers understand the positive impact that collaborating with a school librarian can have on themselves and their students and this will take some time but the benefits will far outweigh the initial input.

What can the librarian do for teachers?

1. Find quality physical and online resources for your topic (teachers no longer have to spend hours on Google trying to find something suitable)

2. Co-teach in the classroom and demonstrate how to access the online resources (teachers do not have to learn how to navigate these resources beforehand).
3. Help find the right educators to collaborate with (which teacher has time to do this?).
4. Learn the digital tools and then demonstrate their use in the classroom (allowing the teacher to learn about these tools within the lesson).

As the relationship between teacher and librarian grows the time the teacher needs to put in will be seen as a benefit rather than a problem due to the other opportunities that the librarian will bring to the partnership.

Creating independent learners is not something that happens overnight. The building blocks need to be embedded all they way through primary and secondary school. With the support of the school librarian not only can the student's benefit but the teachers will too.

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Teravainen, A. and Clark, C. (2017). *School libraries: A literature review of current provision and evidence of impact*. [online] London: The National Literacy Trust, p.3. Available at: http://www.literacytrust.org.uk/assets/0004/1275/School_Libraries_2017_-_Final.pdf [Accessed 20 Jul. 2017].

Elizabeth Hutchinson
Head of Schools' Library Service
Guille-Allès Library, Guernsey



I am a Chartered Librarian. School libraries are my main focus with special interests in raising the profile of school libraries and librarians through advocacy. Promoting the importance of information literacy within the curriculum and working alongside teachers using technology to promote learning. I came runner up in LILAC 2016 information literacy award and am also an international speaker. Follow me on Twitter @elizabethhutch and <http://elizabethhutch.blogspot.com.au/>



MDC Secret Agents, your mission should you choose to accept it...

Imagine walking into a library where 33 Year 5 and 6 students from all around Toowoomba are gathered together with an urgency to complete a mission by the end of the day. The students were divided into six groups and their missions included:

- creating a burglar detection system with a Makey Makey;
- building and programming a Lego robot to move around a variety of obstacles, collect a package and deliver it to a specific location;
- designing a computer game where the super villain tries to escape through a maze of dangerous obstacles;
- creating a wearable item of clothing or jewellery that could be used to send Morse code;
- building a Rube Goldberg machine which is a complicated contraption using chain events to deliver a secret message; and,
- scanning and designing in 3D an armoured brace for your arm.



To start the day each secret agent was given an envelope with the instruction that they could not open it. They then had to create their own MDC Secret Agent ID badge, complete with finger print, agent number and code name. Once all the agents were gathered they could open their envelope only to find that their mission was written in code. Once the code was deciphered the groups could begin their missions.

The groups were led by Robogals from USQ; Steph Piper, USQ Makerspace Coordinator and Hackerspace Brisbane President; Amanda Robinson, Hackerspace Toowoomba President; Nathan Beveridge, LinkSprite; and several staff from Concordia Lutheran College including a technology teacher from our secondary campus.

The aim of the Day Camp was to give students who are interested in STEM (Science, Technology, Engineering and Mathematics) the opportunity to be immersed in the design process. The students had the opportunity to work with experts in the field and were exposed to cutting-edge technology. It gave students the chance to work and collaborate with students from other schools in Toowoomba. Most importantly it gave students valuable time to explore, test ideas, find answers, solve problems and discover innovative ways of doing something. As part of the design process students learnt that mistakes, accepting risks and multiple attempts are a necessary aspect of learning.



Too often in a regular school lesson we expect students to come up with ideas and make something quickly. In our packed curriculum and busy school timetable we rush them through the design process. With the day camp the students had the whole day to spend completing a project. There was so much learning going on in the room. It was so exciting and the enthusiasm was contagious. You know you are doing something

right when the students scurry back into the room after having morning tea and lunch so they can continue on their mission.

As one of the camp helpers commented; "Yesterday I entered into a world as amazing as Willy Wonka's chocolate factory. I, with many young people got to experience a diverse and exciting world of coding, robots, making and so much more." As "Secret Agents" all students worked together to fulfil their mission to invent, create and enjoy.

It worked well to have students from all over Toowoomba attend the camp. It was good to see how children who have never met each other worked well together. One aspect that contributed to this success was that the students wore casual clothes which meant that everybody was on a level playing field. It didn't matter whether they were from a state school or a private school. It didn't matter if there was one, or there were three or five students from a particular school. Everybody was all in it together.

There were a number of challenges with organising this event. The first challenge was funding. Last year, I applied for an Engaging Science grant but was only told at the beginning of this year that I was unsuccessful due to an unprecedented number of applications. Undeterred I decided to go ahead without some of the bells and whistles that I had applied for. My next challenge was getting the message out to schools and the parents. Initially I was planning a two day event and hoping for about sixty students however when I was far short of that number two weeks out from the event I decided that I didn't want to cancel and spoil it for all the students who had registered. So I made the decision to change it to a one day event. In the end, as I stated above we had 33 students attend. In hindsight changing it to one day and having a smaller number was the best option anyway.

Overall it was a fabulous event with many positive comments received from students, parents, teachers and presenters.

**Dr Margy Heuschele
Teacher Librarian
Concordia Lutheran College**



Dr Margy Heuschele is currently the Junior College Teacher Librarian at Concordia Lutheran College in Toowoomba, Queensland. Margy is passionate about encouraging young people to read and to develop a love of books. She has always been a

maker herself and also loves to support children to design, build, create and invent. You can follow her on Twitter @MargyHeuschele.

This article was originally published in the Queensland School Library Association's (2017), *Newsletter*, vol. 50, July 2007, pp. 15-16 and reprinted with QSLA's and Margy's permission.



How to make your library invaluable

10 ways that libraries power high performance schools



AUSTRALIAN SCHOOL LIBRARIES
 There are more than 9,000 government, Catholic and independent schools in Australia. Almost all schools have a library of some description, but they vary enormously in terms of staffing, facilities and resources.



MODERN LEARNING ENVIRONMENTS
 In many schools, the library is a flagship example of a modern 24/7 learning environment. With the expert help of information professionals, it provides a welcoming, flexible space that encourages individual, class and group learning. It reaches directly in to classrooms and students' homes through resource rich websites, authoritative databases, social media and online guides.

1

DIGITAL HUBS
 School libraries play an important role in ICT, ensuring that all students have access to shared devices and resources, and in some cases acting as home to the tech support team. Many school libraries support students' project-based learning through training in coding, robotics, the use of apps and social media. Some have maker spaces, where students can experiment with the latest technologies.

2

RESEARCH SKILLS
 Library professionals help students develop the research and critical thinking skills they will need for tertiary education and beyond. Anyone can Google; not everyone can use specialist databases, find the most relevant information, identify credible sources and correctly cite their references.

3



READING FOR PLEASURE
 Reading is an essential life skill. Libraries help students develop literacy skills. They encourage students to read for pleasure, expanding their horizons, building empathy, enabling them to see the world through others' experiences and to find answers to the issues they may face as children and young adults.

4



CURRICULUM SUPPORT
 Beyond simple textbooks, library professionals not only support but also teach or team teach in the library and classroom. They ensure students have access to the wide range of contemporary physical and digital resources they need to complete their course work and to gain a broader understanding of the topic, enriching their classroom learning.

5



CYBERSAFETY

Library staff help keep young people safe online, through advice, educational programs and access to support networks. Staff are also there for parents, who are concerned about the risks of cyberbullying and other inappropriate use of social media.

6



SPECIAL PROGRAMS

Libraries are a central point for coordinating and hosting important cultural and education events in schools, including author workshops and literature festivals. These can be reading related – National Simultaneous Storytime and Children's Book Week – or relate to broader subject areas such as Science Week, NAIDOC Week, and Hour of Code.

9



Photo credit: Bible Island State School

CELEBRATING DIVERSITY

Libraries are safe, neutral spaces, where everyone is welcome. Through the library, schools support students from diverse linguistic, cultural, religious and socio-economic backgrounds. They do this by providing appropriate books, and other materials, and by running inclusive events that promote harmony and understanding.

7



Photo credit: St Margaret Mary's, Maryland



PARTICIPATION AND ACCESS

Libraries enable all students to access the information they need. Library layouts, resources, equipment and policies are designed to support students with disability.

8



Photo credit: McCallurns Hill Public School

BUILDING COMMUNITY

Libraries can act as exhibition spaces for students' artworks and design or digital technology projects, as meeting and event areas, as informal study areas. Some even have a café. Through professional expertise, the clever use of space, print collections, networked resources, programs and events, libraries create a focal point for community within the school.

10



Australian Library and Information Association

www.alia.org.au



Australian Library and Information Association

www.alia.org.au

This poster has been reprinted with permission from the Australian Library and Information Association (ALIA) and can be accessed and downloaded for use in your school library at <https://www.alia.org.au/node/184/school-libraries> in both an A4 handout and A3 poster format.



taking stock

What is a stocktake?

A stocktake is a legal requirement that ensures accountability for the money that has been spent throughout the year, including staff salaries, resources, subscriptions and other necessities. This can amount to over \$120,000 per year. It enables the collection to be formally and thoroughly evaluated regularly, ensuring that it continues to meet the needs, interests and abilities of its users through the provision of the most relevant resources.

Making stocktake a critical event in the management of the library creates a greater sense of responsibility towards the resources so all users benefit. It enables everyone to understand that the word borrow implies return and that a library offers an opportunity for sharing things that they would not normally be able to access. It means that all resources are evaluated for accuracy, currency, appearance and cleanliness and that they are where they should be on the shelves. Where appropriate, online links are checked to make sure they are still live, ebooks are still available and subscription services still accessible.

It is usually done at the end of each academic year as part of the collection evaluation process, at a time when there is less demand for resources and most of the collection is available to the teacher-librarian to undertake the procedures. However, it can be done at any time and spread over the time frame set by your educational authority.

Through their professional training, the teacher librarian is the staff member who is best qualified to make judgements about the collection according to the needs of the staff, students, curriculum delivery and development and condition of the resource. Therefore it requires the teacher-librarian to see the resources so that appropriate assessments can be made.

Stocktake is more than scanning books and ensuring they are accounted for and on the right place on the shelf. It requires teacher librarians to demonstrate their three key roles of curriculum leader, information services manager and information specialist:

- as curriculum leader, the teacher librarian must ensure that resources support the school curriculum and beyond and span the needs, interests and abilities of the collection's users;
- as information specialist, the teacher librarian must ensure that the resources continue to meet the criteria of the Collection Development Policy, including accuracy, authority, currency, objectivity and relevance; and,
- as information services manager, the teacher librarian must ensure that access to all resources is maintained through accurate and thorough records.

Why do a stocktake?

Stocktake allows the teacher librarian to:

- formally ensure that the physical resources identified in the library's accession register and OPAC are available for circulation, are in good repair and in their correct location;
- formally ensure that the virtual resources identified in the library's management system are available for circulation and the content and any associated advertising or embedded links remains appropriate for the collection's users;
- ensure that the collection continues to meet the needs of its users, reflecting their interests and abilities and supporting the beliefs and values of the school's community;
- ensure that the current collection, both physical and virtual, continues to underpin the curriculum and proposed changes;
- ensure that the collection remains copyright compliant;
- track purchases, losses and disposals and ensure records reflect these;
- identify those resources whose subscriptions are due for renewal and assess the value of doing so according to the selection criteria of the Collection Development Policy, usage and budget constraints;

- identify those virtual resources that are due for subscription renewal, assess the value of doing so in accordance with Collection Development Policy criteria and seek freely available alternatives through the National Digital Learning Resources Network, open education resources and similar avenues;
- measure the collection (numbers, age and resource/student ratio) against the benchmarks identified by the Australian School Library Association;
- examine each resource and determine its future based on age, relevance, currency and condition, which may include repair, replacement, disposal, or cleaning, to ensure that attractive, up-to-date resources are available to everyone;
- decide whether a resource that is to be disposed of needs to be replaced or substituted based on the teacher librarian's knowledge of the whole curriculum and what is available on the market and whether such replacement should be a physical or virtual resource;
- ensure that the resources in a particular curriculum area cover a variety of formats and reading levels so that the collection is accessible to all by catering for a range of learning needs and styles;
- map the collection to flag areas for development in order to fill identified needs to support future curriculum delivery and current student needs;
- identify and prioritise future purchases, prepare a budget based on evidence of needs and begin sourcing those required immediately;
- identify areas that can be complemented with online and digital resources and design and deliver access to these;
- identify areas for expansion because of their popularity, including buying a wider range of resources on the topic, purchasing extra copies of a popular resource, or ensuring that all titles in a particular series are available so equity of access is maintained;
- ensure that all resources will be in their correct places for the beginning of the new school year so that staff and students can locate them easily;
- identify and fix anomalies in cataloguing, incomplete records or typos on spine labels;
- augment catalogue records with extra information where appropriate;
- use their specialist knowledge to make decisions about the location of resources based on the teacher librarian's knowledge of the library's users;
- identify areas that need new signage and create this, or repair old signs so that the collection is well sign-posted to enable independent and easy access;
- re-arrange the shelves or change the layout to minimise overcrowding and book damage, and consider better ways of presentation to encourage circulation;
- generate accurate reports based on actual data and assess the effectiveness of borrowing procedures, security measures and other circulation processes;
- reconcile the state of the current collection with the goals and purpose stated in the Collection Development Policy;
- review the collection and refresh memories of specific items so relevant suggestions can be made to users at an appropriate time;
- reflect on the services that are provided and seek ways these can be improved;
- ensure items flagged as overdue are not on the shelves so that we can send out accounts for replacement with confidence;
- set goals to use administration time effectively including promotion, weeding, reorganising, signage and curriculum support;
- satisfy a professional need to have accurate management records, an attractive environment and be able to offer the level of service expected through a well-managed collection; and,
- exchange our teaching hat for our librarian's one and demonstrate why we have graduate degrees in two disciplines.

Deselection of resources

De-selection of resources – the systematic and deliberate removal of items from the collection – is undertaken at this time in accordance with the Collection Development Policy.

In summary, de-selection will be considered for items which:

- are dirty or damaged beyond repair;

- are in a format no longer supported by available hardware;
- have information which is inaccurate, out-of-date, biased, racist, sexist or misleading;
- contain racial, sexual or cultural stereotyping and are not required for the teaching of these concepts;
- are unappealing in appearance or format;
- are inappropriate or irrelevant to the needs, abilities and interests of the library's users;
- have significantly declined in circulation and are unlikely to be required in the future;
- have been superseded by newer editions;
- are unused duplicate copies;
- have altered terms and conditions of use which are unacceptable;
- breach copyright regulations; and,
- no longer meet the requirements and criteria of the Collection Development Policy.

Consideration should be given to keeping:

- classics, award winners;
- local history items;
- Annuals and school publications;
- titles on current reading lists;
- out of print titles that are still useful;
- biographical sources; and,
- resources which might be of historical interest or comparison at a later time.

Barbara Braxton
Teacher Librarian
NSW Dept. of Education & Communities
Charles Sturt University

Tweeting at @Barbara_288
Blogging at <http://500hats.edublogs.org/> and
reviewing books at
<http://thebottomshelf.edublogs.org/>

Developing a reading culture (from page 10)

So in **summary** for a reading culture to develop you need:

- the support of leadership;
- the English faculty on board – not necessarily all of them straight away – but a good number;
- dynamic, willing library staff;
- the well-being team to get involved;
- the library to be a relevant, aesthetically pleasing place;
- to not be concerned if you don't have eBooks;
- a reading program that is structured, timetabled, consistent and run by qualified staff;
- to provide evidence and collect data to constantly prove the worth of the program; and,
- school-wide promotion.

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Ria Coffey
Teacher Librarian
Antonine College

This presentation was prepared for the SLAV conference, hosted by the State Library of Victoria, in November 2015. Ria Coffey is a Teacher Librarian and Literacy Coordinator at Antonine College in Melbourne. She is an avid Young Adult Fiction reader and believes in the power of stories to teach some of the best lessons in life.

Please contact her for any more information, or a copy of the full presentation at: rcoffey@antonine.catholic.edu.au

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CURATION SITUATIONS

Let us count the ways:
Considering a taxonomy

Collection is not just what you buy.
It's what you point to, make available, contextualize.
Curation is the story you tell around the resources you collect.
It's your instructional voice. It's about engaging with your community.
Joyce Kasman Valenza

Schoolwide collections for broad, open discovery



Traditional library catalogs now expand to point to OER and community-developed content, including the general instruction and smaller curation efforts co-created by the librarian and the classroom teachers.

Building curricula (replacing a text)



Working in collaboration with district curriculum developers and teachers on special assignment, librarians thoughtfully gather digital content and design media-rich, interactive textbooks to meet focused learner needs. These curations may be included in your OPAC. This might include building a dynamic "text" for an environmental science course in a learning management system or on a Google Site.

Supporting Inquiry



Informed by wide curricular knowledge, school librarians partner with classroom teachers to support the inquiry and workflow needs of specific learner groups for inquiry-based assessments or creative knowledge products. School librarians create topic-specific guides support regular inquiry projects.

The poster on pages 30-33 was created by Joyce Valenza and reprinted under the Creative Commons agreement. You can read more about this at <http://blogs.slj.com/neverendingsearch/2017/07/05/curation-situations-let-us-count-the-ways/>.

Designing individual lessons/instruction



A number of tools scaffold the creation of technology-rich lessons by prompting us to curate resources into instructional design. Check out Common Sense Media's Lesson Plans—models of innovative instruction that thoughtfully integrate digital tools with solid practice, as well as Hyperdocs templates for inspiration.

Organizing/sequencing learning playlists



School librarians can work with teachers or curate learning playlists, conveniently sequencing texts/readings/resources and by adding questions and contextual notes and polls, using tools like LessonPaths, List.ly, and TES Blendspace, Nearpod and PearDeck. Tutorials may be first staged on archives YouTube and Flickr and later added to their playlists.

Supporting flipped and hybrid instruction



Librarians curate instructional videos, tutorials, posters and other resources they create, as well as those created by faculty partners & others for logical, point-of-need access. Co-curation and collaborative design with faculty and students and embeddedness, ensure the use of this instruction.

Supporting 1:1 learning environments



By creating cross-device palettes or dashboards, librarians ensure apps, instructional materials and all digital assets are available at learners' fingertips across devices. Curating dashboards of apps and digital tool options for various tasks—image editing, storyboarding, comic book making, digital storytelling—supports student individual choice and creativity. Symbaloo webmixes work well for ensuring that all the tools for a complex project are gathered and handy.

Supporting student interests



School librarians listen to their communities to curate resources and digital tools to fuel their interests. This might include promoting a steam punk collection on a Pinterest connected to GoodReads reviews or embedding a Symbaloo of resources to encourage coding and making on the library website.

Portfolio building and creating galleries



Librarians can lead by helping faculty and students select, curate and reflect on their work. Including student work in other curation efforts, including instruction, validates and celebrates their efforts. Encourage learners to curate their own work, and include text and video reflection, using portfolio platforms such as Seesaw and EasyPortfolio. Display projects on tools like Pinterest or Instagram.

Professional development sessions and resources



Your school's PD efforts don't need to "go poof". Librarians can archive the events they lead, as well as the efforts of their colleagues on a LibGuide or on tools like Livebinders or Pearltrees or LessonPaths to continue to support professional learning.

Promoting reading, highlighting titles, organizing text sets



Pinterest boards are fabulous vehicles for sharing new acquisitions or for digital genrefication and face-out shelving of both print and digital titles. Digital curation, using tools like Pinterest boards connected to online reviews, allows for the easy organization of text sets in multiple formats.

Corkboard sharing



Social media corkboards point to events, connect community groups and highlight community news, achievements, and voices. This could be easily done using Padlet or Pinterest or Instagram. Invite trusted high school student volunteers to function as community archivists by pinning news and events.

Facilitating current awareness



Librarians can curate news, tweets, feeds, posts and resources shared on social media for teachers', administrators' and students' areas of interest. This is often done using online newsletter curation tools like Scoop.it or Paper.li or Storify or RSS readers like Feedly. Curating and embedding Twitter and RSS feeds relevant to breaking news for social studies and science classes presents an opportunity to gather together a variety of political lenses and global perspectives

Personal knowledge management/mastery:



Show students and colleagues how to informally manage personal staging areas or in-baskets keeping discoveries handy when anticipated situations for sharing arise. Effective tools for the staging process include Evernote, Google Keep, Diigo and Scoop.it.

Creating/maintaining local archives



Using a bounty of new curation tools librarians can lead in creating local archives of images and videos of community interest. By curating tweets and social media, we create tangible evidence and lasting memories of such events as poetry slams, football games, art exhibits, science fairs, History Day, one-book-one-community celebrations, wax museum biography presentations and everyday life and culture. Students can scan and interpret old community/school documents and record oral histories of community elders as service learning.

How can school libraries assist students to develop their digital presence?



Building your professional brand/social capital

It may not be your intention, but people both inside and outside your own learning community are likely to appreciate your work, trust you as a guide and build on your efforts. As that happens, your impact reflects on your schools and enhances your own social capital



Creative nesting and embedding

Once you begin curating, you discover that your efforts become part of a larger network. One of your activities might easily be embedded in another. They all play nice together. Your Symbaloo tiles are not just links; they link to other Symbaloo tiles and are daisy-chained to each other. You embed your learning playlists in your LibGuides. Your LibGuides become part of your OPAC. You get to select appropriate platforms and creatively apply your skills of organization to create strategies that appear seamless to the user.



Modeling a critical information practice

In teach-a-man-to-fish style, rather than continuing to push resources to our students, we can transfer responsibility and engage them as curators of their research-in-progress and their other original works. We can encourage them to curate the tools they need for workflow. As they research students develop critical skills in selecting, organizing, making meaning and sharing. Curation is a connected learning activity and a life strategy that encourages young curators participate in their areas of interest.

For more information & resources, check out my blog post:
Curation Situations: Let us Count the Ways



State Library of WA's Education Program

Discover a world of stories, history and information to support classroom learning at the State Library of Western Australia. The State Library provides teachers and students with a wide range of resources, including extensive collections of primary source materials.

The staff in the Education Program at the Library facilitate a diverse program of workshops suitable for Kindergarten to Year 12 classes. Students can explore and discover the Library's collections, investigate Western Australian history and be creative with technology and storytelling.

The workshops offered link directly to the Western Australian curriculum and run for an hour. Excursions to the State Library must be booked at

least two weeks in advance and are free.

Education Officers also provide professional learning for teachers on accessing authentic primary source materials and trustworthy websites online.

For more information, download the 2017 Learning at the Library brochure at http://www.slwa.wa.gov.au/sites/default/files/SLWA_ED_booklet2017_web.pdf



It is interesting that schools spend so much time talking to students about cyber safety and the need for students to protect themselves from the dangers of social media, compared to the effort that goes into teaching appropriate usage to build a positive digital presence. In this era, many recruiters work through platforms such as LinkedIn, and many employers search for job applicants online to see what their social media presence looks like. Schools need to ensure that their students are competent, both in terms of developing their online presence, and protecting their reputation. This is a skill that teacher librarians are well-equipped to enhance.

In reading contemporary documents relating to "future ready skills" the message that is constantly reinforced is the need for workers in all kinds of jobs to be able to manage themselves, learn on the job (often in self-directed circumstances) and apply smart ways of communicating (*The New Work Smarts*, 2017, p. 6). Developing an online presence that can demonstrate skills and interests is a crucial part of this process.

For the last few years the Careers Teacher at our school has asked me to run information sessions for senior students as part of their Careers program. Each year I change the content and the manner of delivery to ensure relevance. I also adjust the content for sessions depending on the students that attend. One of the advantages of working in a small school is knowing the students and being aware of the futures each one is preparing to engage with after graduation.



This year, for the first time, an invitation was extended to parents, and the target student audience was broadened to Years 10 and 11 in addition to the usual offer to Year 12. Attendance

was lower than it has been, but the learning was deep and the students concerned came back to discuss elements of the discussion. One interesting comment from a Year 12 girl was that she didn't realise that the people whose profiles she was checking out in LinkedIn could see that she had been looking. It is feedback like this that makes delivering such sessions worthwhile.

I was delighted that a parent came to one of the sessions. She was the only attendee during that lunch time, so I could ask her what she wanted to know and then let her guide the direction of the presentation. I think it is far more important to offer such educational experiences, than evaluating our success on the number of attendees.

I would encourage anyone thinking of doing something like this to go ahead. Every single person we help makes it worthwhile and that is the reason I develop presentations as requested by my colleagues and evaluate the impact and not the number of attendees. Reflecting on the experience of 2017, I have already decided that next year I will target Term Two. Term Three this year has been incredibly busy with co-curricular activities, which has affected involvement.

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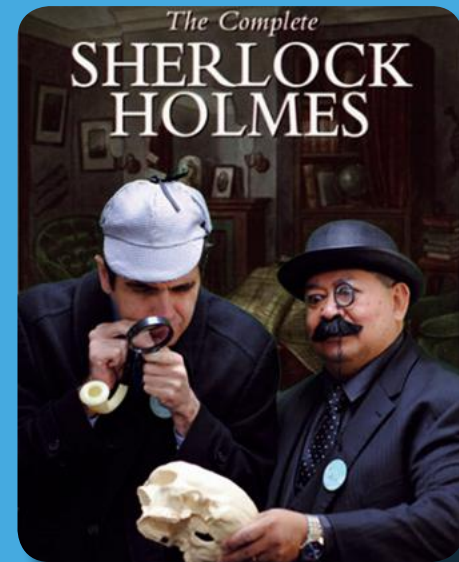
Margaret Simkin
Head of Information Services
The Hamilton & Alexandra
College, Victoria

A qualified teacher librarian with an additional Master of Education (Knowledge Networks and Digital Innovation) completed in 2015, who began as a Geography and History teacher many years ago. Initially becoming a school library manager eventually led to her current role as Head of Information Services at the Hamilton and Alexandra College in Hamilton, Victoria. The power of the digital to enhance deep and meaningful learning and collaborative opportunities has guided her practice. This year she has been selected to be a Microsoft Innovative Educator Expert which has led to further exciting opportunities to engage in the digital space. You can follow Margaret on Twitter @margaretsimkin and <https://digitalli.net/>.

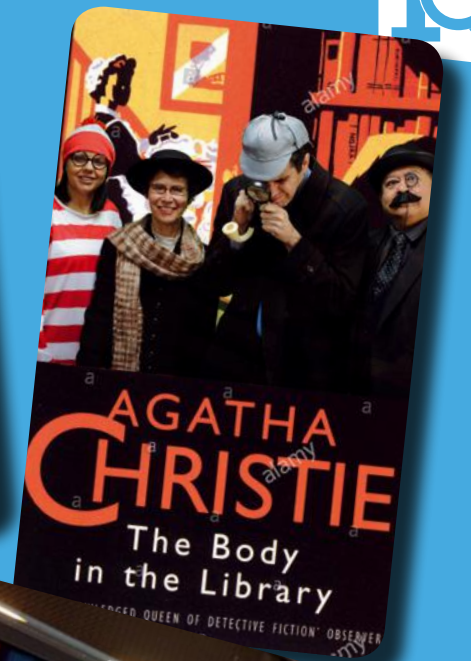
Celebrating Book Week



Town of Cambridge Library



Perth College

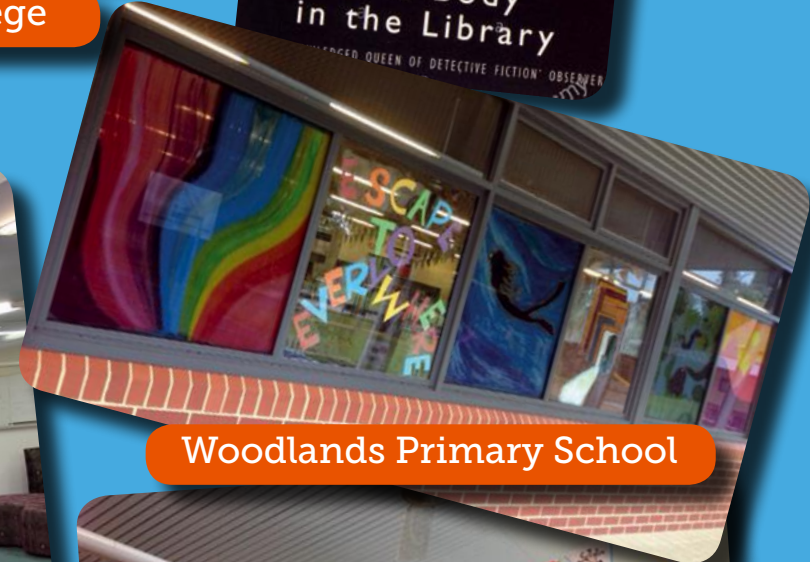
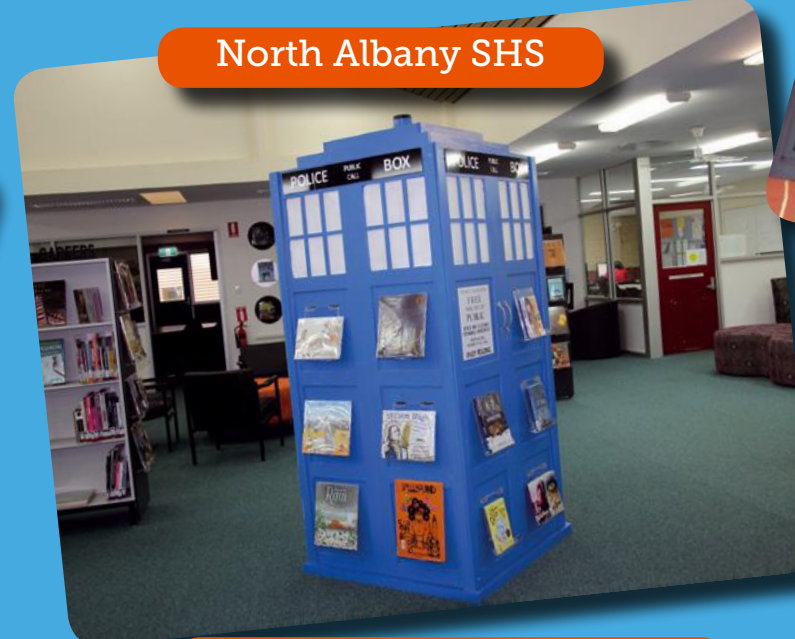


North Cottesloe Primary School



Methodist Ladies College

North Albany SHS



Woodlands Primary School

St. Mary's College Primary



Living Waters Lutheran College



Willetton Primary School

Celebrating Book Week



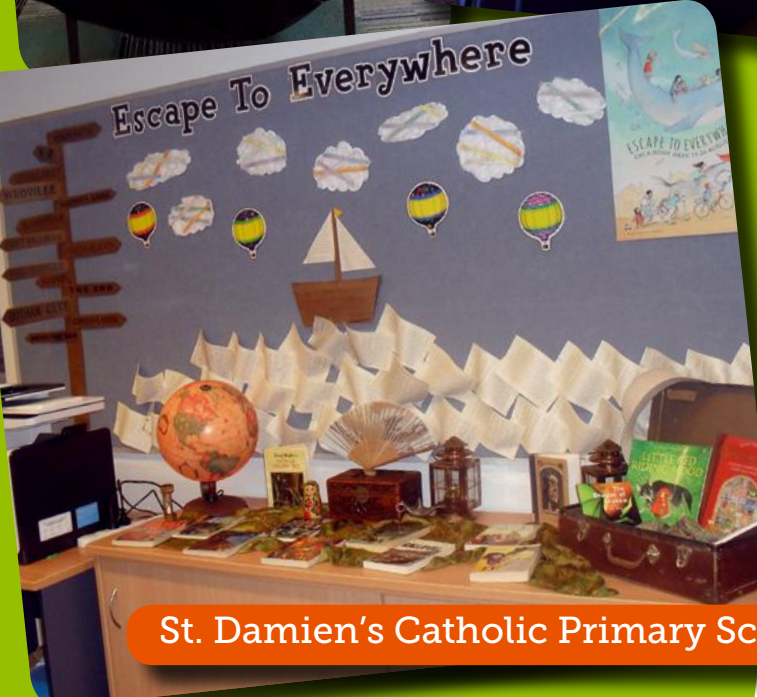
Lakelands Primary School



Perth Modern School



High Wycombe Primary School



St. Damien's Catholic Primary School



Seton Catholic College

Celebrating Book Week

Wilson Primary School

Wilson Primary School celebrated Book Week with our annual Dress-Up Day and a parade to show off our costumes. Then 60 Year 1, 2 and 3 students walked to Bentley Public Library for a session with author and illustrator, Kylie Howarth. The students were mesmerised while Kyle talked to them about her short-listed book, *Chip*, and taught them how to draw a seagull. They had a lot of fun embellishing their seagulls with things you might find at the beach.

A competition was also held in the Library where students nominated which book they would escape into and which character they would be.

Amanda Lun
Library Officer



Book Week from a distance

As part of our CBCA Book Week celebrations, the School of Isolated and Distance Education (SIDE) Library Resource Centre held three special Saba (live online) sessions for our Primary school students. Students attended sessions from south-west WA, wider Australia (Melbourne) and even overseas (Thailand, Vietnam, Singapore, Indonesia and Saudi Arabia).

Teacher librarian, Amy Rosato (aka Harry Potter), worked with our Pre-Primary to Year 2 students to explore the books shortlisted in the Early Childhood category for the Book of the Year Award. The Years 3-6 classes explored those on the Younger Readers shortlist.

In each session the students decided on some judging criteria to determine what makes a good book and used these to vote on which books they thought would be the best, before finding out who the CBCA judges picked to win. The Years 3-6 class were on exactly the same page (pun intended!) as the judges, correctly picking the winner (*Rockhopping* by Trace Balla) and the two honour books (*Captain Jimmy Cook Discovers Third Grade* by Kate and Jol Temple and *Dragonfly Song* by Wendy Orr).

Students and teachers relished the opportunity to dress up as their favourite book character for the sessions.

A big thank you to the Primary Teachers for their help in the organisation and promotion of the sessions (and their enthusiasm in dressing up!) and to all our wonderful students for making this year's Book Week such a fantastic experience!

Amy Rosato
Teacher Librarian



Our judging criteria

	WITHIN THESE WALLS	THE WHILLAM	DRAGONFLY SONG
funny	✓✓✓	✓✓✓	✓✓✓
exciting	✓✓✓	✓✓✓	✓✓✓
good character	✓✓✓	✓✓✓	✓✓✓
makes you want to read more	✓✓✓	✓✓✓	✓✓✓
hard to make boring	✓✓✓	✓✓✓	✓✓✓



Parents Night In

During Book Week on the evening of Wednesday August 23 we welcomed approximately 40 parents and 45 children to the library. Following drinks and nibbles, families shared in a dedicated half hour of quiet reading time, spreading out across both junior and senior school libraries. We then congregated in the JS Library to listen to our guest speaker, WA author Norman Jorgensen. He shared some wonderful insights and background stories behind his many books including *In Flanders Fields*, *The Last Viking* books and his recently published novel *The Smuggler's Curse*. A highlight was seeing Norman's gold medal which he won as the CBCA Picture Book of the Year 2003 for *In Flanders Fields*. Norman spoke about having success with reading and writing, not just winning medals on the sporting field or in the swimming pool. Both parents and children had many laughs as Norman was an entertaining speaker, who focused on the importance and influence of history and reading in his life.

Elizabeth Allen
Teacher Librarian
Penrhos Junior School



Esperance SHS Library – We love to read!

We were extremely excited to celebrate 20 years since the publication of J.K. Rowling's *Harry Potter and the Philosopher's Stone* in Term Two, and we may have produced our best display ever! Our front door was "bricked up" for Platform 9¾ to set the scene for students as they entered the library, and the display area was cloaked in black and included a fireplace with flying letters for Harry, a Mirror of Erised, floating candles, and a Monster Book of Monsters. We also bought an entire new collection of Rowling's Harry Potter novels because we are so keen to connect students with these excellent books.

Throughout the week, we held a Harry Potter quiz every day and each member of the winning form won a fabulous goody bag that included a chocolate frog with collector's card, Bertie Botts Every Flavour Beans, an "invisibility" cloak, and other Harry Potter themed treats. The highlight of the week was the Harry Potter Scavenger Hunt which included teams scavenging Harry Potter themed items from different locations in the school. Teachers acted as Hogwarts professors and students had to complete a challenge or solve a problem to earn their next clue from the "professor".

We also thoroughly enjoyed this year's Book Week theme, "Escape to Everywhere". Students in our years seven and eight English classes created postcards describing their favourite "escape". Along with this year's CBCA shortlisted books, the postcards were the main feature of our Book Week display. The library also ran a week of fun events at lunch time. Students could join in with Book Week crafts on Monday, quizzes on Tuesday, "The Great Escape" on Wednesday, a writing competition on Thursday, and "Relaxing Reading" on Friday. The Great Escape involved teams of students scooting about the school completing physical challenges or solving puzzles to "escape" to the next location. This was a blast for students and library staff alike!

Hillary Duffy
Teacher-in-Charge of the Library



Celebrating Book Week

Lesmurdie SHS celebrates with Meg Caddy

As part of Children's Book Week Lesmurdie SHS was lucky enough to have Meg Caddy address a group of Year 7 and 9 students. Meg's book *Waer* was shortlisted in the Older Readers category for this year's awards. Meg began writing when she was 14 years old and is inspirational in encouraging young people to begin writing at an early age. She emphasised the importance of engaging the reader in all five senses when writing. Our students eagerly participated in the activities during her presentation having to describe and guess scents by smell and finding Charles Dickens through song. She also offered to mentor some of our students that are already writing. Thank you to Meg for sharing your enthusiasm and experience and to our students for their attention and participation.

Helen Kain
Teacher Librarian



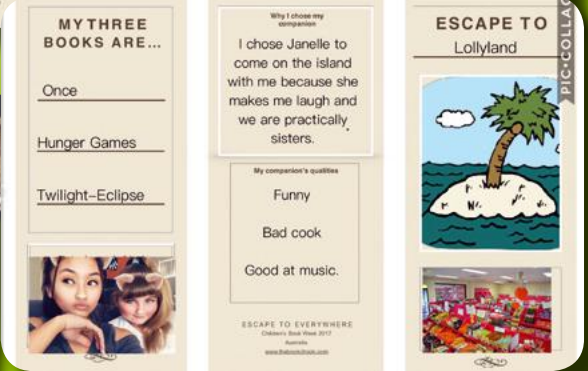
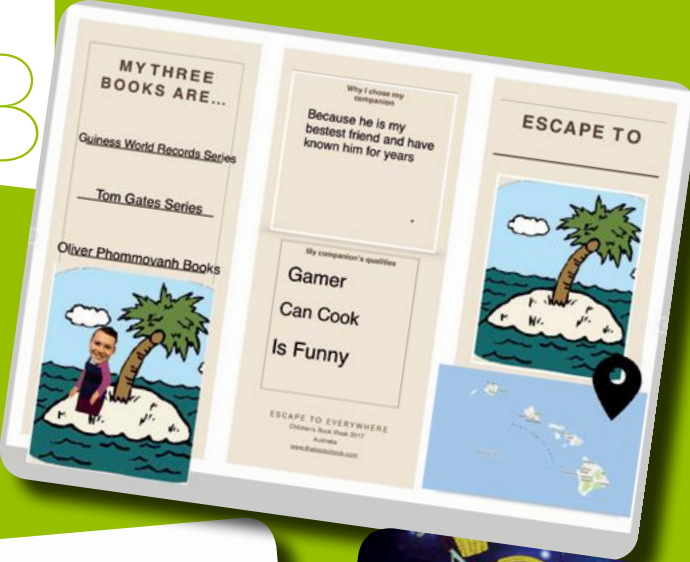
Escape to everywhere at Lake Joondalup Baptist College

As part of our Book Week activities students and teachers at LJBC "escaped" into their classrooms through doorways. Each classroom door in the school was decorated as a book they were reading in class. It was engaging and fun. The classroom doors were inviting and colourful. The students were very proud of their classroom doors.

During our parade the Librarians and Library monitors presented an item where six students and a teacher was locked in "Ker-Book-Kan Prison" and needed to escape. The students had to answer clues about places in various books to free everyone. It was a lively, colourful event enjoyed by everyone.

Carmen Hawkey
Primary Teacher Librarian





Meter Dei College

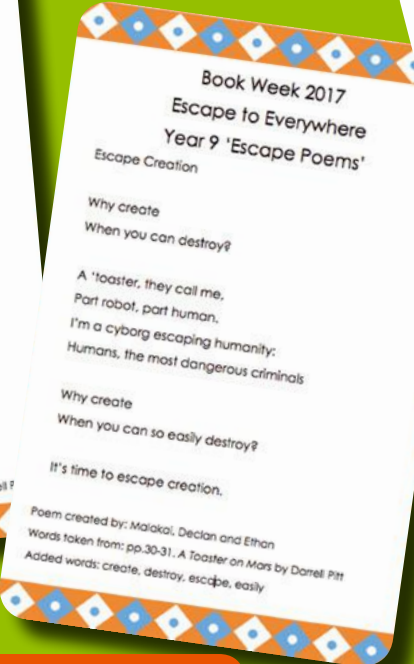
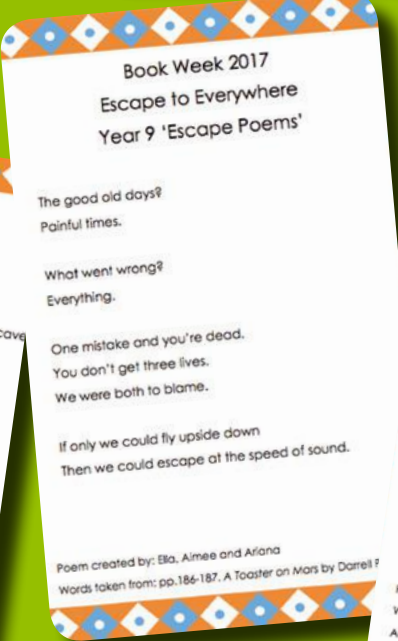
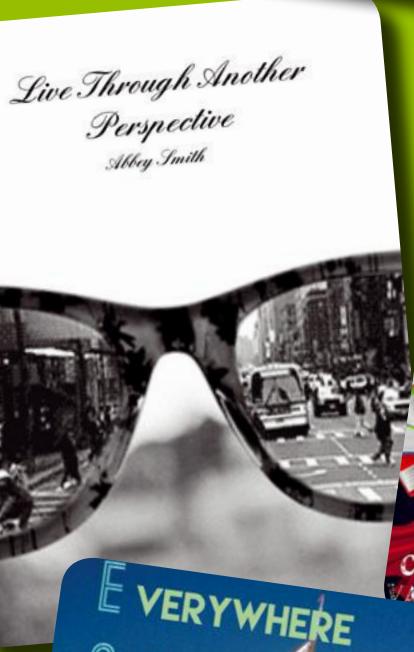
The theme was 'Escape to Everywhere' but as it turned out the place to escape to was the Library! Each day was themed with activities to suit. Monday was Jane Austen 200, celebrating 200 years since Jane Austen's death with quizzes, word sleuths and a 'mystery date with a classic'. Tuesday's theme was 'MDC Can Write' with a shared story keeping everyone in fits of giggles! Wednesday was 'Nadia King' day with a very successful visit from the author. Nadia spoke to the Year 7 and 9 students about her book *Jenna's Truth* and the topic of cyberbullying. She participated in a workshop with the Year 11 Drama students and ran a writing tutorial with the Year 11 students. On Thursday we celebrated Harry Potter 20, with Harry Potter games. Thursday was also 'Dress Up Day', staff and students were invited to dress as their favourite book character for a gold coin donation to the St Vinnies Winter Appeal.

Janine Boyle
Library Coordinator



This year's Book Week was celebrated at Chisholm College with a flourish of activities in Years 7-9. The Year 7 students created a travel brochure about an 'escape to a deserted island'. Year 8 students were asked to create a book cover/poster which explored the idea of escape. The Year 9 students were given two pages from various novels from the Book of the Year Younger and Older Readers Notable lists. They then chose words from those pages and crafted poems on the theme of escape. They could also add three words of their own choosing to the poems. Here are some of our students' work.

Cally Black
Head of Library & Information Services



Chisholm Catholic College

Celebrating Book Week

Literacy Festival

At Melville Senior High School, Book Week has become part of an extended Literacy Festival which aims to showcase literacy across the curriculum with a range of activities happening over a period of two weeks.

In the Library we interpreted Book Week and 'Escape to Everywhere' with a clever travel-themed display and themed activities in our reading sessions.



The students had fun with a "Guess who's Reading the Book" competition with 22 staff volunteering to have their photo taken with their face obscured by the cover of a favourite book.



The Year 7 English students were involved in a poetry unit in and the library invited a performance poet, Kate Wilson, to conduct writing workshops. These were done with two different groups as well as an exciting performance to an appreciative lunchtime crowd.



Staff Wellness has been a focus this year and so we decided to establish an 'Itty Bitty Book Library' in the staff room with the motto 'Take a book, return a book'. Our Principal, Phil White, kindly paid for the materials and the beautiful free library was constructed and installed by our Design & Technology teacher, Bev Wild.



Several teams from our Gifted and Talented classes, Years 8-10, participated in writing a Book in a Day in the library. The students planned, wrote, illustrated and bound their books in a 12 hour period. It was wonderful to witness the creativity and collaboration shown by these students. The students also raised money by organising a Book Swap. Students brought in books from home which they no longer wanted and were able to buy new ones for a gold coin donation. They raised an impressive \$220 from the book fair and it was donated to The Kids Cancer Project.

Finally, literacy across the curriculum was promoted and celebrated by a display in the staff room of the many clever strategies being utilised in learning areas across the school.

Jane Belotti
Teacher Librarian

Book Week at St. Stephen's

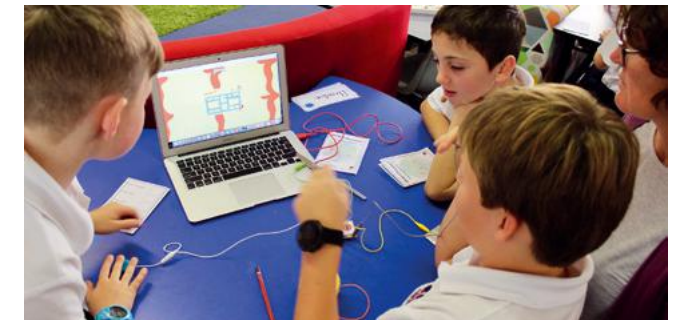
Book Week is the perfect time to enhance the reading culture at your school. This is the time you showcase what your library can do to excite children and families about reading. We use this time to get as many people as possible through our library doors. It is also a time to show the many faces of reading, in the form of digital books, paperback books and magazines. Our job is to encourage reading for enjoyment and for finding out information. In the world of marketing, this is THE BEST time for libraries.

Book Week at St Stephen's Primary School is our time to showcase the many forms reading takes in our school and how our library provides for this. We demonstrated how to 'Escape to Everywhere' through the activities we provided. We all know that young children love to use a torch, almost as much as they love tiny teddies and hot chocolate. Put them altogether with a bunch of fairy lights to decorate the library and invite the parents and Early Learning Students to join in. At 6pm we had an endless stream of families pouring into the library to read by torchlight for 'Reading Hour'. The library was full to the brim with excited families reading by torchlight.



The Story Night In catered well for Junior School students and parents but we needed another way for children in the Years 3-6 group to 'Escape to Everywhere' by reading. The reading needed to take a different format and to showcase the digital learning program we offer at the school. The 'Escape to Everywhere-Digital Learning Journey' was born. Children from Years 4-6 and parents

were invited into the library at 6pm. On arrival, they received a passport with the different learning destinations listed and they received a stamp in their passport after completing each station. We had five stations operating Augmented Reality books, Robotics, Coding, Makey Makey and finally a station to showcase our library website and introduce parents to the many learning tools provided for children doing research. This was a huge success as parents could see how much their children had learnt and how the students were able to teach the parents. It showed reading in many different forms that some parents may have never seen before.



Book Parades were held at each of our three campuses with children happily discussing the book they had escaped into. The children and teachers at St Stephen's really know how to celebrate Book Week and they support all the activities. Some of the teachers had amazing costumes and were happy to discuss the book they had escaped into.



Jo-Anne Urquhart
Head of Primary Libraries

Wesley College celebrates Harry Potter Week

J. K. Rowling was born on July 31 in 1965 and Harry Potter was born on the same day 15 years later July 31 in 1991. It also marks the day Harry found out he was a wizard. This year it's 20 years since *Harry Potter and the Philosopher's Stone* was first published in the UK.

During the week beginning July 31, Wesley College celebrated the amazing Harry Potter phenomena. This is the second time we have done this and there was a lot of anticipation in the weeks beforehand.

We had a fabulous display of books and posters plus contributions of wands, a sorting hat, invisibility cloak, a snitch set, lollies and toys from staff and students.

All through the week:

- we played Harry Potter movies at recess and lunchtime;
- students completed Harry Potter crosswords and quizzes with 9¼ prizes drawn from the Sorting Hat on the Friday; and
- Harry Potter House bookmarks and Quidditch team bookmarks were made.

On two days we sold Butter Beer at lunch time for \$2.00 and raised \$406 for The Indigenous Literacy Foundation.

Jane McGrath
Teacher Librarian



Mercy College events

Once again, Book Week was greeted with great enthusiasm by the students at Mercy College, and this year we had an exciting line up of events for our primary students throughout the week. Our Kindergarten students had an excursion to the Library with gifts of books for the classroom as well as enjoying a great story read by our teacher librarian. Pre-primary enjoyed a class celebration which included games, cakes and a gift of a book for each student to take home to commemorate Book Week. Our Year 1, 2 and 3 students were treated to a hilarious performance of "Read You Can Orangutan" by School Performance Tours and the Year 4 students were enthralled by a presentation by Shane McCarthy who introduced them to the exciting world of graphic novels.

For our older students, a more sophisticated celebration was planned with a Book Week book club afternoon tea, where students from Year 5 were encouraged to discuss books they have enjoyed or could recommend with their fellow students. Our Year 6 students enjoyed a long lunch with links to Book Week, focusing on the theme of "Escape to Everywhere", with guest speakers from our primary and high school speaking to the students about books which influenced them as children, their favourite books or books which got them hooked on reading. Throughout the week we also ran a competition asking students to "Guess the Number of Books" in the library. There was great debate over the number in question with several students guessing within a range of 50 books! The lucky winners were awarded vouchers to spend at their favourite bookstore!

It was my absolute pleasure to bring the wonderful world of Harry Potter to life in our library in June to celebrate the 20th anniversary of the publication of *The Philosopher's Stone*. Being an enormous fan of the Wizarding World myself, the ideas for my display grew exponentially, as I wanted to create a magical and immersive experience for our students. The display areas were spread throughout our library with various items and themes from all seven books. Students could have their photo taken at Platform 9¾ pushing their trolley laden with suitcases, books and even Hedwig. They could participate in the Sorting Hat ceremony to discover which house they belonged to. They could wander through the Forbidden Forest, get up close with potions and artefacts from Professor Snape's class, read through the latest edition of *The Daily Prophet* or browse the intriguing Horcruxes in the display cabinet.

Throughout the two weeks, our junior students had photo experiences during their class time with the pictures being showcased on a TV to be enjoyed by all. Outside of class time, students were able to use a number of the props to dress up, including capes, robes, hats and even brooms for the Quidditch fans! The movies, which were screened at lunch times, drew large crowds and of course the staff donned Hogwarts robes to get in on the action.

Overall, the Harry Potter theme created a great atmosphere in the Library with many students asking if the display could become permanent. The magic and wonder inspired by the books continues to appeal to all ages.

Deni Sallie
Library Technician



Recommended reading for Year 7s Writer in residence

This year I asked the Year 8 reading classes to represent a book they really enjoyed reading last year as the spine of a book. I provided a book mark template in three to four different sizes. It needed to include the author and title plus the genre as our fiction collection is arranged in genres but otherwise they could decorate it how they liked. They were collected and I then stuck each one on a piece of card cut to represent a shelf. They have been displayed on our pinup board and on the ends of our shelves as a guide for the Year 7s in choosing a good book to read. They are colourful and bright and all of the students have been looking at them to get some ideas of some good books. An easy and effective display for the start of the year.

Lyn Hutchison
Teacher Librarian
Mt Lawley SHS



During Week 4 this term, Duncraig Senior High School welcomed our Writer in Residence for 2017, Deb Fitzpatrick.

Deb is an outstanding author and worked with all of our Year 7, 8 and 9 students, inspiring them to write their own short stories. She motivated our students through sharing her journey of writing her novel, *The Amazing Spencer Gray* and *At My Door*. Her ability to turn a news story into a wonderful narrative was both inspiring and exciting for all students to hear about. During the sessions Ms Fitzpatrick encouraged students to study the latest news events and generate ideas for their own creative short story inspired by a real news event. Students thoroughly enjoyed this opportunity and relished the chance to work with Deb.

A selection of the students short stories along with accompanying art work produced by Art students, was then published as an anthology *Tales from the Castle*. This year marks the sixth edition of *Tales from the Castle*.

Thank you to our fabulous library staff who hosted this event for the English department by providing an environment that encouraged positive and active student participation.

Melissa Wayne
English Teacher
Duncraig SHS



Curating an Indigenous Perspectives Collection

Scotch College has a strong commitment to our Indigenous boys and ensuring they are recognised for both their heritage and as successful, integrated members of the College community. In his recent speech at our Sharing Noongar Culture TeachMeet, Peter Allen, Director of Teaching and Learning, shared the story of how a recent incident at an AFL game reaffirmed for him that Scotch College was committed to encouraging our boys to live in harmony and stop racism where it happens.

A key element of building the profile of, and commitment to, Indigenous perspectives across the school was to dedicate a section of the library to an Indigenous Collection. This decision was made in collaboration with the Indigenous Student Program Coordinator. We recognised the opportunity to improve the visibility of our Indigenous Collection and identified how it could be further incorporated into existing teaching programs to support the requirements of the Australian Curriculum.

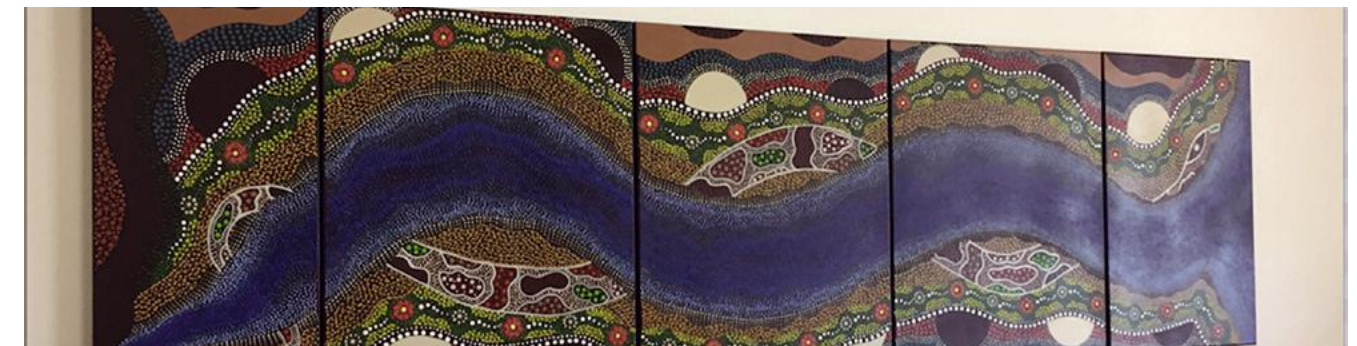
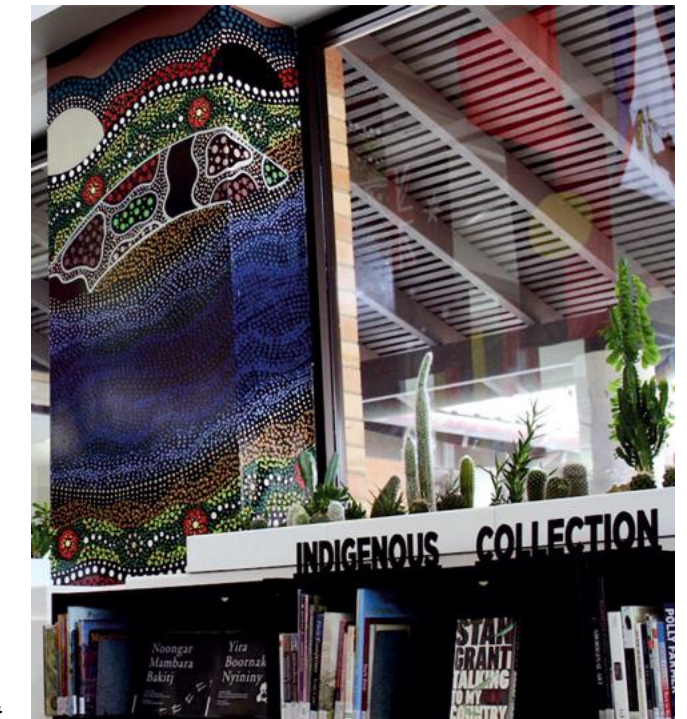
An audit of our existing collection was conducted in order to create a specific reading list, which identified existing resources that had strong Indigenous characters, focused on Indigenous history, or were written or illustrated by an Indigenous person. Supplementing the collection with new purchases from Aspects of Kings Park, Magabala Books and The Book Depository, in addition to digital content from ClickView, allowed the collection to have a blend of contemporary Aboriginal literature and factual information.

NAIDOC Week was held in the second week of Term 3 at Scotch College and it provided an excellent opportunity to share our resources digitally. Using Libguides, I created a research guide that linked staff and students to print resources in our fiction and non-fiction collections, the 'top 10 Indigenous movies of all time', and television series *First*

Australians and *First Contact*. This resource was then shared with teachers to use in their classes throughout NAIDOC Week.

To promote the collection and its importance in our library and school, we commissioned a local artist, Michelle Kickett, to create the beautiful artwork that can be seen on the pillars over our Indigenous Collection. Judy Daly, the Curator of the Aboriginal Art & Craft Gallery in Kings Park, was able to facilitate this arrangement. The artwork, titled *The Creation*, depicts the Rainbow Serpent, our beautiful Swan River and its surrounding areas. The combination of stunning artwork and the Indigenous Collection are vibrant symbols recognising the importance of Indigenous perspectives in the curriculum, our school culture, and the local community.

Lisa Crofts
Information and Research Specialist
Scotch College



Celebrating 20 years of Harry Potter

Kennedy Baptist College is a secondary school of 1100 students in Murdoch. The library is called the Research and Study Centre (R&SC) and, during the last two weeks of term two, we celebrated 20 years of Harry Potter. It turned out to be a busy and fun-filled nine days and was a wonderful, cross-curricula, whole school celebration of reading and literacy.

The festivities commenced with a Quidditch match between the staff and students. We had perfect weather and a good turn out on the oval to see the staff win after a close battle. Did you know that the Australian National Quidditch team, the Drop Bears, were the World Champions in 2016.

A whole school assembly featured our Harry Potter celebration significantly with a slide show of the various events and competitions and video excerpts of the Quidditch match - much to the entertainment of the audience. The winner of the essay competition was announced, students could select from a number of topics, with the winning entry looking at "Voldemort: inherently evil or the result of a broken childhood?" This was followed by student performances from the Arts Department of Harry Potter inspired dance and drama pieces. In addition, the Principal and Deputies gave readings from *Harry Potter and the Philosopher's Stone*. Students were overheard stating that it was the "best assembly ever!"

A school free dress day is held each term and it coincided within the celebration and students were encouraged to come dressed in their favourite Harry Potter character. The HOLA's of Arts and R&SC had a difficult time selecting the best dressed.

A Horcrux hunt was held each lunchtime and the clue was posted on the R&SC website and school notices just before lunch. Some featured a physical hunt while others were a digital hunt through our R&SC website. For example, for the clue: "Tom Riddle's Diary - where else would you find a diary but in the library" students had to locate Tom Riddle's diary on the book shelves of the R&SC. Whereas, the clue: "Rowena Ravenclaw's Diadem - room of requirement housed the Diadem but you will need to look in all our rooms" required students to search the 'rooms' of our website. The first student to email the correct answer was the winner.

The R&SC featured a huge display of Harry Potter paraphernalia from the 9 $\frac{3}{4}$ train platform to the Mirror of Erised to Voldemort sabotaging computers to the opportunity to free Dobby. In addition, students constructed a 3D puzzle of Diagon Alley and a super Harry Potter themed Lego project.

In the canteen, some of the dishes received new and exciting names like Gilly Weed Salad, flavoured Butter Beer, Floean Fortescue's Ice-cream Parlour and Hagrig's Spaghetti Bolognese, just to name a few.

The festivities ended with lunchtime Harry Potter Kahoots quizzes in our computer area. Prizes for the activities included: beautifully illustrated *Harry and the Philosopher's Stone* books; house points issued by Dumbledore; flying Ferrero Rocher chocolate snitches; handmade chocolate frogs with popping candy inside; and, Harry Potter playing cards.

It was a wonderful team effort and the support we received from other departments and students has inspired us to aim for bigger and better (as they say) for next year. I hear that Hunger Games will have been with us for ten years next year!! Maybe ten years of Katniss?

**Alison Hanham and Lorinda Gersbach
Teacher Librarians
Kennedy Baptist College**



Kennedy's superheroes display for Open Day

Ocean Reef SHS events

Teacher collaboration and a visiting author

Last year ended on a high note for the work I have tried to do in the Ocean Reef Senior High School Library and the connections I have made with the teaching staff. The teacher in charge of the SEAC (Senior Extension and Challenge) students at our school had asked advice when trying to find a novel study which would both cover the theme of sustainability and be an engaging read for Year 7 students. The newly published book *The Shark Caller* by WA author, Dianne Wolfer, seemed to fit the bill. How exciting to discover just before the end of 2016 that Dianne was available to travel up to Perth from Albany to spend a morning at our school early in 2017!

We decided that our visiting author would run a workshop lesson with the Year 7 SEAC class before giving a talk to all the Year 7 English classes. She was also able to spend the recess break between these lessons chatting to the EveReaders Book club about her books and her writing habits and inspirations for her ideas.

Dianne's visit was a huge success with the Year 7s. She is a highly engaging speaker who pitched her talk perfectly for her young audience. She had wonderful slides, photos, and newspaper articles, as well as interesting items such as shark skin and a map of the Papua New Guinea area to engage the students further. She also talked about WA areas such as Green's Pool near Denmark, from which she drew inspiration while writing her book.

The Shark Caller is a junior YA fiction novel which will enthrall readers of 11 and up. As Dianne mentioned, there is an element of fantasy that becomes apparent later in the story but the predominant theme is that of the PNG tradition of shark calling. This and other traditions and legends are blended with issues such as conservation and cultural identity, told from the perspective of Australian/Papua New Guinean twin, Isabel, who returns to PNG after a family tragedy.

The Shark Caller was inspired by Dianne's family holidays diving in PNG and the Solomon Islands. As well as enjoying the snorkelling and diving on the beautiful reefs Dianne became interested in the culture of Pacific island communities and their shark calling traditions. Teaching notes for the novel as well as links to articles about shark calling and also links to some of the creatures in the book can be found on Dianne Wolfer's website.



Going Global with your Book Sharing! "What in the world are you reading?"

This year the EveReaders Book Club was involved in a "postcrossing" activity with the Booklings Book Club in Glenthorne High School, London, organised through correspondence with Lucas Maxwell of Glenthorne High School. Using postcards (some of which were supplied free of charge by Australia Postcards (<https://www.australiapostcards.com.au/>), the students from both schools shared with each other their favourite books and authors.

Book club members were really excited to receive postcards from Glenthorne students with book and author recommendations. As a follow on from that book club activity all the Year 7 English classes have now also written postcards with book and/or author recommendations during their Library class visits and these postcards are being posted to classes in Glenthorne High School in London and classes in Northern Middle School, Garrett County, Maryland, USA.

All three schools are also hoping to get students sharing about books and reading using Seesaw by creating a combined class where students can share virtual pictures of their work, videos and book reviews.

Sarah Betteridge
Teacher Librarian



Library Officers' Big Day Out

LOBDOs, at Wyalkatchem DHS, started in 2009. I organise them because I believe it's important that we have an opportunity to get together. Most of us in rural areas work alone and it can be a lonely existence at times.

Each year the number of attendees has increased and this year we had 30 LO's from across the wheatbelt and beyond. Our guests were the ladies from the LIFT (Library and Information Focused Training) group; Louise Moore, Melissa Pettit, Madeleine Galbraith and Jenni Alderton. They covered a multitude of subjects including being assertive in the workplace and makerspace activities, which had us all fascinated and raring to get back to our libraries to try out our newfound skills.

We also had John from Paramount Business Supplies in Malaga. John bought some samples of his products and being an absolute whiz at repairing and servicing equipment, he also serviced my laminators for free while we were talking library stuff! Meter Office Products had sent up sample bags and one LO went home very happy with a lucky seat prize from Joy.

Wendy Chapman
Library Officer
Wyalkatchem DHS



Providing opportunities for technology, innovation and creativity within the Library at Perth College

During June and July, our library staff and Information and Communications Technology Department (ICT), held our first 'Innovation & Technology Week' of events and activities, throughout the junior and senior school.

The challenge presented to the library team was for a provision of library based STEM activities for our students to engage in during lunchtime. Without hesitation, our technology integrators, Acting Head of Library, teacher librarian, library technician and library officer, came up with a host of fun, learning (by stealth, of course) projects, that would cater for our primary and high school students.

With some good ideas offered by a few teachers plus loads of online STEM resource suggestions (see www.thestemlaboratory.com, www.stem-works.com), we firstly questioned what the purpose was in offering these tasks. Eventually, it was determined that the following points became our guiding priorities:

Staff recognised the importance of encouraging inspiration and innovation in the learning process. It is only through trial, error and devising of some possible solutions to a problem from which new ideas may develop. Our library staff perceived themselves as adults acting as a facilitator and they only provided the venue, materials, guidance, safety and general supervision, while students collaborated with one another, detected various approaches by other teams, that could be administered in a different way, in order to action success of their project.

Students also had the opportunity to see the library staff as being part of a whole school event and participating in something other than attending to their usual library duties. By opening our lunchtime library sessions to innovative team activities, it provided a central location in which the school community could come together and share in information, inspiration and creativity whilst soaking in the ambiance of books, technologies and learning, including having fun at the same time.

As the junior school STEM programs already involved the Year 5s and 6s this year, the library team agreed to provide an activity for the Year 3 and Year 4 classes. Using our soon to be deleted box of library books, recycling paper and student ingenuity, the Year 3 students were asked to work

in groups of 2-4, to work out a way of stacking and balancing one book at a time, to reach one metre in height and beyond, with only paper and books.

It was important for facilitators not to offer ideas at first; however, students were encouraged to have a whole class and group discussion on how this task could possibly be achieved. Invariably, student suggestions within groups ranged from carefully thought out plans to blind flashes of inspiration. The library space was a hive of excited and noisy activity on the floor as well as desks. It was fascinating to watch students trying various ideas like stacking wads of recycled paper, then balancing a book, before another layer of paper. Another group concertinaed paper like a fan shape to place a book on, while a few other students attempted rolling paper into even cylindrical lengths to act as stilts for each book. The winning group created a tower of cylindrical paper and books over 1.2m high!



While there was controlled pandemonium inside the library, the Year 4s were stationed outside, around a 2m by 1m inflatable pool, filled with about 25cm of water. On a long trestle of tables, facilitators had small white pebbles plus 30cm by 30cm squared foil sheets. Working in small groups, students had the challenge of creating some dirigible designs, in which a number of pebbles could be ferried across the width of the pool to see how many small stones can be held in the craft, before sinking to the bottom.

A few students, wanted to be the first to float their craft with a few pebbles and possibly to

test whether the construction blocked water from entering the dirigible. They hurried along with their first boat style design. Quite a few crafts sank almost immediately, while others floated for a few seconds, before collapsing in the middle from the weight of pebbles. As they say, 'many students had to go back to the drawing board', to come up with stronger or longer and wider designs and before long, we had several raft and boats floating and additional pebbles were added each time. Apart from the excitement of onlookers from other years, the winning team managed to hold 126 pebbles in the floating dirigible, before finally sinking.



Our secondary students had several small workshops offered in the way of projects using electronic devices, creating Pokémon origami shapes by following video instructions and group demonstration with an adult facilitator and even

fidget spinners became an innovative learning aid. Using a fidget spinner, students had to develop a way to record the spin time of each fidget within each group. Many applied the use of an iPod as a stopwatch and then they entered and presented group results onto a graphic table or chart to indicate the group's results.



Library staff also acquired Arduino kits, which is an open source project based company and user community that designs and manufactures electronic kits for building digital devices and interactive objects. The students used the Theremin device to create a non-contact musical instrument. It was amazing to see our students so involved and excited about these projects and to follow instructions, collaborating, and thinking, sharing ideas, innovating and creating within their groups.

Other digital activities involved hiring the Video Game Vault bus during recess and lunchtime, flying drones, coding and robotics workshops.

We have also followed on with the inclusion of student technology experiences into this year's Children's Book Week by offering lunchtime Virtual Reality devices to 'escape' into other places on Earth and into the universe. Students also escaped into their favourite book cover, with green screen apps and photo shoots in the library at lunchtime.

Darryl Fernandez
Teacher Librarian - Senior School
Perth College
Darryl.fernandez@pc.wa.edu.au

ASLA 2017 Conference - Challenge to Change

I have been lucky enough to attend the last two ASLA conferences as well as the one held in Perth in 2009. I always return fired up with enthusiasm and ready to try out the wonderful ideas I have heard about and this year was no different.

The "Challenge to Change" was made before even arriving at the venue in Sydney as all the conference information was contained in a handy app – Yapp. From transport maps to housekeeping to details of sessions it was all literally at our finger tips without a piece of paper in sight. No signing up for the concurrent sessions just pick what you like, find the room and join in.

The conference opened with Jenny Luca's key note speech – "Changing Lanes: Time to signal your intentions." Jenny was very clear that school libraries are changing and that we have to change with them but she urged us to start being the change rather than waiting for it. Jenny emphasised the need for school library leaders to be strategic in their thinking and their leadership. Jenny had me fired up and ready to change the world, whilst somehow giving me the confidence to think I could do just that.

Other keynotes included Paul McDonald, owner of the award-winning Children's Bookshop in Sydney, and Kate Sweetapple, Associate Dean at the University of Technology. Paul talked about the importance of reading role models and reading aloud to ensure that our students become readers. Paul challenged us not to be book snobs! He pointed out that every reader will gain something new from any text that they choose to read, even if they are re-reading that text. Kate talked about the visual design impacts in our spaces and how even minor changes can have a large impact. She highlighted the need to consider the audience first in any design project whilst encouraging us to innovate and use technology but not overbake our ideas. I loved an idea she shared for labelling book return chutes – "Books you loved", "Books you didn't" and "Everything else", even though the chutes lead to the same return box it gave borrowers something to consider and talk about even as they returned a book.

The concurrent sessions were all very professionally run with a host of wonderful information delivered in various ways by library staff from around Australia.

Stefanie Gaspari has made a huge impact at Trinity Grammar School, Sydney. She describes herself as 'an eternal optimist and zealous change architect'. Stefani gave us so much to think about in terms of the labels we use to describe ourselves, our roles and those of our library staff. Stefani encouraged us to be bold, start those difficult conversations and disrupt the status quo. Whilst her comments about the qualifications of those working in school libraries caused some concern, they were music to my ears. She talked about librarians being made three ways – they are given the job and get on with it, they are educated for the job, or they grow into being a librarian. Given that so many wonderful school libraries in WA are run by amazing library officers or teachers who do not hold Masters degrees in librarianship I felt Stefani's comments vindicated their role whilst not diminishing the contribution that continued education and professional development has on the development of services for students.

I tailored the other sessions I attended towards library design, as I am constantly trying to ensure that our physical environment works the best it can for our students. Matt Esterman, a consultant with Six Ideas, is passionate about redesigning education and education spaces for greater learning and connection. His session looked at how often we start to change a space but don't consult the end users or look at the core values that space wishes to deliver. Instead, we rush into choosing funky furniture! He discussed the need for any library space to reflect Thornburg's Primordial Metaphors (camp fire, watering hole, cave and life) in order to provide students and staff with the most useful and efficient learning space.

As well as the longer concurrent sessions there was a great session labelled 'Sharespace', where presenters sat at tables in the main conference room and gave short presentations to whoever could fit around the table. Again, I tailored what I saw to library design and saw excellent presentations from librarians who had re-designed their spaces to fit in with the values of their library and school. The themes at these presentations echoed earlier presenters emphasising the need for user involvement at the planning stage, from the youngest students to the Heads of Learning Areas.

All conferences are a mixture of formal presentations and after-hours events, Trade Fairs and of course networking. The opportunity to chat with school librarians from across Australia is invaluable both in finding out what others are doing, and why, and making connections in order to move forward in our own libraries.

If you get the chance to attend an ASLA conference jump at it. It is an invaluable learning opportunity that you and your school will reap the benefits of far into the future. I understand that all the presentations will be available through the ASLA website in the near future. But in the meantime, why not follow them via Twitter?

- Jenny Luca @jennyluca
- Kate Sweetapple @KateSweetapple
- Stefanie Gaspari @stefaniegaspari
- Matt Esterman @mesterman

Sarah Love
Head of Information Services
Mandurah Catholic College

Denise Robins
CBCA WA Committee member

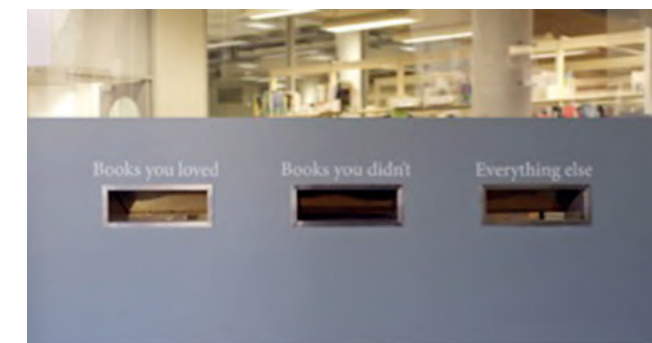


Image used with permission of Chris Gaul. <http://chris-gaul.net/works/library-return-chutes/>

MYOSB competition awards ceremony

On Sunday August 20, the writing and illustrative talents of 25 budding young authors and illustrators were recognised and rewarded at the Make Your Own Storybook Awards Ceremony at The Literature Centre.

As a surprise tribute to CBCA Award-winning author Norman Jorgensen, who presented the 2017 awards, winners were invited to dress as a character from one of his books. Families and CBCA WA committee members joined in the fun and the event was a great celebration of both the winners and the 40th anniversary of the competition. After the formal ceremony, winners and their guests enjoyed a slice of the anniversary cake, browsed and bought books and chatted with Norman as he signed them.

This year 19 judges read almost 800 entries from 150 individual children, 31 public schools and 24 private schools. Scans of covers and pages from the winning entries will be placed on the CBCA WA website to highlight the excellent quality of the winning entries.

The WA Branch thanks The Literature Centre and our CBW sponsors Healthway and their Go for 2&5 program. We also sincerely thank the following bookstores for their wonderful support - Beaufort Street Books, Child Education Services, Crow Books, The Lane Bookshop, Millpoint Cafe Bookshop, Oxford St Books, Paper Bird Books & Arts and Westbooks.



Donald Trump & Teacher Librarians: What do they have in common?

It took Trump until he became president to realise that there is Fake News in the world. Something that teacher librarians have been aware of for years and are actively being role models for their school communities in this vital area. Trump should have been in the audience on May 30 when St Norbert's College in Queen's Park hosted a PD event that examined Fake News.

Despite what Trump says, Fake News is not just anything people say that you don't like. Students and teachers need to understand what it is, how do we have it and why do we have it before they can deal with the problems fake news creates. To highlight this important point, Barbara presented a plethora of social media, mobile apps and web sites that may be employed by students to complete their assignments. Swamped by this tsunami of information, students must be taught the skills that everyone needs to be able to evaluate and authenticate information, because there can be serious repercussions if we get it wrong! Repercussions can be: personal; social; and global and may last forever.

Rebecca Murray outlined her whole school program, organised and run through her library, which commences in Year 6 and is then followed through the remaining years. Aptly titled C.R.A.P., Rebecca employs humour to introduce this program which engages the students straight off the bat. Using four key areas, Currency; Reliability; Authority and Purpose to evaluate web sites, students are provided descriptor and tally sheets to scaffold them as they complete their assignments across the curriculum. Posters depicting C.R.A.P. are also displayed in all Helena College classrooms. Rebecca also demonstrated several alternative web sites.

Sarah Betteridge highlighted the challenge for teacher librarians as we attempt to integrate information literacy into the curriculum, when the Australian Curriculum only refers to the development of inquiry skills. Sarah provided the answer in her presentation before exploring the differences and challenges between digital literacy and media literacy before demonstrating several web sites that can assist your students navigate the maze they call social media. Lots to think about!!!!

Thanks to Sarah, Rebecca and Barbara Combes for their time and expertise in presenting this afternoon at St Norbert's College. Each presented a different take on the importance of evaluating any information we come across, no matter what the medium or platform. Information relating to this PD session can be found in the 'members sections' on the WASLA website.

Looking for more information? A good place to start would be the short video produced by Scotch College titled "Evaluating Sources of Information by Scotch College Library" <https://www.youtube.com/watch?v=DwdA4155qU>

Jeff Herd
WASLA Lifetime Member

Creating and sustaining libraries in uncertain times

On Saturday September 9, an enthusiastic group of library staff from a range of schools and libraries sat entranced by the highly regarded Wilma Kurvink. Wilma, currently the Head of Library at Scotch College in Melbourne, has many years of experience in school libraries bringing change to environments highly resistant to these improvements. Most, if not all, organisations in which we spend our professional life are structured with a hierarchical arrangement providing little opportunity for moving library staff from what Wilma described as a 'workgroup' to a 'team'.

As staffing and resource budgets are diminishing it was timely advice that Wilma offered, including redefining the 'core business' of the library within the structure of the school, making sure that all resources are equitably available and curating knowledge to ensure it can be used and accessed by all patrons.

Important questions were posed during the workshop sessions which enabled participants to work on their personal action plan related to specific issues in context to each of our own schools or libraries. Questions such as what does the library do that no-one else in the school/organisation can do? Who decides 'value' in your workplace? And what could the library offer that would be considered value-adding?

In order to be an effective leader and supporter of change in the workplace, Wilma stated that we must affirm the positive, be clear about the things that need to change and ask staff what support is needed to encourage a smooth transition during periods of transformation.

Not surprisingly the opportunity to converse with Wilma went by all too quickly but WASLA members should know that she has kindly offered to visit in the new year to continue working on leading sustainable libraries in uncertain times.

Many thanks also goes to Val Baird for contributing her time and expertise in reminding us to look after our health and wellbeing with a OH&S and ergonomics session. Wheelers also flew over to show us their ePlatform and how eBooks and audio books can be effectively used in our school library collections.

Thanks to Helen Tomazin, WASLA Committee member, for arranging for us to utilise her school's, Good Shepherd Catholic Primary, fantastic facilities for the day.

Rebecca Murray
WASLA Vice President



Humble Pie and other titbits

Starting out as a Library Officer at a high school I was filled with enthusiasm, determined to impart knowledge to these wonderful young people. After all, they were going to be the next generation of adults. I needed to make sure they thought outside the box, were creative, inquisitive, keen to explore life and open doors to expand their knowledge.

I was on a mission!

Well, not long into the job let's just say my mission turned into a Manga novel. The complete reverse of what I envisioned my role would be. The enlightener became the enlightened! Each day I am amazed at the creativity and knowledge that students impart in their 'small talk' with me. The fact that a student would deliberately stop to chat to a 'mature person' is in itself a wonder and the conversation would often spark amazement and further dialogue. Then a light globe moment of how I could use that information happened – build a bigger picture, using that one piece of the jigsaw.

As an example, a library display built around one word – Hippopotomonstrosesquippedaliophobia (yes it REALLY is a word). So after admitting to the Year 8 student, who introduced the word to me, that I had no idea what it meant, let alone how to pronounce it, she directed me to the website. <https://www.youtube.com/watch?v=AhbMPn-s5IQ> (or simply google "the long word song: faster version"). As catchy and well written as the song is, I am still unable to adequately pronounce the word and I would challenge any adult to give it a go!



So, armed with this one word I hunted down the ten most common phobias in Australia. Put together some information and produced an eye

catching display. To create interaction I left a sheet for students to anonymously list their greatest fears. Responses from snakes to heights were listed. Interestingly, some teachers made the 'phobia' list too! The winning phobia by far was Didaskaleinophobia!



Then there are the future linguists who regularly drop into the library to feed me a titbit of information. I am accumulating all of this, so that one day I can put together facts on the English language. Trivia such as, which is the only English word that contains the letter Y three times? (Answer: SYZYGY). What about the word QUEUE? It is the only English word with two same consecutive letters plus if you remove the last four letters you are left with the same sound/pronunciation.

Then there is the Year 12 student who casually meanders past my desk asking me if I've visited the end of the internet. What? There is an end page to the net? My curiosity got the better of me and so I had to visit <http://endoftheinternet.com/> Who on earth comes up with this stuff?

Minions also made the conversation, with a student admitting they were crazy for these cute little creatures. So imagine their surprise when they spotted posters throughout the library. I had searched "Minions Opinions" and was astonished to discover that they are quite wise creatures indeed.

Then there are the endless websites students recommend I check out. Such as: <https://www.youtube.com/watch?v=dWFxzpTzOE> (Just google "10 useful websites you wish you knew earlier") Note: make sure to checkout number 10 on OPENLIBRARY. It's one I'll definitely have to investigate further.

And did you hear about the 120 sided dice? What on earth would you use that for? What about the fun you can have with Palindromes (a word, phrase, number, or other sequence of characters

which reads the same backward as forward eg. madam, racecar, Hannah, 2002)? Try reversing the sentence "A nut for a jar of tuna". I could go on for hours.

So my dear library colleagues, from the few examples above **dewey** get the picture? In my role here in the library I have had to eat humble pie and continue to do so each day. My interaction with these students speaks **volumes** about their character, interests and fun-loving nature. Trust me these bright, funny, awesome young people are good for my **circulation** and remind me that you are never too old to **catalogue** one more fact in your cranium. They have **stamped** a **marc** in my heart and for that I am sincerely grateful.

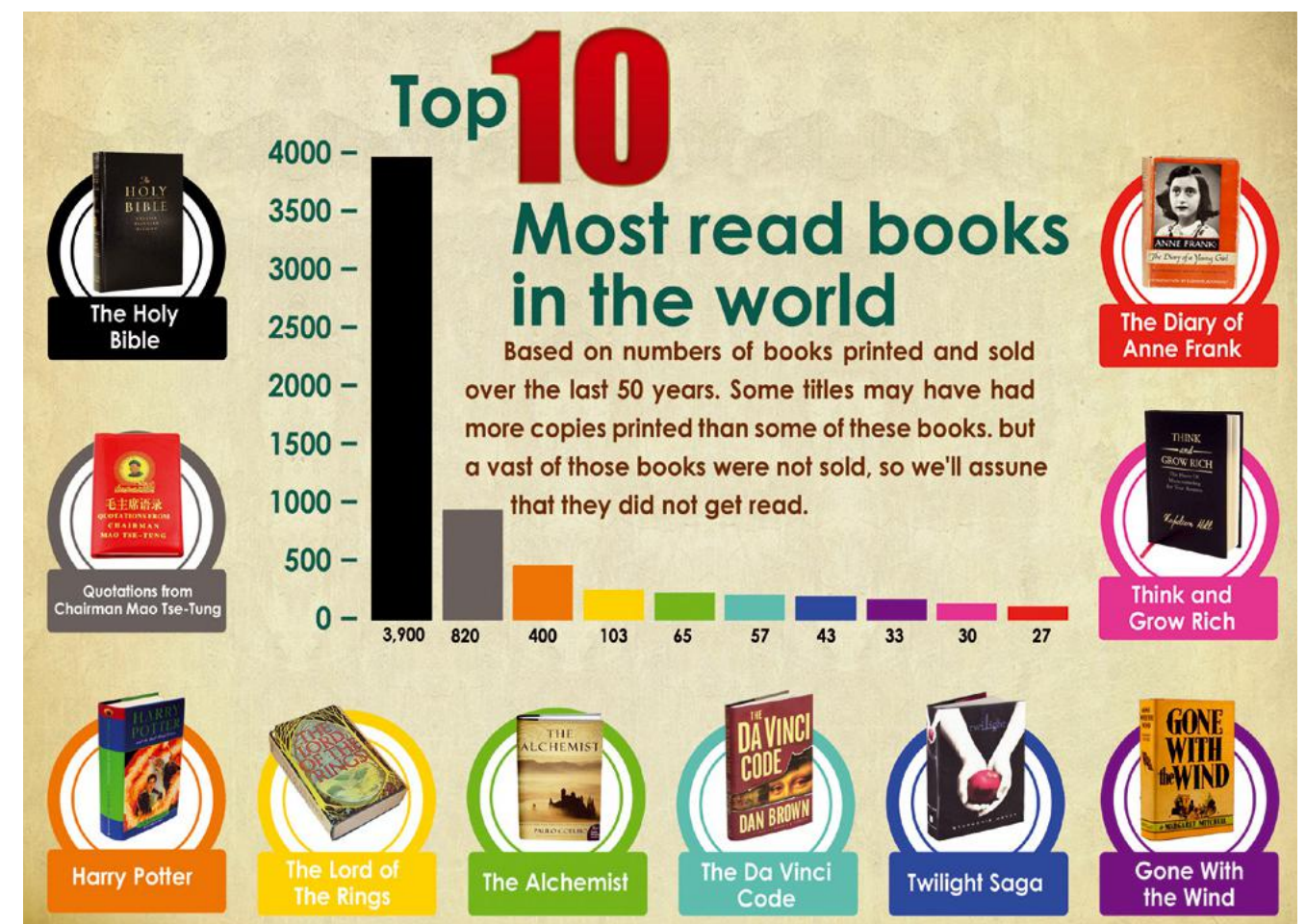
I look forward to the **sequel** in 2018 and beyond!

Tina Russo
Library Officer
Governor Stirling SHS

**Amendment to the previous edition of *ic3's* article, "Library Therapy Dogs Program at Woodvale Secondary College". Julie Robinson wanted to add that the therapy dog program is made possible with thanks to the support from the Greyhound Adoptions WA.

You can find more information about these dogs at:

- greyhoundadoptionswa@hotmail.com
- www.greyhoundadoptionswa.com.au
- www.facebook.com/greyhoundadoptionswa



Accessed from <https://visual.ly/community/infographic/lifestyle/top-10-most-read-books-world>. Please note that the scale is in millions.



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