



In this Issue:

How to design a library as the heart of the school

Nadia L King takes on cyberbullying

The importance of information scaffolding

Setting up a coding club in your school library

2018 WASLA Conference

Professional Journal of the
WA School Library Association
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Wow! Didn't this nine week term fly by? It felt like I had just completed the last edition of *ic3*. During Term Two, WASLA put together a day conference. It was very successful and that is only possible due to the generosity in time and spirit of the fantastic practitioners who took the breakout workshops. Yes, it is possible to get great keynote speakers, as they are paid, but the workshop presenters volunteered their time and expertise to share their knowledge with us. I was on the Committee who planned the conference and it made my job easier when people said yes when I approached them to present. Once again, thank you! Those of us who listened to you took away at least one thing that we could use in our own libraries.

As we gear up to Book Week, this edition presents another couple of local authors. Nadia King speaks about the devastating effects of bullying and how that has influenced her writing. Nanci Nott, a circus performer herself, is inspired by her family when writing about her children's novels. It is interesting to hear about their diverse experiences in their writing processes.

I am continually amazed of the power of social media when being able to connect professionally with other practitioners internationally. For the second time, Elizabeth Hutchinson, is writing for us here in WA, this time about how important information literacy is and having a framework that promotes it across the school. It is something that we should all pay attention to.

Natasha Georgiou, Editor

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

Panel of Referees:

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

- Val Baird
- Dr Barbara Combes
- Rebecca Murray
- George Diek

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From the President's Desk

We are at the halfway mark for 2018 and the year seems to be flying by. I am retiring from active duty at CSU on Monday 2nd July, although I have been informed I will still be attached by a long piece of elastic! I will continue to work as an adjunct for a while just to keep abreast of what is happening in library land around Australia and I suppose because old Librarians just can't help themselves but remain attached to a profession that is really a passion. I was asked to write something about my journey in libraries which has spanned over 30 years. So here goes!

I began my journey in 1986 after teaching in country schools in English and Social Studies (as it was then) and having a family during the previous ten years. I had just moved to Perth as a single parent with three kids, when my sister insisted I take up the teacher librarian course being offered through WACAE at the time. She offered to babysit my youngest child. I agreed and completed the course part time over two years and graduated in 1988. At the time of finishing, my youngest was at preprimary and I went back to full time work as a temporary teacher at Safety Bay SHS and a two and a half hour round trip each day to get to work. The Department wasn't very good at placing people and half of the staff at the school were travelling from the northern suburbs, so I wasn't alone.

This appointment was very instructive as I was assigned to rewrite the Selection Policy for the library and we were one of the first school libraries in WA to go online. Six months into the appointment the manager of the library went into Central Office and I took her position. This was when school libraries had good staffing – two and a half teacher librarians and two officers for a school of about 1200 students. The library was always packed and we worked collaboratively with teachers as well as taking classes of our own.

The position was temporary and as a single parent I needed full time permanent work. Being closer to home was also a consideration as the travelling was exhausting. I then took a position as the teacher librarian at a private school, John Wollaston Anglican School. This was much closer to home. I had a teaching role and classes, as well as setting up a collection that was only 12 months old.

During this time I was involved in the design and setting up of the new library, collection development and policy development. It was an exciting time, although for a while I was a sole practitioner. It was in this library that we experimented with CD-ROMs and a range of new resource formats. We

also put the collection online (catalogue) for the new library.

In 1993, however, an opportunity came up to work for the Curriculum Materials Information Services (CMIS) section in the Education Department in Silver City. I was fortunate enough to succeed in the appointment and became involved in assessing a range of resources for schools and authoring a range of annotated bibliographies. Working with the Indigenous group, the learning disability and special needs people and the assessment and reporting team were highlights during this time. I had the opportunity to work with people who were knowledgeable and passionate about their particular branch of education. I was also involved with the team who set up the original Education Department portal at a time when the (public) Internet was in its infancy and no one else in the Department seemed interested.

The staff at CMIS were way ahead of their time during this period and this led to my first presentation at an ASLA Conference in 1995 (a bit daunting to say the least). Towards the end of the 1990s I also embarked on some more study and began my Post Graduate Certificate in Internet Studies with Curtin. In 2000 I accepted a secondment to work with the team setting up an experimental senior college which eventually became Sevenoaks Senior College in Cannington. I then applied for and won the position of teacher librarian at the College which opened in 2001.

Sevenoaks was truly advanced in its use of technology and philosophy. Teachers were expected to embed technology in the curriculum so students could access their work from home – something we take for granted today. The design of the buildings, access to technology for students (1 computer per 2 students) and the selection of staff meant this was an exciting and heady time. As the TL my job was to work with staff to put their subjects online and develop the structure for the College's online presence. It was a VERY steep learning curve for me! However, collegiality amongst staff led to some really amazing developments in online curriculum modules where I used my studies at Curtin to help me work collaboratively with staff to create their subjects online as well as build stand-alone modules of curriculum.

It was during this period that I changed the direction of my studies from website design and development to online education and curriculum. My experiences at Sevenoaks with some wonderful staff and a far-sighted Principal (Dave Wood) enabled me to continue publishing and presenting at conferences and to work with

From the President's Desk

others who were researching in this area. It was Sevenoaks and its community that piqued my interest in how young people use the Internet as a social communications tool and for learning.

Halfway through 2002 I received a phone call from the Library lecturers at Edith Cowan University (ECU) and I accepted a 12 month secondment. By this time 70% of the subjects at Sevenoaks were online, we had developed over half a dozen modules of stand-alone online curriculum and I had been working with a post-doctoral fellow who was researching what was happening at the College. Once I began working at ECU I realized that I needed to continue my research agenda and geared up to complete a Masters in Internet studies. I was working in the School of Computing and Information Studies (SCIS) which was one of the early adopters at the university and had also placed all its subjects wholly online.

For the first time I found myself teaching face-to-face (traditional) as well as wholly online. So my Masters research explored online learning and how students responded emotionally to the online environment and whether this had any effect on student success. I found that learning wholly online is very different to working face-to-face for both the students and the lecturers and that the environment itself introduces higher levels of anxiety, feelings of isolation and frustration, and lack of motivation. My research and studies were extremely helpful in helping me to teach online and work with students.

In 2011 the kids had all flown the coop (all working in various branches of IT) and I applied and won a job at Charles Sturt University (CSU). By this time I had taken on the presidency of WASLA after working on the Committee for several years previously. We began the WASLA Committee in 2010 as a complete set of newbies and spent the first two years building up the Association again. Working at CSU was a bonus as it is the largest Library School in the Southern Hemisphere, second largest in the world and the only school dedicated to library and information studies in Australia. It was great to be amongst colleagues who were passionate about libraries and particularly school libraries.

By this time I had been doing my PhD for nearly six years and needed to finish it (seven year time limit). I had continued my interest in young people and researched the idea of a digital native, what this term meant, whether one actually existed and the repercussions for education which by this time had spent billions in placing computers and technology in schools. I found there is really no

such being as a digital native, our students tend to use technology superficially based on the fact that they teach themselves how to use it, mostly for entertainment. Since teachers in school don't teach students how to use technology effectively, appropriately and respectfully, we now have a myriad of problems with cyberbullying, cyber safety and lack of security and a generation of users who still don't know how to locate, use and apply information for learning.

For the last six years I have worked for CSU, lectured, presented at conferences and continued researching with colleagues on topics concerning elearning. I have also continued working with some fantastic people on the WASLA Committee, to provide collaborations with other library sectors, facilitate direction for school libraries, and develop professional development in Western Australia. I have enjoyed my time with WASLA immensely as it keeps me based in the world of real school libraries. So while I am retiring from my day job, I'll still be around for a while yet!

Dr Barbara Combes
President WASLA



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



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#WASLApIn

WASLA News

INSIGHTS, UPDATES & OTHER MATTERS MARK IV: NETWORKING WITH STYLE

An innovative conference presented by
ALIA WA Library Technicians Group (WAL TG)
& The WA School Libraries Association
(WASLA)

Saturday
15 September,
2018



SAVE THE DATE!

EVERYONE IS WELCOME. MORE INFORMATION COMING SOON.

Feature Author:

It wasn't too long ago that Nadia was unknown amongst the literary scene here in WA. However, since the publication of her debut novel, *Jenna's Truth*, Nadia has been actively talking about her writing and the serious issues that she tackles via public speaking and her online blog. I was given the opportunity to chat with Nadia to find out what motivates her to write for young adults.

What inspired you to write Jenna's Truth?

Jenna's Truth was inspired by the tragic death of Canadian teen, Amanda Todd in 2012. One day, my teenage daughter came home from school and showed me Amanda's YouTube video which went viral after her suicide.

The video deeply disturbed me and I couldn't seem to move on from a tragedy that had happened years ago. Amanda had been cyberbullied for years and felt so hopeless that she took her own life.

In *Jenna's Truth*, I decided to write a story where the girl doesn't die and the bullies don't go unpunished. I was hoping that if I could share this story widely enough maybe one kid somewhere wouldn't feel so alone and they would see that suicide was not an option.



There are many teen issues that are covered in this book but the book is a novella. How did you manage to deal with such complexity in a limited space?

While I was writing *Jenna's Truth*, I kept thinking I needed to make the story as accessible to as many kids as possible and that meant keeping the story tight and focussed. A novella seemed the perfect form to achieve this.

Teacher librarians have reported reluctant readers especially enjoy reading *Jenna's Truth* because although the content is geared towards young adult readers it is short enough to not be daunting in length.

I have experience writing short stories which is a form I particularly enjoy writing. Within such narratives, you work within limitations; shortened duration, few settings, limited characters and themes, and I think this experience helped me write *Jenna's Truth*.

What advice do you give to young people who have been bullied?

Tell someone. There is always someone who will listen. It doesn't have to be someone you know personally because there are agencies who deal with such issues everyday:

- Kids Helpline 1800 55 1800
- Lifeline 13 11 44
- Headspace 1800 650 890
www.headspace.org.au
- Office of the eSafety Commissioner 1800 880 176
www.esafety.gov.au

If someone is bullying you online, don't let them get away with it. Make sure you screenshot the evidence and report it to the Office of the eSafety Commissioner. Use the report, block and mute buttons on social media platforms, they are there to protect YOU.



Image source: <https://www.esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/rewrite-your-story/stories/alexia>

If I could chat with teens being bullied, I would say to them:

"Know that you are more than enough. Life will somehow work itself out even though it looks pretty messy right now. You may not get this but you are perfect in all your imperfections. Define your reality, don't let the bullies who are making your life (and theirs) hell dictate your place in the world. What you bring to life will make the world a better place. Stay, because we need you."

Nadia L King

Many consider this book a must read for teenagers. Why do you think it has had such impact?

I believe *Jenna's Truth* has been impactful because the costs of not engaging with teens on this issue is high. Suicide is the number one cause of death for teens and we can't ignore that bullying and cyberbullying play a part in those statistics.

The issue of bullying extends beyond teens and many adults also struggle to deal with cyberhate. As a community, we need to work out how to embrace the advantages technology brings while also dealing with the negatives of such technology.

What's next for you?

Domestic violence kept surfacing in my writing and so after the publication of *Jenna's Truth*, I wrote a young adult novel about a boy growing up in a household with family abuse. I'm currently approaching literary agents and publishers with a view to finding this story a home.

On the writing front, I'm tentatively starting a new young adult manuscript about growing up in a country town. It's early days so I'm not entirely sure the direction the story will take. As well as writing, I run a teen book club for the Centre for Stories, I regularly hold talks and workshops for schools and libraries, act on judging panels for children's writing competitions, and I'm the Young Adult Fiction Editor for the Australian Women Writer's Challenge. I read an awful lot which also entails blogging and writing book reviews.

I'm about to embark on some university study into editing and publishing so that in the future, I can hopefully help others share their stories.

What memories do you have of your school library?

Libraries have always been important places in my life. Even now, I regularly visit my local library and I'm very lucky that it's within walking distance to my house. I remember my school library being a place of retreat. It was quiet and full of books. I was a voracious reader so having a huge supply of books to read was important to me.

Do you think that school libraries are important? Why?

School libraries are vitally important. I hear stories of some school libraries not having enough books and that thought horrifies me. If we are to have a literate society, our children need ready access to books.

There are so many advantages to reading; one being that reading helps build empathy. Empathy helps us to look at the world and imagine a better place. If books can build empathy in society, how important is it that school libraries have books that will engage all children? We need to make sure that every school library has ample books. We need to engage each child with reading and we can do that by having a wide variety of books readily available to children.

British author, Neil Gaiman said that libraries give us freedom:

"Freedom to read, freedom of ideas, freedom of communication. They [libraries] are about education (which is not a process that finishes the day we leave school or university), about entertainment, about making safe spaces, and about access to information."
(Neil Gaiman's lecture for the Reading Agency, delivered on Monday October 14, 2013 at the Barbican in London)

School libraries give children access to freedom so it is important that we support them and encourage our kids to spend time in them.

Do you offer any services to schools?

I'm available for author visits to schools. I believe we all have the power to make a positive impact on the world and I aim to inspire teens to chase down their dreams, and above all, to be true to themselves.

For more in-depth teaching, I tailor workshops to suit particular needs of students. I have experience teaching workshops for students 12 years and over.

Testimonies:

"Thank you for inspiring our students to read, write and be kind. Thanks again for an awesome week of talks and workshops." - English Department, Darling Range Sports College

"Everyone was grateful to hear your advice, with many of them noting there isn't enough awareness about cyberbullying in the broader community." - Librarian, City of Gosnells

"It was so lovely having you here. The girls really loved it and you had a wonderful disarming way with them. Thank you so much." iCentre, Iona Presentation College

"Nadia has shared her story with schools around WA and speaks to students about the writing process...I'm not sure I've ever met anyone so passionate about books and writing! With Book Week ahead in Australia, don't miss your chance to book Nadia to come to your school - her message is powerful and she'll get your students excited to write their stories too!" URstrong



Nadia King
Author

Photo by Louise Allan

Nadia was born in Dublin, Ireland and now calls Australia home. She is an author, blogger, and presenter. Her debut book, *Jenna's Truth*, is published by boutique small press, Serenity Press based in Western Australia. Nadia is passionate about using stories to reflect a diversity of realities in order to positively impact teen lives.

In 2017, Nadia was awarded a Paperbird Fellowship. The Fellowship Program strives to support local children's writers and illustrators to complete their creative work and pursue publication, and is a partnership between Paperbird, Children's Books and Arts, the Australia West Branch Society of Children's Book Writers and Illustrators (SCBWI), WA Branch of the Children's Book Council of Australia (CBCA), and the City of Fremantle Library.

Nadia also runs a teen book club for the Centre for stories. She is a particularly hopeless horse rider but Nadia enjoyed that one time she rode an ostrich. She also loves riding camels, and hopes to one day ride an elephant.

You can contact Nadia via her website, NadiaLKing.com, Facebook, Twitter (@Nadia L King), Instagram and LinkedIn.



Photo by Norman Jorgensen

South Secondary Library Network

We are a group of secondary teacher librarians from both public and private schools mainly from South of the River who meet once each term to discuss relevant issues and what is the latest and greatest in the library world! We meet the fifth Tuesday of each term after school (and have been doing so for about 15 years!). We had our term two meeting at Seton Catholic College. Items on the agenda were:

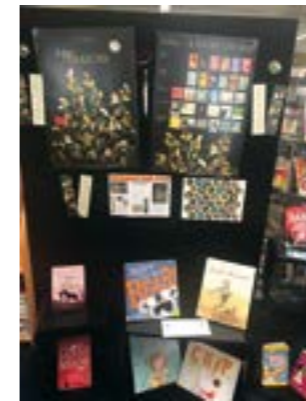
- displays - the World Cup, Book Week and 10 years of Hunger Games;
- 3D printing - see the photo for some amazing student created models;
- Virtual Reality goggles and activities;
- Suppliers of non-fiction and fiction resources; and,
- Useful up-and-coming PL including the WASLA library conference.



Our next meeting is at Melville SHS library on Tuesday August 14. If you are a secondary teacher librarian you are very welcome to attend. Please let Melville SHS know by emailing tracy.thillainath@education.wa.edu.au.

CBCA Book of the Year - Judges Short List Talk

This year the CBCA WA Judges Short List Talk was held on Sunday May 27 at the School of Isolated and Distance Education (SIDE) WA hosted by Teacher Librarians Felicia Harris and Liz Allen. The change of day was well received and 35 teachers, librarians and members of the public, attended the event. The change of day also allowed a few country teachers to attend. The SIDE Library Resource Centre looked amazing and received many compliments from the attendees who were the first in WA to see the gorgeous 2018 CBCA Book Week 'Find Your Treasure' Merchandise created by Anna Walker. Displays showed off the 2018 shortlisted books and allowed attendees to look through the titles in each category.



The presentation given by CBCA Book of the Year Judges Ruth Campbell-Hicks (pictured below) and Anne-Marie Strother was engaging and informative. Younger Readers Judge Anne-Marie Strother had the audience listening intently to her perspective on the shortlisted Younger Readers books and many audience members were busy taking notes during her presentation. Anne-Marie also presented the judges annotations on the shortlisted Older Readers and Picture Book categories. A number of audience members were very interested in the judging process and Anne-Marie answered a number of questions about how to become a judge and what it entails.



Early Childhood Judge Ruth Campbell-Hicks enthralled the audience with her enthusiastic presentation of the Early Childhood shortlisted books. Ruth also presented the judges annotations for the Eve Pownall Award for Information Books.

Thank you to Noel Chamberlain, Principal of the School of Isolated and Distance Education (SIDE) WA, for allowing the use of the SIDE Library Resource Centre as the Judges Talk venue. Thank you to Angela Briant and the Independent Education Union Australia (IEUA) for loaning the entire collection of 30 shortlisted books! Thank you also to the CBCA WA committee members who attended and helped in many ways, as well as to the Book of the Year Awards Judges Talk Committee, Liz Allen, Chloe Mauger and Felicia Harris (coordinator).

Last but definitely not least, a huge thank you to the two CBCA Book of the Year Judges Ruth Campbell-Hicks and Anne-Marie Strother. Ruth has been the Early Childhood Judge for 2017-2018 while Anne-Marie has been the Younger Readers Judge for 2018. Both Judges have spent a lot of time and energy reading and annotating the hundreds of books they have received and we appreciate all the efforts and the time they have spent judging the Book of the Year Awards that they could have spent with their families. Ruth has finished her term as a judge, but Anne-Marie will be returning as an Older Readers Judge in 2019 along with Felicia Harris who will start her term as a Younger Readers Judge.



L-R Anne-Marie Strother and Felicia Harris

Felicia Harris
CBCA Judges Talk Coordinator

Zany Circus

A few years ago, I decided to build a fictional world with a gigantic purple Big Top and a little green goblin. It was the least I could do for my children, having already failed at birthing them into a family of flying death defiers.

Zany Circus: Paradox is a middle grade adventure novel about three children (gentle Zandee, stubborn Tobelia and pranky Kadin) who live in a circus, don't go to school, learn magic and mess with history. It's the first book in the *Zany Circus* series and it contains elements of unbelievable truth and mundane absurdity.



I've been a voracious reader my whole life, so when random thoughts, intriguing ideas or quirky characters appear in my mind, they usually fuse together to form fully fledged stories. Xanthe, Azalia, and Zaedyn are the muses whose interests and ideas provide infinite fuel for inspiration. If it weren't for my kids, there would be no *Zany Circus*. I may have technically written the words, but everything stems from them.



My children love philosophy, history, and science, which is why my stories delve into subjects like cynicism, dark matter, and time travel. My ten year old has been learning silks and trapeze for a few years now. Her plan is to become an aerialist and run away with a real circus. My plan is to write enough circus books to barricade her way out of town.

Zany Circus: Paradox is not an educational text. It's an adventure story with funny bits. It involves history and quantum physics in the same way as another story might involve skateboarding and a treasure hunt. There are extension activities at the

end of the book, but, although I had fun creating those, they aren't the main focus.

I didn't sit down to write and think, "Hmmm, how can I make this story educational?"

I sat down to write and thought, "Muhahaha, they won't be expecting this to happen!"

The thing is, potential opportunities for incidental learning are practically unavoidable once you train your brain to notice them. Enjoyment and humour are fantastic platforms for encouraging curiosity and that mindset influences everything I do, from how I teach, to how I parent, to how I write.

Filling a brain with knowledge does not resemble viking mead flowing passively into a polished skull. You can't force a person to learn, but if you incite curiosity, you can facilitate countless opportunities for growth.

For example, a child might attend a brilliant and comprehensive lecture on the philosophy of Diogenes and learn...absolutely nothing. In the absence of a solid frame of reference, a conversation about a philosopher intentionally rejecting the values of his society will most likely be perceived (by a disengaged child) as being meaningless, irrelevant and boring.

Now imagine that same child (let's call him Mordecai) is reading a story in which a certain character (Diogenes) is described as looking like Santa Claus in a soiled nightie. Mordecai reads further, and wonders why on earth this Diogenes dude would choose to sleep in a barrel, poop in the marketplace and live (quite literally) like a dog. Mordecai might not agree (or care) when Diogenes announces, "He has most, who is most content with the least", but Mordecai may be mildly amused by the idea of three zany circus kids wandering around Ancient Greece, wearing bedsheets over their pyjamas, making friends with rule-breaking philosophers. Next time Mordecai hears (or reads) something about a philosopher rejecting the values of his society, he will have a relevant frame of reference from which to draw further understanding.

Stories expose us to novel concepts (sorry, I know it's a terrible pun, but I couldn't help myself) and encourage expansive thought.

It doesn't matter which aspects of a story interest a child, as long as he is happily engaged in the experience. I strongly believe we (parents, teachers, librarians, writers, hobo philosophers, and little green goblins) have a responsibility to nourish children's minds in addition to entertaining them. The shiny surface stuff is cool, and jokes

Nanci Nott

can be funny, but real satisfaction comes from an ability to delve deeper.

I didn't do any research at all for book one (*Paradox*), other than fact-checking things my kids taught me, and drawing on my own prior knowledge.

Book two (*Pythagoras Rules*) required more research after certain storylines fell into my head. The more I learned, the more I realised Pythagoras fitted perfectly into the *Zany Circus* universe. I loved writing the first two books, and I'm having fun plotting out book three... which I can already tell is going to be my favourite!



When I first emailed my manuscript to Rebecca Laffar-Smith at Aulexic, it was essentially an exercise in breaking out of my comfort zone. I didn't think she would read my story, let alone publish it. But she did, and I will always be grateful to Rebecca for the path to publication she initiated. The experience taught me that having other people read what I've written is far scarier in my head than it is in real life and my kids have learned that 'following your dreams' is not just an abstract concept, but an important life skill.

Fulfilling my childhood fantasy of becoming an author was awesome, but better still was the fact that Aulexic hired my teenage daughter, Xanthe Turner, as an illustrator. Xanthe is a truly dedicated artist, and, because she was integral to the initial creation of *Zany Circus*, it felt so right having her on board. I knew she would create amazing artwork for the books, but her efforts have surpassed all my expectations. She has a habit of doing that.

Shortly after *Zany Circus: Paradox* launched, Aulexic restructured and there was talk of another publishing house taking on our contracts.

This gave my daughter, Xanthe, the idea of starting her own small press - no mean feat for a fifteen year old! She attended a Small Business course, undertook a ton of research, got her paperwork and accounts in order, created a website, and began to build her business. Xanthe's small press, Turner Books, now holds the rights to *Zany Circus* and the revised edition of *Paradox* has been published

by her, along with the ebook, a few other titles and some upcoming releases. In addition to publishing the rest of the *Zany Circus* novels, Xanthe is currently illustrating for prolific children's author, Margaret Pearce, whose spider-infested picture book, *Augustus Brown* will be released by Turner Books later this year.

When we are running workshops or speaking with groups of children, it's easy to see how inspirational Xanthe is to other young people. She is living proof that when you are hardworking, passionate, and dedicated, you can achieve great things, regardless of your age.



Coincidentally, that last sentence could just as easily have been used to describe the young protagonists of *Zany Circus: Paradox*. Which begs the question - does life imitate art, or does the artful egg imitate Plato's freshly plucked chickens?

The most satisfying aspect of the *Zany Circus* journey, is how much my children and I have learned along the way. What began as a series of bizarre bedtime stories for my kids has grown into a life-changing paradigm shift for us all.



Nanci Nott
Author

Nanci lives in a normal house that doesn't have six toilets. She likes extra cheese on pizza and in-jokes. When Nanci was a child, she didn't believe in fairy tales, but she does now, because she met Prince Charming in 2015. His name is Aaron, and he is a rock star. Well, not yet. But he will be, one day.

Nanci has three children. They don't go to school because they are very busy learning about the world. The whole family like to spend their days reading, making music, visiting the library, exploring museums, wearing pyjamas, playing trampoline-dodge-ball, creating art, inventing things and laughing at absurdities.

Photo by Wes Hicks on [Unsplash](#)



I was asked to write this article after posting a blog entitled *Information Scaffolding with an Information Literacy Framework* (Hutchinson, 2018). I had to go back and remind myself what I had written and where I had found the phrase 'information scaffolding'. I had found it in Brabazon's *Take the Red Pill* (2011), an easy-to-read article about how students at university level had to be taught to research properly 'post-Google'. Brabazon wrote about an assignment she had set her students using information scaffolding after realising that her students needed to be encouraged to read more than "online newspaper articles, blogs, and textbooks" (p. 209). Her scaffold was a list of the types of resources she expected to see in her students' assignments in order to encourage them to research more widely. This new era where information is so freely available does not seem to make it easier for students to find more good quality resources, it just highlights their lack of ability to research properly.

When I first became interested in information literacy, I was very aware that we, as librarians working in schools, had a role to play in ensuring that our students were ready for university or work. The article by Brabazon confirmed what I have always believed, that there is a growing problem with our students' ability to find and use good quality resources and our battle to encourage schools to use an information literacy framework is more important now than ever.

An information literacy framework provides the building blocks around teaching and learning that goes way beyond passing exams. Brabazon, in her article, talked about Mary Macken-Horarik's 4-tier model of literacy, which suggests that literacy begins even before children go to school. Tier one, everyday literacy, starts through family interactions such as talking, reading books and socialising, which are all about literacy growth and development. Parents are the first teachers who provide much of this foundation stage of literacy.

Once children get to school though, the second tier kicks in through applied literacies. These are learnt both at home and school and are based around skill development and where teaching information literacy begins. This can be done by encouraging children to use the school library properly, teaching them how to find books through using the school

library catalogue, the importance of keywords and when they are older beginning to evaluate websites. The importance of these early steps to independent learning should not be underestimated; learning the first basic step to research is the beginning of a lifelong journey.

Mary's model goes on to talk about theoretical literacies. This third tier, based on the understanding and definition of what is found, needs to be taught in secondary schools. This is the skill of understanding what quality information is and is an important step in becoming information literate. These skills include being able to create a question, recognising and understanding bias, finding information from more than one source, being able to detect fake news and to note take and reference correctly. If students don't learn this stage at school, the fourth tier of literacy becomes very difficult.

This fourth and final stage allows us to be able to discover new information and critically evaluate what we find. This is only possible if we understand what the other stages have taught us. Knowing why it is important to find good quality information in the first place, being able to reflect and evaluate, spot bias and fake news only comes from learning the building blocks of information literacy.

I personally believe that an information literacy framework is one of the most important and effective tools in information scaffolding as it takes children on a journey from learning the tools of research to critical thinking and independent learning. CILIP (the Chartered Institute of Library and Information Professionals) in the UK, has recently brought out a new definition of information literacy which is "the ability to think critically and make balanced judgements about any information we find and use. It empowers us as citizens to reach and express informed views and to engage fully with society." (Information Literacy Group, 2018). This definition alongside an information literacy framework allows school librarians to talk to teachers about how we can support students in this research process.

The problem with research carried out by 'post-Google scholars' is not only reflected in PhD submissions, you can see it right through school from five to 18 year-olds. As information became more accessible, students' research techniques

changed dramatically. Before the Internet became widely available, information came from books alone. It was possible to copy information down word-by-word, but at least children had to read it first in order to do that. The 'post-Google' generation are children who grew up as this new technology was coming into school, where research became 'easier' because the information was quicker to find.

The skill of how to search and find information did not seem to evolve as quickly as the availability of the information itself. I even remember my own children coming home and being told that the teachers had said they could 'click' to find the answer to their homework. Teachers were open to children finding information from the Internet but did not really understand themselves the importance of evaluation at the time. This skill is not necessarily embedded within our teachers and here is where the problem lies. We now have some teachers who have never used a school library and have always found information via the Internet so information literacy is a new thing for them too.

How can school librarians change this? I feel it is important that we find and use an information literacy framework that works for you. Alongside Darryl Toerien from Oakham school, the Schools' Library Service, Guernsey, have been using an adapted version of his framework FOSIL that we call CWICER (Connect, Wonder, Investigate, Construct, Express, Reflect). We use this within our lessons as it guides us to the stages/levels our students could be by the end of each year. It gives us the flexibility to see if a child is ready for the next level. It supports our reasoning for not teaching website evaluation to seven year-olds just because a teacher asks us to. It allows us to have a conversation with teachers about what we can and should be teaching and why. Having a framework allows us to start the conversation with senior leaders about how and why information literacy can make a difference if embedded and mapped across the curriculum.

If we are concerned about embedding information literacy, do we need to concern ourselves with information scaffolding too? If scaffolding is "a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process" (Glossary Education Reform, 2015) and information literacy is "the ability to think critically and make balanced judgements about any information we find and use" (Information Literacy Group, 2018), I believe that the two work perfectly together. In order to work alongside teachers, we need to ensure we are able to talk to them about the skills that their students need and with both we are building up a full arsenal of vocabulary that will help

teachers understand what we do.

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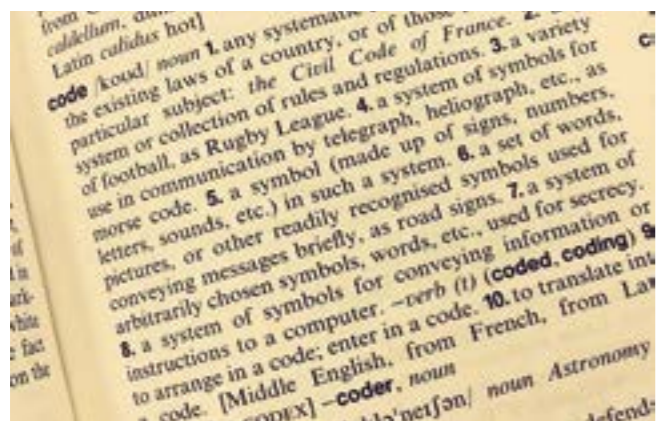
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Head of Schools' Library Service
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Elizabeth is a chartered librarian and Fellow of CILIP, with special interests in school libraries. This includes raising the profile of school libraries and qualified librarians. She was runner-up in LILAC 2016 Information Literacy Award, and is also an international speaker and writes a regular column in the CILIP *Information Professional*. Follow Elizabeth Hutchinson on Twitter @elizabethhutch and her blog <https://ehutchinson44.wixsite.com/schoollibraries/>

A practical guide to setting up a coding club

For a long time in schools, 'coding' was the department of the Computer Science or Mathematics teacher. Students worked through structured exercises as if it were a 'rite of passage'; learning about loops, variables, if-statements and functions. There seemed to be an acceptable order to teaching this curriculum and, if you were lucky enough, you would eventually transition into programming databases which finally engaged critical thinking skills.

The sequential way in which coding was taught was guarded for many years but blown apart by the introduction of 1:1 computing and then the implementation of the integrated digital technologies curriculum. The pervasiveness of the 1:1 computing environment opened the gates to students learning differently with technology. Students were exposed to a truly constructivist learning environment, where the sky was the limit.



Here lies the unique opportunity for our school libraries.

Trilling and Fadel (2009) argue the skillset of the Teacher Librarian is uniquely placed to support the development of expert thinking that is needed for the 'knowledge economy'. This is supported by the World Economic Forum Future of Jobs report (2016), which lists the top three skills that our students need to develop. These are complex problem solving, critical thinking and creativity. All three of these skills can be met within a coding or programming environment and Himanen (2001) would argue that these skills embrace the idea of the "Hacker work ethic" which is often an immersive problem-solving activity.

But the opportunity to contribute to "future work skills" comes at a time when the role of the 'traditional librarian' has led to an occupational invisibility (Hartzell 2002) within our schools resulting in the heart of the school losing both funding and respect amongst the mainstream teaching staff. Teacher Librarians need to reinvent

themselves and bringing coding into our school libraries is just one way that we can do that.

Embracing 21st Century Learning

It is important that our students make sense of the digital landscape and understand what makes it tick so that they can be more than just consumers (Kulpati, 2018). They need to have the support and resources to be able to pick their world apart and put it back together again evolving into creative content creators and collaborative problem solvers.

Our school libraries are incubators; a place to invent, learn, evolve and grow and coding should be part of our toolkit. The role of the teacher librarian is to provide an environment conducive to the curiosity and problem solving required to create in this coding space; leveraging the wide range of resources at our fingertips to empower students.

How do I get started?

Our school libraries are flexible spaces which have evolved from sterile study halls into vibrant agile places. Many school libraries have incorporated Makerspaces or TinkerLabs into their fold to provide opportunities for students to engage in creative hands-on activities that increase their capacity for critical thinking and a coding club can be used to link to these spaces and opportunities.

But who are these students who want to program? Do some quick market research using Microsoft or Google Forms. Are your students interested in coding? Do they play Minecraft? Do they want to learn how to program a Sphero or a Drone? Identify a year level and pitch your marketing appropriately. Know who your clients are and what their needs are and market your coding club idea directly to them. If your research identifies their learning goals, then you can evaluate your program against their needs at the end of the term.

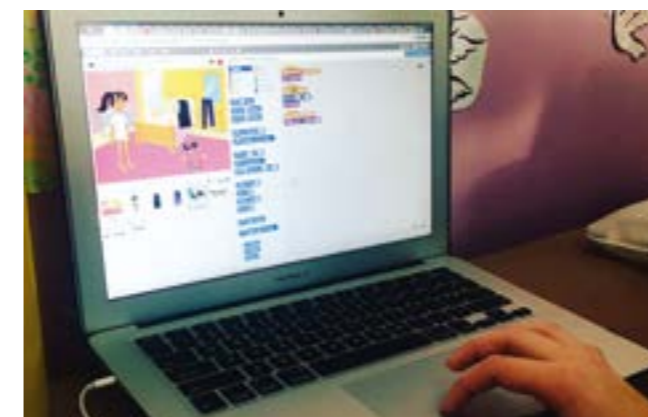
Do you have a Makerspace in your Library? You might try and introduce coding as part of your Makerspace offerings. Setting up some computers with some gaming code, using scratch, so that students can experiment with coding. If you don't have a Makerspace or TinkerLab think about having something short and sharp like Melbourne High School's 'Ten Minute Tuesday; an initiative to introduce concepts or ideas to their students. <https://melbhslibrary.wordpress.com/2017/03/09/10-minute-tuesdays-have-started/>

Alternatively an after school coding club can be attractive to those students who are already

in your school library

loaded up with lunchtime clubs and commitments. Douglas Tarr (2014) has a wonderful article on *EdSurge* about how he set up an after school club for his students. Register your school with Code Club Australia for an opportunity to engage in competitions and connect with other teachers who want to create coding clubs. <https://codeclubau.org/resources>

Our libraries are multimodal learning environments (O'Connell, 2012) and if students are programming they are going to need both electronic and also physical resources. Hunt out an old relocatable whiteboard or a pile of butcher's paper. Often these offline tools provide opportunities for student to think through programming problems. Coders might also need an environment where they can focus (Goldman, 2013) and get into the flow of programming. Lunchtime might not be the right time due to the high noise levels, after school might provide a quieter time to focus and construct.



What programming languages should we look at?

Lunchtime activities might be well suited to looking at Scratch (<https://scratch.mit.edu/>), a block programming environment that has come out of MIT. Students can create their own game and then upload it for others to look at. Scratch is easy to use, easy to learn and the skills learnt are easily transferable to devices such as Sphero and Drones. They also have downloadable Scratch cards that you can print and laminate that challenge students to make the sprite do an action - <https://scratch.mit.edu/info/cards/>.

Many Middle School students love working within the Minecraft environment (<https://code.org/minecraft>). Microsoft are putting lots of resources into coding in Minecraft and there are many in-person professional development events occurring around the country at the moment. Teachers can get trained up and then link to activities through

their science curriculum. <https://education.minecraft.net/trainings/steam-science-integration/>

Senior Students might be interested in some of the online coding communities such as Code Academy (<https://www.codecademy.com/>), Khan Academy (<https://www.khanacademy.org/>) or Grok Learning Challenges (<https://groklearning.com/challenge/>). Many of the coding communities lead to larger programming competitions such as the National Computer Science School (NCSS) Coding Challenge (<https://groklearning.com/challenge/>). Students who score highly on the NCSS Coding Challenge can also be invited to participate in the National Computer Science School Summer School.



Taking the learning further...

The tinkering curiosity that programming and hacking develops can be extended with hands-on maker projects. Companies such as AdaFruit have tutorials where students can program devices to access the Internet of Things (IoT) technologies. One example of this is the International Space Station brooch that will light up every time the ISS orbits overhead: <https://blog.adafruit.com/2017/04/19/how-to-make-a-unique-iss-notification-pin-wearablewednesday/>. Another is a TV-B gone device that will switch off all the TVs in your vicinity. There are many projects on the Adafruit site and also through *Make Magazine*.

CubeRider is another project that involves students and gets them to upload data to the ISS and then download it and process it. Hands-on, this project is best done weekly or fortnightly and gives students a buzz as they are actually in contact with the International Space Station. <https://www.cuberider.com/>

If it isn't recorded, it didn't happen

Like most school library initiatives, they are initially done on a shoestring. Resources and staffing pulled together to meet the needs of the learners.

Coding Clubs

But if the event isn't recorded, acknowledged and reported to the school executive, then it didn't happen.

Record attendance, what the students worked on and any additional interests. The ability to show increased interest and legitimate involvement can be used to argue for additional resources such as entry costs to competitions or additional staffing in the form of a university student who is studying programming each week or a STEM teacher who is under allotted.

Take lots of pictures and if you can Instagram your students involvement. Marketing departments love pictures of students who are actively engaged in technology initiatives.

Does your school recognise co-curricular involvement? Make sure that 'Code Club' involvement is stated on their school report and that there is a space in the school magazine for celebrating student involvement.

Ideas for moving forward

It might take some time for your Coding Club to gain momentum. Just like any school club, the initial uptake might be high and then will plateau after a few months. Make sure students sign in so that you can track their involvement.

Capturing students and communicating with them regularly is key to drawing them in. Create a mailing list for your Code Club students promoting giveaways and competitions that come across your desk.

Will your coding club run every week or just during certain times of the year? What does your school's co-curricular timetable look like?

Use the time-honoured tradition of providing sweets or hot drinks for participants and source giveaways from your technology partners or from conference stalls for your Code Club kids.

Get your school STEM Captains involved in the initiative. Students reporting back at assemblies raises their and your profiles.

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We need to teach students to think critically about what they know. aotaro/flickr, CC BY-SA

A new paper on teaching critical thinking skills in science has pointed out, yet again, the value of giving students experiences that go beyond simple recall or learned procedures.

It is a common lamentation that students are not taught to think, but there is usually an accompanying lack of clarity about exactly what that might mean.

There is a way of understanding this idea that is conceptually easy and delivers a sharp educational focus – a way that focuses on the explicit teaching of thinking skills through an inquiry process, and allows students to effectively evaluate their thinking.

What are thinking skills?

Let's first understand what we might mean by thinking skills. Thinking skills, or cognitive skills, are, in large part, things you do with knowledge. Things like analysing, evaluating, synthesising, inferring, conjecturing, justifying, categorising and many other terms describe your cognitive events at a particular functional level.

Analysis, for example, involves identifying the constituent elements of something and examining their relationships with each other and to the whole.

One can analyse a painting, a piece of text, a set of data or a graph. Analysis is a widely valued cognitive skill and is not unique to any discipline context. It is a general thinking skill.

Most syllabuses from primary to tertiary level are organised by content only, with little mention of such cognitive skills. Usually, even if they are mentioned, little is said about how to teach them. The hope is they will be caught, not taught.

Rigour in course design is too often understood as equating to large amounts of recall of content and specific training in algorithms or set procedures. It is far less common, but far more valuable, to have courses in which rigour is found in the demand for high-level cognitive skill formation.

This is not to say that knowledge is not important in the curriculum. Our knowledge is hard won; we should value what we have learned for how it makes our lives more productive or meaningful.

But there is nothing mutually exclusive about developing high levels of cognitive skills with content knowledge in a discipline context. It just demands attention to these skills, using the content as an opportunity to explore them. It is knowing how to provide students with these skill-building opportunities in context that is the mark of an outstanding teacher of effective thinking.

After all, we do not expect the scientific, cultural and political leaders of tomorrow simply to know stuff. They must also know what to do with it.



Focusing only on the skill of recall does not produce effective thinkers. CollegeDegrees360/Flickr

Why inquiry is necessary

These skills are not something students can learn just by hearing about them. They need to be given experiences in which they are required to do them. The cognitive skills involve a learning how, not just a learning that.

This is why it's not possible to develop effective thinkers by relying on didactic teaching methods, in which students are seen as passive recipients of the knowledge passed down by the teacher. Just as it's impossible to learn how to surf without getting on a board, it's impossible to master

cognitive skills unless you experience the need to use them.

Inquiry learning provides these necessary experiential opportunities. There are many ways in which inquiry is understood educationally, and it usually describes a very broad approach characterised by a focus on active student involvement in the learning process.

Let me provide a narrower educational definition: inquiry is a process in which students are required to utilise a range of cognitive skills to formulate and solve problems. An example of a task that requires only a narrow range of cognitive skills might be one that gets students to apply a learned procedure to construct a piece of art or experimental apparatus. The cognitive skills involved might include recall with some simple application.

If students were asked to evaluate existing examples of the above, with a view to modifying them to suit particular purposes or situations, and to explain their processes in doing so, then the skills of conjecture, analysis, evaluation, justification and communication can come into play.

The second example is more indicative of inquiry learning as a result of its demand for deeper and broader use of cognitive skills. Let me also add another proviso, particularly to the end of developing good thinkers: to effectively learn to inquire, students must be aware of the cognitive processes they are experiencing. That is, they must be aware of their thinking - they must be metacognitive.

Talking about thinking

To think about our thinking, we must be able to talk about our thinking. The cognitive skills describe our thought processes and hence provide a language in which we can discuss our thinking, at least in terms of learning to think well. This also provides a language in which to give students feedback on how they are going.

To stick with the example of analysis, we might say that an analysis was quite broad, but did not go deeply enough, or that it analysed some areas in depth, but did not extend to all elements. Students can use such feedback reflectively and internalise this advice to develop their own autonomous systems of evaluation. Metacognition is therefore a necessary condition for students to improve their thinking.

Moving our educational focus from knowledge to inquiry allows for the development of effective



Good thinkers need to think about their thinking. Candace/flickr

thinking. Inquiry requires students to build strong cognitive skills that extend beyond simple recall or application of learned procedures into genuine critical thinking.

No school could teach students all the knowledge they need to survive in a rapidly evolving society. But we could teach them how to think in a way that works for the knowledge they will learn in the future.

That's what learning for life really means.

Peter Ellerton
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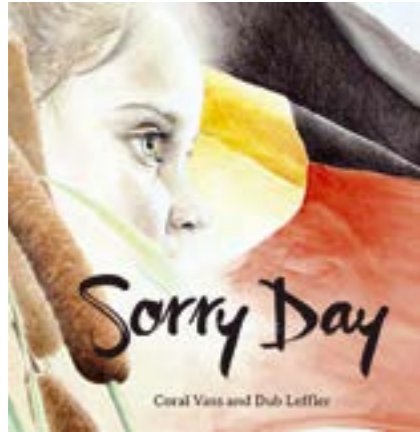


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*This article was originally published in *The Conversation* at <https://theconversation.com/teaching-how-to-think-is-just-as-important-as-teaching-anything-else-46073> (CC BY-ND 2.0 AU)

THE CONVERSATION

Book Reviews



Sorry Day
by Coral Vass, illustrated by Dub Leffler
National Library of Australia, 2018
hbk., 34pp., RRP \$24.99
ISBN 9780642279033

Reviewed by Helen Tomazin

This picture book is set at the National Apology of the former Prime Minister, Kevin Rudd, to Australia's Stolen Generations. There are two stories that link together as a young Maggie waits with her mum for the speech to begin and the story of the Stolen Generations that is revealed on alternate pages.

At Parliament House, Maggie holds her mum's hand so tight as they wait for the long anticipated apology that shows a willingness to reconcile the past and future generations. In the excitement Maggie loses touch of her mum's hand and is in a panic. This is linked to the past when Aboriginal children run and hide as the white men take them from their families. Maggie finds her mum again, but the young children in the past hiding in the bushes and the mud are taken away.

The text and illustrations in this book are so life-like leaving you thinking, feeling and imagining what it would have been like. The author writes very truthfully making this book quite powerful. The beautiful earthy tones and characters come alive in this book and leave you with images you will not be able to forget but at the same time suitable for young children.

The back of the book is very informative with photographs of the speech, as well as facts about the Stolen Generation and the events that led to the National Apology.

You will not be disappointed with *Sorry Day*; it is a moving book to help young children understand the stolen generation.



Found
by Fleur Ferris
Random House Australia Children's, 2018
pbk., 288pp., RRP \$19.99
ISBN 9780143784326

Reviewed by Sue Warren

With her customary skill Fleur's new novel launches into full-speed adrenaline-rushing action from the outset. Had it not been the end of term and my exhaustion levels peaking I would have binge-read it in one sitting!

Seventeen year old Beth Williams has lived all her life in the quiet rural town of Deni. She and her parents have a farm not far from the town and are an integral part of the community. While Beth often wishes her mum and dad were not so over-protective and even strict, she knows that they only want the best for her. She's aware that a lot of her friends are pretty intimidated by her martial arts instructor father – 'Bear' by nickname and pretty much bear by nature but all in all the biggest worry she has is telling her folks that she has a boyfriend. Jonah is a fellow karate student in her dad's gym and they are a perfect match.

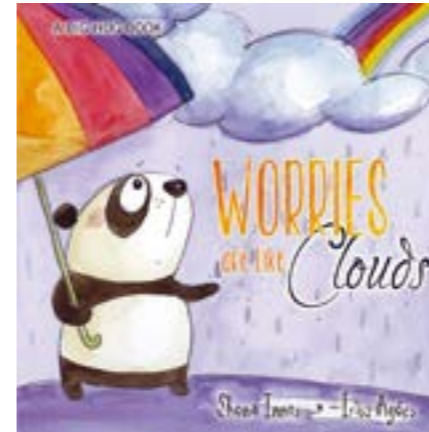
Just as she is about to broach this delicate topic with her father he literally disappears before her eyes – abducted by some unknown people in a plain white van – and then all hell breaks loose. Beth and her mum Lucy are thrown into frightening but controlled response mode and Beth begins the discovery of her parents' true identity – as well as her own. Now she realises the real purpose behind the family living on a farm with Beth learning many skills not usual for a teen, such as driving any kind of vehicle, handling weapons, survival tactics and strategy.

It's a nightmare from which she is unsure they will emerge unscathed and indeed, it seems they will not – that is, not all. But if nothing else, she is her father's daughter, in more ways than one, and she will not cower in the face of danger and threat.

Reading Rocks

The tension of the narrative is held superbly throughout with the characters well-drawn and arousing empathy despite some deadly past mistakes.

Highly recommended for readers from around 15 years upwards – some language may offend some institutions but is always completely in context in my opinion.



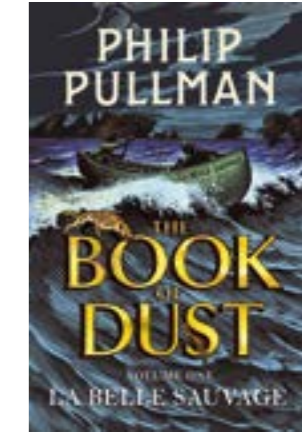
Worries are like clouds (a Big Hug book)
by Shona Innes, illustrated by Irisz Agocs
The Five Mile Press, 2016
hbk., 32pp., RRP \$14.95
ISBN 9781760400712

Reviewed by Helen Tomazin

This is a beautifully illustrated and colourful book using animals, sunshine and clouds. It compares worries to the weather, acknowledging there will be days that are wonderful, filled with the beautiful bright sun. Going outside to run, jump and play with the wonderful fresh air on our faces. But some days are not so wonderful and will be tough at times. The use of the animals and different scenarios are not so harsh, just subtle enough so the children can understand the message getting across and maybe feel inspired to take the same approach in the book.

A great book that allows children's feelings and problems to be more easily shared and discussed with family and friends and this is very important in a child's emotional development.

At the back of the book there are notes for parents and teachers from Shona, the author, who offers an understanding and guidance for the good and bad days. She is a qualified clinical and forensic psychologist with many years of experience assisting children in times of trouble.



La Belle Sauvage (The Book of Dust, Vol. 1)
by Philip Pullman
Penguin Books, available September 2018
(hardback & audio available now)
pbk., 448pp., RRP \$16.99
ISBN 9780241365854

Reviewed by Susan Stephenson
www.thebookchook.com.au

From the publisher:

Eleven-year-old Malcolm Polstead and his daemon, Asta, live with his parents at the Trout Inn near Oxford. Across the River Thames (which Malcolm navigates often using his beloved canoe, a boat by the name of La Belle Sauvage) is the Godstow Priory where the nuns live. Malcolm learns they have a guest with them; a baby by the name of Lyra Belacqua . . .

I really enjoyed Pullman's trilogy, His Dark Materials, which consisted of *Northern Lights*, *The Subtle Knife* and *The Amber Spyglass*. So I was keen to read *La Belle Sauvage*, the just published prequel to that story.

Pullman is what I call an elegant writer. You're not really conscious of his writing craft because you're swept inexorably into the story, but later reflection and enjoyment makes you appreciate his skill. His characters are believable and likeable, especially young Malcolm. The world is a parallel Universe to our own. It's well-built and fascinating - kids will love the daemons and the steampunk vibe. I loved the perspective of seeing Oxford from its waterways and flooded landscape, and I also liked the emphasis on some of the villains being those who would stamp out free thought and discussion. Ring a bell for anyone?

This prequel might be a great way to introduce kids to His Dark Materials, but I think it works well when read the other way around too.

Book Reviews



I galloped through this second instalment of the *Horizon* series. It has been a bit of a long wait actually...probably just as well considering the reaction book one had on me. Book one by Scott Westerfeld had me in a spin...it reminded me so much of the TV series *Lost*....that I was in agony all over again.

This follow up book, by a different author, is not so much along the storylines of *Lost* (phew!)....but there still exist elements of it. I enjoyed the adventures of the teenage characters, and their interactions. I admire the way Nielsen has seamlessly continued the storyline. I may have actually enjoyed this instalment better. The first book just pushed too many buttons for me.

I look forward to *Horizon #3*....you guessed it.... by another author. Another big name in children's writing, Jude Watson.

Deadzone (Horizon, Book 2)
by Jennifer A. Nielsen
Scholastic Inc., 2017
pbk., 208pp., RRP \$14.99
ISBN 9781338121414

Reviewed by Michelle Bowra
(originally posted on GoodReads)

WASLA Recommends...

WOW Websites

Copyright and the Marrakesh Treaty

<https://www.alia.org.au/advocacy-and-campaigns/copyright-and-marrakesh-treaty>

Developing critical literacies: What we need to know in a "fake news" world

<http://journal.canadianschoollibraries.ca/developing-critical-literacies-what-we-need-to-know-in-a-fake-news-world/>

Reading for fun improves literacy and numeracy skills in kids

<http://education.abc.net.au/newsandarticles/blog/-/b/2365272/reading-for-fun-improves-literacy-and-numeracy-skills-in-kids>

Around the Blog-o-Sphere

Knowing and reading-- what can we do to make sure kids know enough to comprehend

<http://www.shanahanonliteracy.com/blog/knowning-and-reading-what-can-we-do-to-make-sure-kids-know-enough-to-comprehend#sthash.ZSsAij2t.Hlxz9sks.dpbs>

10 Reasons why we should start showing middle schoolers how to use social media

<http://jcasatodd.com/?p=2613>

Dewey Decimal Classification card game

<http://teenlibrarian.co.uk/2014/09/09/dewey-decimal-classification-card-game/>

PD & Advocacy

School libraries campaign in the UK

<https://schoolsweek.co.uk/new-campaign-would-make-school-libraries-a-statutory-requirement/>

The vital work of teacher librarians in the digital age

<https://www.canberratimes.com.au/national/act/the-vital-work-of-teacher-librarians-in-the-digital-age-20180517-p4zfxm.html>

Why we need Libraries and Teacher Librarians

https://list.ly/list/1KWA-why-we-need-libraries-and-teacher-librarians#item_2692637

What is Happening around our School Libraries?

At the heart of Kolbe Catholic College



Kolbe Catholic College likes to put learning and information at the centre of things. In 2017 it was decided that the existing, single storey library would be demolished and in its place would be a new two storey building; a hub of information with access to librarians and their services and the IT department as well.

Located in the heart of the school, the new library and information services centre was to serve teachers, students and parents. The Walsh Learning Centre (WLC) was named for Father Walsh, an active member of the Kolbe community for many years. Father Walsh passed away in 2009, but had he seen the new 2018 building built in his honour he would certainly have been very proud.

The Library and IT services were merged, all non-fiction books were taken off the library shelves making way for fiction books, and text books were moved to the relevant learning area offices around the college.

IT staff were now considered to be in the service business, providing support and training to the staff and students; new innovative projects were encouraged, and in-house IT experts hold frequent professional learning sessions.

Kolbe saw the new facility as an opportunity to deploy the methods of David Thornburg and to support the thinking of Stephen Heppell. With a blank canvas before them, Kolbe took inspiration from visits to local school libraries and the magnificent City of Perth Library.

The ground floor of the new building accommodates the WLC and seven new classrooms, while the first floor has become the staff room. The learning centre is roughly twice the size of its predecessor.

At the centre of the WLC is a circular sofa that mimics the contours of the building. It presents itself as the heart of the building. It feels natural

to be drawn to this space, it feels comfortable and safe, but above all it feels inspiring. We created this by using the Bloom seating module from Stylecraft.



A large pendant light hangs above, which personalises the space, and we have provided modern coffee tables that provide students somewhere to rest their computers. This feature represents one of our many 'camp fire' spaces. In practice we see that all students and staff are drawn to this area, it is large enough to accommodate a class group, yet personal enough for individuals to work alone.

In preparation for the new building, Kolbe surveyed its students and overwhelmingly we were asked to provide private and quiet areas for individual study and the school went with the Cloud Avenue Pods from Zenith Interiors.



These pods wrap around the student providing a silent space where sound is absorbed. The pods have been placed behind two privacy screens from Woven Image, that function as dividers between our collaborative space and individual space.

The collaborative areas feature tall tables that encourage transient staff and students to congregate. Flat panel TVs have been installed where possible and Apple TVs provide the option for wireless projection.

The building design includes alcoves for students to retreat to. Options for power and USB ports are provided where possible and comfortable individual seating is also made available.

What is Happening

Kolbe runs Makerspace activities and digital training sessions throughout the term, so needed a table to accommodate the many different items/activities and students. The Loop Table from Zenith Interiors provides the height and is durable enough to suit their needs. It also provides a handy groove in the table top that allows tablet computers to be stood up.

One of the staff's favourite items of furniture placed into the collaboration section is the picnic style table and benches from Relax House. The quality of the hard wood is outstanding, and the benches are so inviting that students rush to slide along the bench tops and unpack their work onto the large and robust table top.



The school approached the classrooms with a modern twist as well. Design Farm provide a range of furniture called Steel Case. The Node chairs allow each student to store personal items underneath their seats, retract and extend a table, and they are on wheels.



This mobility encourages the teacher to create different sections to the classroom space. It also empowers students to retreat to a quiet part of the room if necessary. The Steelcase Verb desks include a hand-held white board, that can be used as a divider or hung from the side hook beneath the desk. All of these options encourage teachers to experiment with different room setups and pedagogy.

Towards the back of our Learning Centre is a beautiful tiered forum, that can comfortably seat 200. The forum has a projector and rear mounted

flat panel TV so all can easily see the presentation. Options for wireless mics have also been included.

The second floor of the WLC houses the new staff room. This mezzanine floor looks down upon the Learning Centre, and also allows staff to see across the open grass areas of the College from the balconies. The staff room is one of the most important places in the school, it should be welcoming and comfortable, staff should be able to retreat there and have their own 'cave' spaces if necessary. It is in the staff room where the community of a school can thrive.

The school also created an additional private lounge room that has comfortable sofas, chairs and a beautiful bookshelf with dozens of interesting books and magazines. This space has proven very popular for ad-hoc meetings and for those who need some quiet reflection time.



The build took about 18 months and students had to use ad-hoc classroom spaces, and share their school grounds with dozens of builders, dust and countless skips.

However, this project has proven to be an incredible blessing for the Kolbe community. From the offset Kolbe factored in a large sum of money for the furnishings, engaged architects, and an interior designer, who worked with the school from the beginning to be sure that the classrooms, and open spaces would reflect our modern take on learning.

Some of the teaching staff still enter the rooms and are not sure what to make of the different height desks, hand-held white boards, or chairs on wheels and comfy bean bags. Although there are white boards on the classroom walls, there is little else that defines the 'front' of the room. The teacher desks are small, height adjustable pedestals that move on wheels. Therefore, we continue to challenge our staff to experiment with their rooms, and their teaching practice, to get the most from these flexible spaces.

Around our School Libraries?

Have a look at:

Stephen Heppel
<http://www.heppell.net>

David Thornburg
<http://www.tcse-k12.org>

Suppliers:

Design Farm Perth
<https://www.designfarm.com.au>

Zenith Interiors
<https://www.zenithinteriors.com/au>

Style Craft
<http://www.stylecraft.com.au>

Relax House
<https://www.relaxhouse.com.au>

*This article was originally published online at
<https://www.kolbe.wa.edu.au/information-at-the-heart-of-kolbe-catholic-college>

Doug Loader
Director of Learning Technologies
Kolbe Catholic College

Twilight Story Night

There was great anticipation in the primary school in the lead up to the June 21. A few years ago we were looking for ways to promote literacy and parent engagement that would focus on reading for pleasure. From this seed grew the McAuley Library Twilight Story Night. Now in its 4th year, this magical evening of storytelling attracted 300 students from Pre-Primary to Year 3 along with their parents and caregivers.

Led by myself and the teacher librarian Mairi Deeny, we carefully curated a selection of books over the months leading up to the event. It was important to us that the books were fun, interactive and with a generous helping of humour! They were also withheld from circulation so they were stories the students had never heard before. This year, some of the featured books included *The Pigeon Needs a Bath*, *Nothing but Oranges*, *The Red Book* and *Kookaburras Love to Laugh*.

The mood was set in the library with dimmed lights and candles. Cozy reading nooks were created in five areas and a virtual fireplace roared on a big screen TV. The students were encouraged to come in their PJs and bring along a pillow and teddy. Once everyone was allocated to a reading area, we had staff members read two stories to the children, before they moved on to the next reading

nook. Over the course of the night, the students listened to six stories before sharing in a milo and marshmallow supper. We then drew three lucky door prizes to great excitement.

This is an event on the Library calendar that we look forward to each year. It is wonderful to see so many students get excited about reading, and that they get to experience the Library and staff in a different way from their regular classes. It was a truly outstanding and memorable night.



Deni Sallie
Library Technician
Mercy College

Dodecahedron Book Review

In 2018, all the Year 7 classes completed a library literature task as part of the English Library Program. They created a Dodecahedron review of a book they had read. The Dodecahedron consisted of 12 sides of information relating to the book. This included introducing three characters, information about the author, plot summaries, favourite scene, connections to self, text and the world, along with recommendations and advertising the book. The students enjoyed completing and decorating each panel which were then cut out and assembled into an impressive dodecahedron. A great way to explore a book in a non-traditional way.

The original templates were bought from 'Teachers pay Teachers'.

Lynnette Hutchison
Teacher Librarian
Mt Lawley SHS



What is Happening

Suggestions Chest

Students at Dianella Secondary College have been reminded "This is YOUR Library" and invited to play a key role in guiding their library's direction.

Running with this year's Book Week theme, a suggestions chest has been established at the library entrance. Forms are available for students to provide feedback on the book genres they enjoy, specific book requests and other general feedback. A genres poster, with visual book examples, was developed to assist students choose their favourite genres.



Any Suggestion Box

What kind of books do you want in your library?
Tick any that apply:

<input type="checkbox"/> Contemporary	<input type="checkbox"/> Historical	<input type="checkbox"/> Science Fiction
<input type="checkbox"/> Crime/Mystery	<input type="checkbox"/> Fantasy	<input type="checkbox"/> Sports
<input type="checkbox"/> Classics	<input type="checkbox"/> Non-Fiction	<input type="checkbox"/> Biography
<input type="checkbox"/> Children's	<input type="checkbox"/> Reference	<input type="checkbox"/> Other

Do you have a specific book request?
Name: _____ Author: _____

Any other suggestions for your library?
Name: _____

Any Suggestion Box

What kind of books do you want in your library?
Tick any that apply:

<input type="checkbox"/> Contemporary	<input type="checkbox"/> Historical	<input type="checkbox"/> Science Fiction
<input type="checkbox"/> Crime/Mystery	<input type="checkbox"/> Fantasy	<input type="checkbox"/> Sports
<input type="checkbox"/> Classics	<input type="checkbox"/> Non-Fiction	<input type="checkbox"/> Biography
<input type="checkbox"/> Children's	<input type="checkbox"/> Reference	<input type="checkbox"/> Other

Do you have a specific book request?
Name: _____ Author: _____

Any other suggestions for your library?
Name: _____



Around our School Libraries?

The opportunity to win some amazing books at Book Week provides extra incentive for students to have their say and complete feedback forms.

The Suggestions Chest has been promoted via the school newsletter, daily notices, assembly, school Facebook and Instagram. However, one only needs to enter the library to stumble across the eye-catching display.



Feedback has been enthusiastic and plentiful, with early trends logging adventure, crime/mystery, horror and graphic novels popularity with some great new book requests.

Thanks to the students' involvement Dianella Secondary College Library is set to remain rich with treasure.

Angie Gostlow
Library Officer
Dianella Secondary College



New student workbench

We re-purposed our library workbench to share with students so now it sits in front of the circulation desk and is loaded with everything a student could want to complete their work. It is 325cm x 100cm wide with plenty of room to layout and organise. Our students are loving it!



Kent Street SHS Library

World Cup Display

Our students are loving the new display one of our relief teachers put up for the World Cup. They put the scores in daily.



Helen MacCue
Library Officer
Kent Street SHS



Eltham College

Years 3 & 4 Malala's Magic Pencil book display

Kent St SHS NAIDOC Week Display



Noranda Primary School Library Refurbishment



Before

After

2018 WASLA Conference

On Saturday June 2, WASLA held a full-day Conference Day at Chisholm College for over 200 attendees. The weather turned sunny and warm and people's spirits were high. The day comprised of three keynote speakers:

- Anika Rose - the Founder of the Wellbeing Collective, who talked about how we can stay healthy and sane in a high pressured work environment.
- Mike Lefroy - A local historian and author.
- Glenn B Swift - A storyteller and children's book author.

create promotional materials, to new copyright regulations and how they apply to us in schools. Some of these presentations are available on the members only section of the WASLA website.

Instead of going into detail about the sessions (which would be not only boring but impossible as I couldn't attend all sessions), I have decided to use some of the feedback comments from the participants who attended. Hopefully they may inspire you to attend our next PD in Term 3...

Natasha Georgiou
WASLA Conference Committee Member

There were also nine breakout sessions to choose from ranging from how to use Canva to

"Interesting and informative keynotes and breakouts. Thank you."

"Lovely and interesting presentations, particularly Mike Lefroy and Glen Swift."

"Loved the keynote speaker Annika Rose. This is what we need these days, to learn to breath and look at the positive side of things."

"Good balance of keynotes and workshops. The storytellers were just awesome, as was the wellbeing keynote."

"Excellent variety, something for everyone and it was hard to pick a session."

"Fantastic range of presentations to cater for different interests and needs."

"Really enjoyed the day, venue, variety etc. the organisation of the sessions was good, not to long not to short and the breakout ones before lunch, which was lovely too."

"Thanks to the committee for the day."

"Brilliant networking opportunity! Also loved seeing the school's library."

"The Canva and copyright sessions were very helpful. I enjoyed Annika Rose's session and will be definitely be applying some of her suggestions."

"The food was great!"

WASLA Conference 2018





Post all forms to:
WASLA Inc. Membership
P O Box 1272
West Perth WA 6872
ABN: 14 788 316 426

WESTERN AUSTRALIAN SCHOOL LIBRARY ASSOCIATION INC.
2018 Membership Form (including Renewals)
TAX INVOICE

Membership operates on a January to December basis – calendar year. Your membership includes:

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

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

MEMBERSHIP FEES

<input type="checkbox"/> Institutional	2 person membership	\$165.00	\$ _____
<input type="checkbox"/> Teacher Librarian/Teacher	1 person membership	\$95.00	\$ _____
<input type="checkbox"/> Library Technician/Library Officer	1 person membership	\$75.00	\$ _____
<input type="checkbox"/> Other: Fulltime Student / Unwaged / Retired	1 person membership	\$60.00	\$ _____
TOTAL FEE PAYABLE (includes GST)			\$ _____

CONTACT DETAILS

Name/Contact: _____ Position: _____
School (Institutional): _____
Postal Address: _____
Courier Code: _____ Phone: _____
Email: _____

Other memberships: ASLA ALIA AISWA Libraries ACS IASL CBCA WA

PAYMENT METHODS

CHEQUES: Payable to WASLA Inc. **Address:** PO Box 1272 West Perth WA 6872
EFT: **Account Name:** WASLA Inc. **Bank/Branch:** BankWest **BSB:** 306107 **Account Number:** 4198265

Please **notify and send documentation** to Barb Lippiatt (WASLA Inc. Executive Officer) of your deposit: wasla@wasla.asn.au

CREDIT CARD DETAILS:

Name on card: _____ Amount: _____
Credit card number: _____ Expiry date: ____ / ____
Cardholders signature: _____

I accept that the typed name represents my electronic signature.

PRIVACY STATEMENT WASLA Inc. has a privacy policy that endorses the Australian Privacy Principles (2014) and the Australian Privacy Act 1998.

Please note: A receipt will be sent to your email address.