In this Issue:

WASLA Award Winners

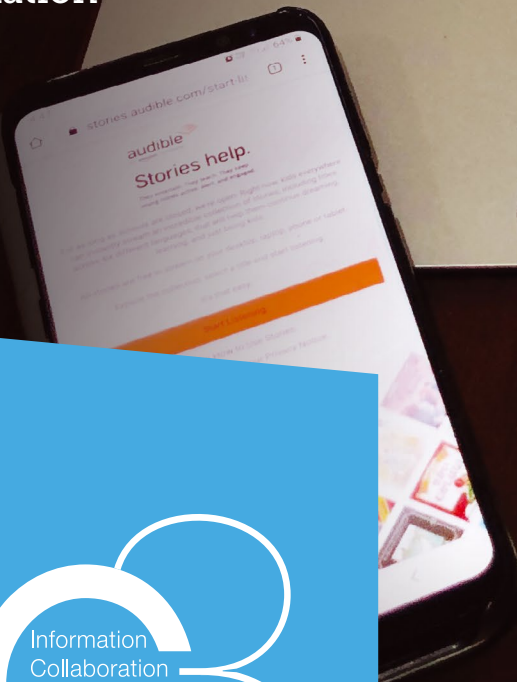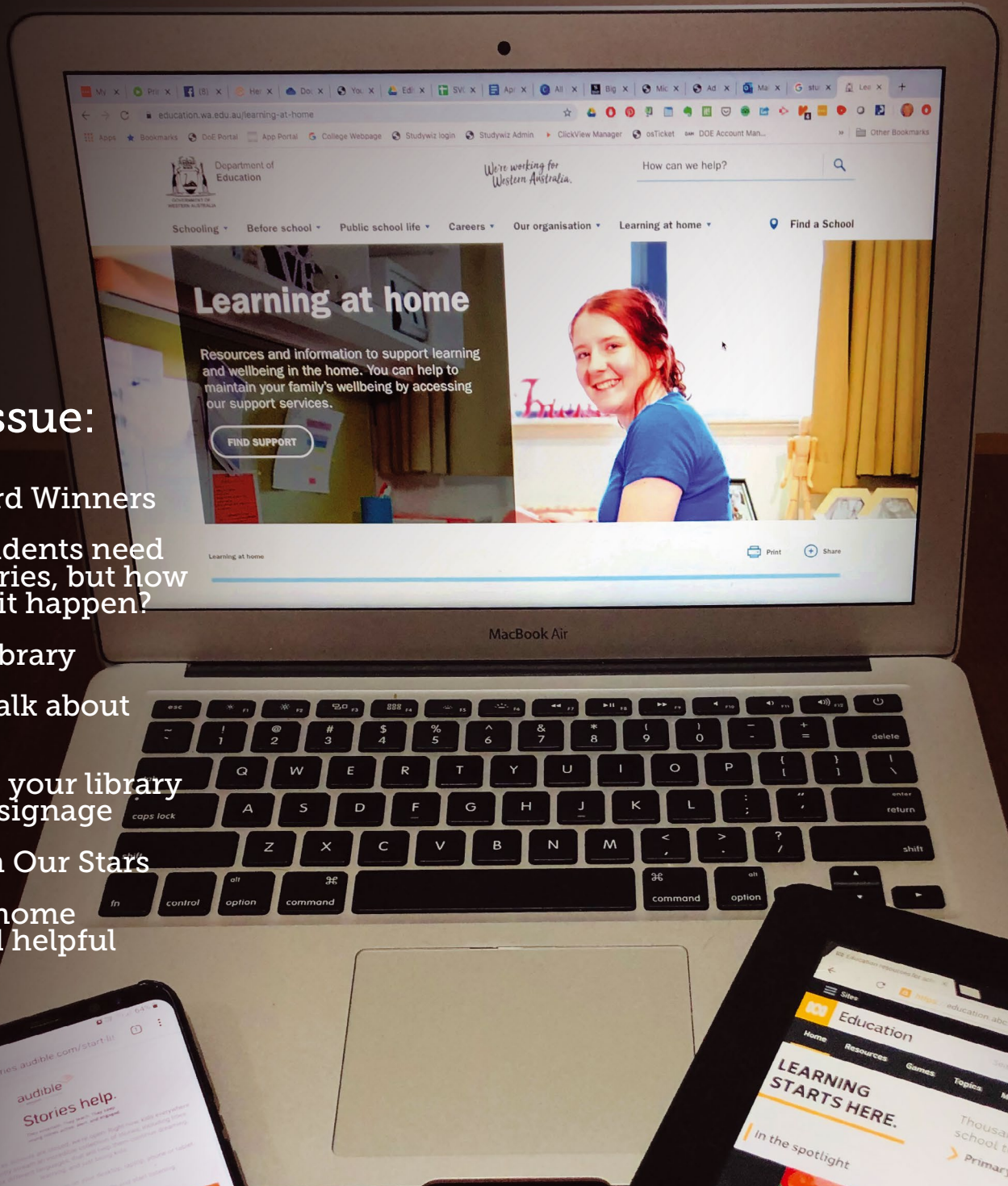We know students need School Libraries, but how do we make it happen?

Your State Library

We need to talk about Terry Deary

Supercharge your library with digital signage

A Night With Our Stars

Learning at home websites and helpful information

ic3

Information
Collaboration
Communication
Celebration

Editorial

This first edition of *ic3* for 2020 is a jam-packed one. Firstly, we want to acknowledge our appreciation of Val Baird, who was WASLA's Publications Editor for the last couple of years. When Val decided to retire from the Committee after many years of service we were shocked and saddened. However, it was the right time for Val to spend time with her loved ones. It then dawned on us "who was going to take over as *ic3* Editor?" The Committee decided to form an editorial sub-committee. This group is made up of Natasha Georgiou, Tina Russo, Helen Tomazin, Sarah Bettridge, Sarah Samardin and Joanna Kagi. We will be working on sourcing appropriate and quality content for our professional journal and we employ a graphic designer, Sarah Shanhun, to do her magic and put together the magazine.

Thanks goes to all our contributors in this edition. We celebrate our WASLA award winners. Holly's feature article on the Schools Need School Libraries campaign is a timely one as is Kate's feature article on the State Library of WA. There are so many other ideas that we can take from what others are doing in their schools around the State and the nation. Enjoy the read and stay safe!

The Editorial Sub-Committee

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Vol. 10, No. 1, April 2020

From the President's desk

What a start to the year it has been! The beginning of my Presidency was a very productive and busy one. The WASLA Committee was working on building collaborations with other organisations, including the Department of Education. We were advocating for school libraries with politicians and the national School Library Coalition. Professional development plans were underway and then this devastating pandemic, the Coronavirus, came into all our lives and we had to press the pause button. It is important that all stay safe and practice appropriate personal hygiene. You can read WASLA's recommendations about how to stay safe on our website.

During these unprecedented times the school library can become a hub for online learning. These are some of the strategies that many libraries are employing during this time:

- Creating libguides to support teachers and students.

- Filtering the abundance of educational websites and alerting classroom-based teachers of relevant and targeted resources.

- Communicating with their students and families in providing books to read, which are either posted or picked up from the school driveway.

- Online story-time reading (either live or recorded).

- Developing engaging virtual activities for students and sharing with their parents where appropriate.

- Continuing book clubs and library lessons via platforms like Zoom or WebEx.

- Informing their school community about the current exemptions in copyright laws and the many subscription services that are offering free access for a limited time. Investigating the ones best suited for the needs of their teachers and students.

- Creating a one-stop-shop library website that promotes their resources and services.

- Supporting school staff by teaching them how to use various interactive online tools.

Continue to shine and to work collaboratively with your school community. However, look after yourself and your family too. Reach out if you are feeling overwhelmed. Remember, we are a community and we are stronger when we work together and support each other.

In regards to continuing our advocacy of school libraries, read the suggestions that Holly Godfree wrote in her article. They are timely and useful. Once we are over this pandemic crisis, WASLA will continue to fight for school libraries. Our aim is to see some form of government mandate on the appropriate staffing of school libraries and we therefore need to continue to canvas and inform policy makers, unions, the Department of Education, Principals and parents. This work should not be done by a small group of people only; we require an army to succeed and you are all soldiers in this fight. We need to move on from lamenting about our current situation and start alerting others outside of school libraries about it too.

Congratulations to the 2020 winners of our annual school library awards. Each winner is well deserving and a fantastic advocate for their school libraries. Due to the COVID-19 crisis we had to unfortunately postpone our awards evening. However, the winners are highlighted in this edition of *ic3* and we plan to celebrate them in an upcoming event later in the year (fingers crossed). A big thank you to the Awards Sub-Committee, led by Felicia Harris, for working on this important WASLA event.

The WASLA Committee is a group of volunteers who are passionate about supporting school libraries and work in various roles and educational sectors. I would like to especially thank Dr Barbara Combes, the outgoing President, for her many years working tirelessly for WASLA and the wider library community. Her shoes are very big ones to fill and I personally appreciate that Barbara decided to stay on the Committee to mentor me. Val Baird, who too has been on the Committee for many years and is the outgoing Editor of *ic3*. To lose such a "brains trust" is a blow to us but it is comforting to know that Val is just a phone call away. I would like to also thank Phyllis Paioff and Barbara Elliott for their time on the Committee.

The 2020 Committee consists of Felicia Harris (Vice President), Helen Tomazin (Treasurer), Tina Russo (Secretary), Barbara Lippiatt (Executive Officer), Barbara Combes (PTCWA), Mike Spanier (Web Manager), Sarah Betteridge (Social Media), Rebecca Murray (WASLAnet Manager), Sarah Sarmadin, Alison Fonseka, Sue Stopher, Joanna Kagi, Rebecca Cain, Pauline Schultz and Lorinda Gersbach. Thank you to our new members; Joanna, Bec, Pauline and Lorinda. You can find out more about them below. Without all your support in various roles, WASLA would not be able to function and provide the services to our members and the wider school community.

Enjoy this edition of *ic3* and aim to take-away at least two ideas written here to use in your work practice. Stay safe and I look forward to seeing you all face-to-face in our future WASLA awards evening.

Natasha Georgiou
President

New WASLA Committee Members

Joanna Kagi

I work as the teacher librarian with a small team of Library Staff at Mercedes College. Our job is to make the library a warm and welcoming place that they can read, study or relax. It is a communal space for the students outside of class times and a shared space for learning, reading and research during class times.

I have worked in school libraries for many years and have found the need to change and adapt a constant. Aside from the "Technological Highway" that Library Staff are hurtling along with, I have seen a huge shift in the Young Adult literature that is being published and read by today's youth. Our students do want to read about transgender youth, unconventional family structures and how to stand up and be heard. Yet there is still a call for literature that tells the stories that generations past have relished. If I can share my love of good literature, insightful debate and research backed up by scientific and analytic evidence with our youth then I will feel I have done my little bit to contribute to this world.

Pauline Schutz

My name is Pauline Schutz and I am a library officer at Comet Bay College (CBC). I have been working in schools for nearly 20 years and have been at CBC since it opened in 2006. I love working in a school library! It is the students that come in with a passion for learning that gets me up in the morning. There are certainly challenges but having a conversation with a student about books we have in common just makes my day. Nurturing comes naturally to me so looking after the 'lost souls' is another bonus to working in a school. I enjoy the admin side as well. My work in the past was at a Shire Council, bank and solicitor's office.

I love spending time with my family, reading, walking, going to the beach and when the motivation hits, cooking. My kids are all grown up and have left home now so it is just hubby and I. We are now looking forward to doing all those things we never had time to do before. My decision to join the WASLA committee was to, hopefully, be an advocate for other library officers that are doing it tough by themselves without the support of teacher librarians.

Rebecca Cain

I am currently a TL in the Senior School Library at Christ Church Grammar School. Previously an English teacher, I decided to go back to Uni in 2014 to gain my Masters and have been in school libraries ever since. I love the fast-paced nature of a school library and the unique position we are in to collaborate with various departments around the school.

When the opportunity arose to join the WASLA Committee, I thought it would be a fantastic opportunity to challenge my thinking and work with school libraries on a broader scale. Terms 2 and 3 will see me step away momentarily as I take maternity leave and become reacquainted with picture books.

Lorinda Gersbach

I have enjoyed more than 16 years as an english teacher and worked with some wonderful teacher librarians (TLs). Suitably inspired, I chose to pursue a career in this profession on return to paid work after being a stay at home mum. I recently completed a M.Ed (Teacher Librarianship) through Charles Sturt University and have been working in this role for ver four years in The Research and Study Centre at Kennedy Baptist College.

I am passionate about literacy and relish opportunities to engage creatively with both staff and students. I also love reading dates with my 7 year old daughter.

Social Media Accounts
Follow us and interact

Follow WASLA on Twitter at:
https://twitter.com/WASLApln

@WASLApln

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

2020 WASLA School Library of the Year Award

^ Lorinda Gersbach, Ann Morris, Andrew Burton, Alison Hanham Kate Hayes, Virginia Yurisich and Bethany Ward

Kennedy Baptist College Research and Study Centre (RASC)

The Kennedy Baptist College Research and Study Centre (RASC) team cater for over 1160 students in Years 7 - 12 with approximately 130 school staff. There are four qualified teacher librarians (3.2 FTE), and three library assistants (2.0 FTE). The Kennedy Baptist College RASC team are passionate advocates for the library and work harmoniously to create a safe, welcoming and engaging atmosphere where students are the focus. An outstanding team such as this actively teaches information literacy skills and collaborates with different subject areas to create units of work and assessment tasks.

The team also provides Makerspace activities such as 3D printing, Little Bits, mosaics and mini herb gardens which had over 800 students participating in 2019. Other programs include Study Tips, Pop-up Libraries, Write a Book in a Day, March Memory Madness, reading classes, book clubs, websites, surveys and literary themed weeks and events. This team presents professional development to staff on a range of topics from study skills, information literacy skills, tech for teachers, copyright, online learning and the value of reading.

They introduced a "Welcome Back" pack for staff containing an infographic on reading programs, bookmarks with vital information, copyright dos and don'ts, a list of magazine subscriptions available, oh and a coffee pod to bring and enjoy when collaborating with the library team.

The combined professional knowledge used by this team allows for curriculum mapping, annotated bibliographies, genrefication of the fiction collection and dynamic student activities. The team keeps abreast of current research and information literacy enabling them to share trends, ideas and knowledge throughout the school and within the broader school library community via presentations at professional learning events and articles within *ic3*.

The Kennedy Baptist College Research and Study Centre (RASC) is a worthy recipient of the 2020 School Library of the Year Award.

Alison Fonseka

2020 Teacher Librarian of the Year

Jennifer Currie

Lynwood Senior High School

"Jenny is a very dedicated and talented school leader. She works in a complex school, where students are encouraged and supported to believe in their own self-worth and where the value of education is clearly seen as a gateway to a life that is happy, healthy and fulfilling. Jenny epitomises the humanity and drive of an educator who wants that life for each one of our students." *Geri Hardy, Principal, Lynwood SHS.*

Jenny is an innovative, creative and exceptional teacher librarian, who is the Teacher-in-Charge (TIC), and has lead the library team at Lynwood Senior High School for 15 years. She is one of the few Department of Education Level 3 Classroom Teacher Librarians.

Jenny is a valuable staff member who contributes to whole school priorities through strategic and operational planning and the evaluation of school-based and systemic performance data. Jenny is considered an integral part of Lynwood SHS achieving the 2018 Secondary School of the Year. The library influence in the foundation of the whole school approach to literacy was commended by the judging panel as exemplary. Jenny's roles as the Literacy Coordinator, the Curriculum Coordinator, and involvement with curriculum leaders and the School Leadership team is reflected in the co-operatively taught and planned programs throughout Lynwood SHS. Jenny coordinated the uptake of online standardised tests, using Progressive Achievement Tests (PAT) for the English, Maths and Science Learning Areas.

Access to school based data has assisted staff to track and support students and has shown a gradual and steady progress in the outcomes of students over the last five years.

Under Jenny's guidance, Lynwood SHS has implemented the use of research supported strategies such as e-write and MultiLit to develop and implement a range of literacy and inquiry based programs to support student engagement. Jenny developed and implemented the Reading Appreciation Program (RAP) for students in Years 7-9 which promotes reading strategies, independent reading and class appreciation of literature. This program is used and supported by the English Department and the Intensive English Centre (IEC). In the HaSS program the learning objectives are interwoven with information literacy skills, for each year group from Years 7 -10. Jenny leads a moderation process ensuring consistency across classes in both the delivery and assessment of information literacy skills.

Jenny has promoted the importance of reading through events such as the National Literacy Week and has organised student participation in the Fremantle Literature Centre Writer's Workshops. Book Week is a highlight on the Lynwood SHS calendar, where the whole-school participates in a week-long celebration involving dress ups, activities, incursions, book immersions and a staff morning tea where hospitality students are recruited to cater the event.

Jenny has been active in the wider school library community and has hosted numerous professional development opportunities for library staff, as well as teachers from WA secondary schools, who are interested in planning and developing a whole school approach to literacy.

As the TIC, Jenny has created a school library that is a central learning hub of the school community which demonstrates her understanding of the need to develop

programs to cater for the wide range of social, cultural and developmental backgrounds of the students at Lynwood SHS. Jenny has led the development of a teaching team operating out of the school library which supports teachers in the development of their practice, by modelling whole-school approaches to the teaching of literacy including strategies and frameworks appropriate for lower achieving students with non-English speaking backgrounds and Aboriginal and Torres Strait Islander students.

Jennifer Currie is a passionate and dedicated member of Lynwood Senior High School and is a worthy recipient of the 2020 WASLA Teacher Librarian of the Year Award.

Felicia Harris

2020 WASLA Library Technician of the Year
Lesley Dorrington - Mercedes College

Lesley graduated as a library technician in 2006 and has worked in both the university sector and now in the school setting at Mercedes College since 2008. As a library technician, Lesley has worked with numerous Library Management Systems and manages the current system at Mercedes College. In providing services to the school's students, she manages the subscriptions for periodicals and online databases, ClickView for accessing video and digital media, SCIS cataloguing and assists with acquisitions and new technologies such as SpringShare Libguides. Lesley manages the audio-visual collection for the school, liaising with vendors and publishers, and is responsible for the school library's cataloguing of a variety of resources.

In her work, Lesley promotes library resources, including online resources and information, to students and teaching staff. She interacts with the staff and students through the library's circulation desk, with bookings, research help, assists them with any problems and creates library displays to promote literacy and the library resources.

Lesley is part of the team at her school library and is always looking at ways to improve the library services with her co-workers. She endeavours to keep up-to-date with her professional knowledge and the latest technologies, as well as networking with other schools where she regularly participates in professional learning sessions. Lesley is a member of a number of school library organisations where she is respected and very highly regarded.

At Mercedes College, Lesley enjoys the challenges of the school library environment with assisting staff and students in the quest for knowledge. She has a love of books and reading and encourages staff and students in their reading journeys. Lesley is very committed to her role as a qualified library technician and having the ability to provide professional advice concerning the use of current and relevant resources for the school curriculum.

Lesley is a quiet and humble achiever who is a valuable member of Mercedes College. She is a very worthy recipient of the 2020 WASLA Library Technician of the Year Award.

Sue Stopher

2020 WASLA Library Officer of the Year
Sarah Klass - Chisholm Catholic College

Sarah Klass is an enthusiastic library officer who has a positive impact in the Chisholm Catholic College library. She is very connected to the school community and knows most of Chisholm Catholic College's 1700 students by name! Sarah's friendliness and strong interpersonal skills has allowed her to develop strong relationships with staff and students and, along with being an avid reader of the library collection, she regularly recommends books to both staff and students.

Sarah's responsibilities involve developing new and innovative ways to promote library services to the Chisholm school community. She has used her strong IT skills to maintain the library webpage and she created and maintains the library Instagram account. Sarah has developed 'Research Guides' to support the teacher librarians and other school staff.

Sarah is active in the school library community by offering advice and support and sharing new ideas and her knowledge via WASLAnet. Sarah presented a well-received professional learning forum on Canva when Chisholm Catholic College hosted the 2018 WASLA Conference.

One of Sarah's strengths is the ability to see things in a new way and she has developed new procedures to streamline the efficiency of her daily tasks. She is proactive in suggesting and creating new initiatives within the library. Sarah shows initiative in promoting sections of the library collection that need marketing.

Sarah is an energetic and valued member of the Chisholm Catholic College. She is a very worthy recipient of the 2020 WASLA Library Officer of the Year Award.

Felicia Harris

CBCA Book Week
CURIOUS CREATURES,
WILD MINDS
October 17-23 2020
#CBCA2020
THE CHILDREN'S BOOK COUNCIL OF AUSTRALIA

Artwork by Gwyn Perkins ©2020 The Children's Book Council of Australia

We Know Students Need School Libraries, But How Do We Make It Happen?

by Holly Godfree

^ Oringial Coalition Meeting participants*

Since you work in an Australian school library, I'm assuming you've heard of the Students Need School Libraries campaign. However, even if you haven't, read on, Gentle Reader, and get ready. This is your chance to dive in and swim with us!

I ask only one thing as we go: That you consider it genuinely possible for all Australian students to have access to an excellent school library run by a team of qualified staff. Together we can do this.

Campaign Objectives

Our Mission: To ensure student access to high quality school library services.

Our Vision: To ensure that every student has access to a dynamic, well-resourced school library run by qualified library staff.

These are ambitious goals, yes, but there are signs that the time is right for this campaign. Even before the COVID-19 pandemic (which has seen so many school library staff kicking goals for their communities), there were headlines from around the world confirming a growing awareness about the importance of all students having school libraries run by qualified staff. We, in Australia, are a part of that growing momentum.

Not sure what I mean? Take a minute to look up the national strategy for school libraries in Scotland; legislation tabled in Michigan; what Cressida Crowell said when she was named the U.K.'s Children's Laureate last July; and, the motion in support of school library staff which was passed unanimously by the NSW Parliament in March. We are a part of a bigger movement and that can only be a good thing.

How It All Started

The roots of the Students Need School Libraries campaign are intertwined with the formation of the School Library Coalition in 2015 when official representatives from seven Australian school library associations and a few other individuals (like yours truly) came together to meet at ALIA House in Canberra. Those associations were: Australian Library and Information Association (ALIA), Australian School Library Association (ASLA), School Library Association of New South Wales (SLANSW), School Library Association of South Australia (SLASA), School Library Association of Victoria (SLAV), Queensland School Library Association (QSLA) and Western Australian School Library Association (WASLA).

The School Library Coalition was formed as a cooperative working group of representatives from these associations. Since that time, we have met remotely once a term and face-to-face once a year. These associations actively support the campaign by promoting it with their members, providing funding (e.g. the payment for the campaign website platform) and taking the lead on direct State/Territory specific actions.

The Tipping Point

For me, the crystallisation of the Students Need School Libraries campaign was two-fold.

First was a conversation with a lady on a plane to South Australia for the 2016 Coalition face-to-face meeting who asked me, "So, what are you doing in Adelaide?" "I'm saving school libraries," I replied. She was shocked. "What's wrong with school libraries?!" As I spoke, watching her madly scribbling a note to find out more about her child's school library, I realised with sudden clarity that most people have no idea that there is even any problem at all. Their child brings home the occasional book to read and they assume that all is well in that school library.

Second was a decision made there in Adelaide where we decided to throw open the virtual 'doors' to anyone who wanted to help reverse the trend of declining resources for school libraries around the country. We embraced the fact that there were large numbers of intelligent, passionate, well-informed, experienced people (like you!) outside that particular room that day who cared deeply about this situation and were ready, willing and able to throw their shoulders behind the cause. But,

more importantly, we acknowledged that trying to make large-scale change with just the small group of people who happened to be in leadership positions at the time was simply not going to work.

Biggest Wins So Far

People Power. Statistics include:

*   Keen Beans: 200+ people from all States/Territories signed up to an email listserv of those willing to actively help with small/medium/large tasks.

*   Contact us via the website if you'd like to be added to that list.

*   A committed leadership group: Madison Dearnaley (QLD), Carol Grantham (SA), Sue Johnston (SA), Hajnalka Molloy (SA) and I (ACT) are in regular contact about big decisions and tasks.

*   Talented volunteers: There are too many to mention, but different people at different times have completed specific small and medium-sized tasks that have added other pieces to the growing mosaic of our resources.

*   Social Media (at press time): Facebook = 4600+ followers, Twitter = 1900+ followers, YouTube = 150+ subscribers.

Getting help from some "big" guns.

*   Author Ambassadors: Too many to mention…. But of particular note are the interview of authors Jackie French, Jack Heath, Morris Gleitzman, Harry Laing and Michael Salmon featuring in the 17 short documentary films on our website.

These films are absolutely fantastic! My *unbiased* opinion is backed up by the fact that they are fast approaching a combined total of 17,000 views. The films are intended to be advocacy tools. Use them!!

High Quality Visuals: Essential for a polished, professional campaign. The staff at Softlink and Syba Signs have been proactive and keen to offer their support to help us with graphic design (amongst many other things).

Important Learnings So Far

Creating a campaign is only the first step. My role, as the Campaign Coordinator, is a balance between

Students Need School Libraries
LONG-TERM STRATEGIC PLAN

PURPOSE OF CAMPAIGN

TO MAKE NOISE ABOUT SCHOOL LIBRARIES

BIG 'SMART' GOALS

✔ Media coverage in every state and territory every year
✔ National level media coverage at least once a year
✔ Pre/post survey of select audience targeting knowledge of school library staff
✔ Petition submitted to parliament in each state/territory
✔ Create and celebrate "Australian School Libraries Day"
✔ Recruit **50** connected, actively involved supporting organisations
✔ Recruit **100** author/illustrator ambassadors
✔ Recruit **500** parent groups signed on to support
✔ School libraries powerpoint downloaded **500** times
✔ 7 Signs Flyer viewed **7,000** times
✔ **10,000** social media followers

BROAD GOAL FOR 2020
✔ Break outside the library "bubble"

1. What specific problems you helped your school community solve.

2. What impact those efforts had on students and staff.

3. We'll be calling for short stories to build a mosaic illustrating how school library staff and services are important in distance learning.

Connect with Us: On social media and/or our newsletter to hear more ideas when we settle into a bit of a routine with these new circumstances.

Actively Work with Your Union: On issues related to school library staffing and working conditions.

1. This is a vital tactic. Education unions know that what benefits educators also benefits students. Unions are democratic organisations - numbers are what matter. A cause like ours is actually easy to get numbers behind because it makes so much sense.

2. Set a goal (e.g. promote the 7 Signs flyer with all members or getting a school library-related item on the list for enterprise bargaining).

3. Write a motion. Speak persuasively asking people to vote for it.

4. Rinse and repeat.

Be an Active Agent: We're practitioners just like you, and we welcome your ideas.

After the Physical Distancing Restrictions are Eased You Can:

Distribute Our Flyers to businesses, organisations, workplace kitchen areas, anywhere the general public might linger and see it.

I'm asking you to do this at least 10 times.

1. See our website for tips on having that conversation and for the PDFs of the flyer. Then flick us a quick report via social media or our website contact page so that we can celebrate that 'win' and publically thank that organisation.

'creation' and 'coordination'. This is where you come in. We've worked to build a high quality toolbox for you, but those tools need to be used. Social media plays its role, but it's my view that actual face-to-face conversations are what's really needed to get us where we want to be. Even though those conversations in the same room are off-the-table at the moment, we won't be keeping physical distance from each other forever.

Advocacy During a Pandemic. You can:

Do Your Job Well and Document Events: Make a few notes (before we all move on and forget the detail) about that time when the COVID-19 situation began to impact us:

2. Shy? Uncomfortable? Understandable, but push yourself through that. Do it anyway. This is important.

Talk to people! (Actually, this can happen any time!) Put the 'monkey' on your back. Many of you will already have this 'monkey' simply because you are associated with a school library. What does this actually look like?

1. When someone you are with talks about 'fake news', you talk about how school library staff specifically teach website evaluation.

2. When a friend talks about their child's teacher, you ask about the school library services at that school and talk about how collaborating with teachers is core business for the library and how what helps teachers also helps students.

3. When an acquaintance confides that their child is getting bullied, you talk about how the physical space of a school library, the rich perspectives offered by literature and the unique role of school library staff are essential components of the multi-pronged approach for schools to successfully address tricky social issues.

4. When you read an article about Australia's falling scores on literacy, ICT or some other testing, you write to that media outlet talking about how strong school libraries run by qualified staff are known to improve these outcomes and that ALL students need that, not just the lucky few.

Make a presentation about what school libraries can and should be like to people who are lacking them or who have decision-making power.

1. The parent group or school board of a school with no qualified school library staff.

2. Your local council.

3. Your Education Minister.

Make no mistake. You have power. We CAN achieve the vision.

...But, of course, the opposite is also true. We might not get strong school libraries for all students. We might continue down the path of inequity, cuts, increasing stress and declining results. Success will come

down to a collective effort, tens of thousands of small/medium/large actions (and some stars aligning in our favour). I am one amongst many giving it my very best shot. If you're not already an active campaigner, I hope you will join us. The students of Australia need you.

Portions of this article were first printed in FYI, the journal of the School Library Association of Victoria. They have been reprinted with permission.

*Original Coalition Participants:

WASLA
Barbara Combes and Phyllis Paioff

SLASA
Carol Grantham, Hajnalka Molloy and Sue Johnston

SLANSW
Michelle Jensen and Katie Cripps

SLAV
Cindy Tchernitz, Di Ruffles and Rhonda Powling

ASLA
Isobel Williams, Anne Lockwood

SLAQ
Shirley Birrell

ACT
Anne Plowman and Holly Godfree

ALIA
Damian Lodge, Anne Girolami, Sandra Ryan and Sue McKerracher

Students Need School Libraries

Holly Godfree coordinates the 'Students Need School Libraries' campaign. Her experiences, including 20 years of teaching, ten years of school library advocacy work, and parenting two children who have attended schools with under-resourced libraries, inform and drive her work. In 2019, Holly was named the ASLA Teacher Librarian of the Year.

Your State Library

by Kate Akerman

In my introduction patter to school groups visiting at the State Library I often ask, 'what's the first thing you think of when I say the word Library?' You can guess the answer. I then segue into touring the ground floor, there isn't a book to be seen. We see banks of computer terminals, study spaces furnished in various ways, charging stations, copier-printer, a newspaper station, and friendly, patient staff at the 'Welcome' desk. Don't panic, there are of course many actual books available on other levels throughout the State library.

Libraries, as anyone reading this will know, are about information, and if you can think of a more crucial time to be info savvy then I'll take a byte of my dongle. Which is why it is particularly frustrating that there appears to be dwindling understanding of the relevance of teacher librarians and their ilk throughout our educational spheres with a very few but significant exceptions. Will this be changing with the current school shutdowns?

Where we were once dipping our toes, we now find ourselves hurled head-long into the tsunami of online learning, thanks to COVID-19. Teachers across the State (and the globe) already exhausted with ever increasing demands on their time, (individual education plans, onerous assessment and reporting processes, etc) have now had their professional worlds up-ended.

If only we had been heeding the experts in our educational midst, the people trained

in critical information literacy skills. How much better placed would our schools (and students) be if they had been employing more of these trained experts? What if schools had actively facilitated classroom teacher collaborations with teacher librarians or library officer colleagues?

Past WASLA President, Dr. Barbara Combes has written extensively on explicitly teaching digital literacy skills and competencies. 'Being digitally literate means being literate first and having digital literacy skills or competencies second'. Dr Barbara Combes, Digital Literacy, ic3: Vol.6 No. 3 (2016) Dr Combes has been a strong advocate for the recognition of teacher librarians and the potential they have for schools and for student learning throughout the country.

There are examples of excellent practice, usually in particularly well-funded private schools, and thankfully many of these associates are extremely generous in sharing resources with the wider education community. I'm not surprised, generosity of spirit and sharing seems to be an unwritten, underlying ethos of libraries. WASLA is a particularly important forum for exchanging resources, information and innovations. I only wish the resourcefulness of the WASLA collective enjoyed an orbit beyond practitioners and reached more policy makers.

So where does the State Library of Western Australia sit in this discussion? Well I'm glad you asked. When I moved from teaching in secondary schools in 2001 and began working as an education officer with the Western Australian Museum in the Perth Cultural Centre. While excitedly settling into

my position I decided to waltz around the neighborhood and introduce myself to fellow educators at the Art Gallery and the State Library. Being the sole educator in these institutions can be isolating. The education team (they had more than one!) at the Art Gallery looked thunderstruck by my intrusion, but it was the State library that floored me. They didn't 'do' education. Fortunately for me a lot has changed since then.

By about 2009 the State Library tentatively employed an educator and as you will have surmised, eventually myself and my current colleagues have filled the tenure, all adding up to (at time of writing) 1.1FTE. Our role is to promote the State Library collections, services and resources to the Western Australian education sector.

Anne Hamersley Primary School 20/11/18

We do this by packaging items from the collection in workshops or as resources, including digital resources, that are linked to the Western Australian curriculum. Working on the strengths of the State Library we offer services in critical information literacy skills development with workshops such as 'Search' and 'Digging Up the Past'. We also have a rich suite of resources that develop historical investigation skills and understandings using Western Australian content. All the State Library workshops, professional learning, exhibitions and resources are provided to the education community free of charge. We want teachers and students to know they have this free, unique, reliable, West Australian resource. We want to demonstrate effective ways to integrate and use these resources. We want to support all teachers, schools, and students irrespective of their funding.

Education officers in institutions such as the State Library can find ourselves relatively isolated and in-between many spaces. We're not in schools, we're not a teacher librarian, we're not a public librarian, we're not authors, we're not illustrators, we're not classroom teachers, we're not librarians. Yet we're wanting to reach and work with all these groups, provide support and a conduit.

As library advocates promoting information services, modeling integration of critical information literacy skills across the curriculum, we find ourselves constantly experimenting. Until this year we've had nearly 7000 students attend our workshops annually so it appears we must be doing something that the education community values.

Drawing attention to relevant, useful services and resources to a client base whose radar is overloaded with data from numerous quarters is a challenge. Clear communication, relevance and quality of service is central.

It was therefore fantastic to have the opportunity at the 2019 WASLA AGM to offer the WASLA community a

^ Jeff Booth reveals a very small version of The Lord's Prayer at the WASLA AGM.

tour of the State Library with my colleague Jeff Booth and present the education program. How much has changed since then. Sadly, we've had to 'postpone' all our school excursions booked for the foreseeable future.

However, in the adversity, opportunities arise. Like many Western Australian organisations, we constantly struggle with making our services available across the State with limited resources. Now we're forced to focus our time developing digital online resources for students and teachers which will have state-wide reach, depending on internet access.

Prophetically, in January, the State Library education team had just completed uploading the redesigned education pages on the State Library website, www.slwa.wa.gov.au/our-services/teachers. We also completed a new digital resource 'WA Migration Stories' which we hope will be useful for teachers, please check it out in our 'Classroom Resources' page. We will continue to add new digital resources to our web pages and promote them to teachers and parents throughout the year.

There are hardships and suffering but there also can be potential benefits from enduring the COVID-19 lockdown; a new veneration for teachers in our communities and an appreciation for the importance of reliable sources of information and of course, libraries. Perhaps we're closer to the time when the first word visitors think of when they hear 'libraries' will be 'information'.

Support the State Library by subscribing to our education eNewsletter, and following the State Library on Facebook, Twitter and Instagram @statelibrarywa
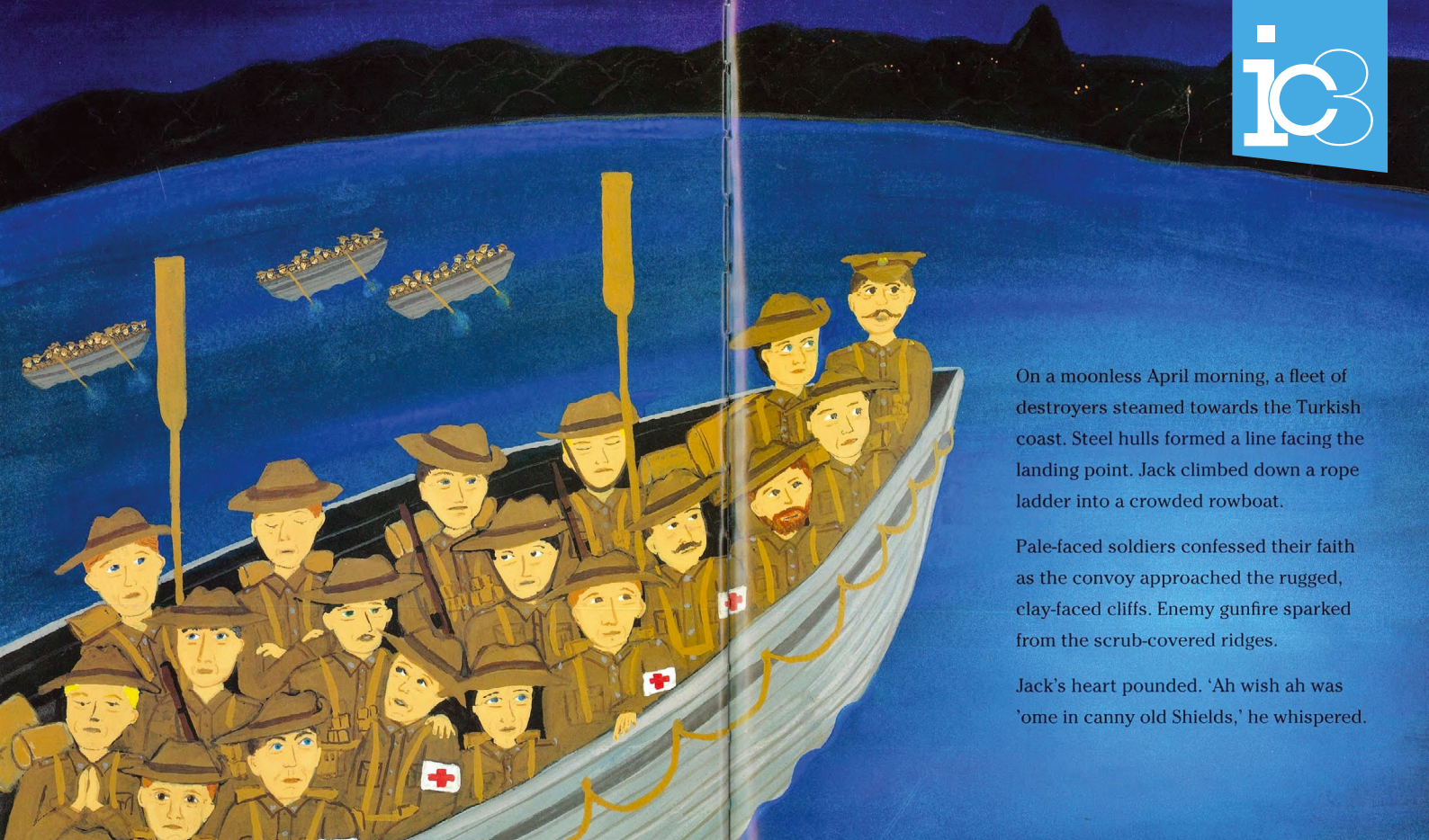
Kate Akerman
Education Officer
State Library of Western Australia
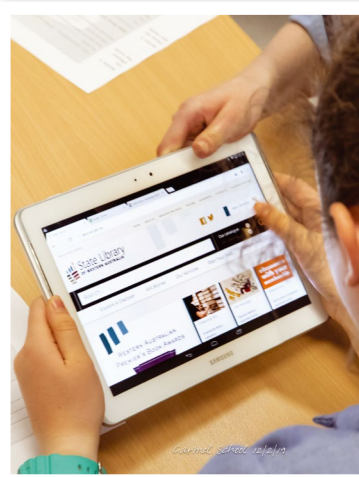
On a moonless April morning, a fleet of destroyers steamed towards the Turkish coast. Steel hulls formed a line facing the landing point. Jack climbed down a rope ladder into a crowded rowboat.

Pale-faced soldiers confessed their faith as the convoy approached the rugged, clay-faced cliffs. Enemy gunfire sparked from the scrub-covered ridges.

Jack's heart pounded. 'Ah wish ah was 'ome in canny old Shields,' he whispered.

by Lia de Sousa

Head of Library Services
Christchurch Grammer
School

We need to talk about Terry Deary

The presentation on which this article is based on was designed to start a conversation among school library staff, especially those who make decisions regarding collections and cataloguing. I encourage and seek your thoughts, insights and opinions in relation to the contention presented in this piece: do we need to reconsider cataloguing standards for certain non-fiction titles, such as the *Horrible Histories* series in order to reinforce and validate appropriate information literacy practices?

Before we delve into the topic, I'd like to say that I don't have a particular vendetta against Terry Deary and only single him out due to the massive popularity of his books. And my 'beef' isn't with him and other authors but rather with the way we're cataloguing these titles. That said, Deary's proud and continued affirmations that he doesn't research and doesn't care to cite sources should be a concern if we are simultaneously teaching appropriate information literacy skills but also promoting his titles as non-fiction.

So how did I arrive to this concern about cataloguing? Over the last few years I have become increasingly concerned about the misuse of information, deliberate or otherwise, across Australian society and the world. We live in a time of information overload and the need for strong information literacy (encompassing media and digital literacy) is paramount. And while many in our community do appear to be explicitly teaching these skills the problem is growing.

Studies are consistently telling us that children and adults have difficulty identifying fact and truth from deception or lie. A Stanford University study highlights this. From January 2015 to July 2016 "the Stanford History Education Group" investigated [high school and university]

students "ability to judge the credibility of information that floods [their] smartphones, tablets, and computers." This statement from the Executive summary of the paper should be cause for concern: "Overall, young people's ability to reason about the information on the internet can be summed up in one word: bleak." (Wineburg, 2016)

Australian students haven't faired much better. Only 53% of Year 6 and 54% of Year 10 students were considered 'proficient' in a 2017 NAP ICT Test. This nationwide test assessed "Students…on their ability to appropriately access, manage, integrate and evaluate information, develop new understandings and communicate with others in order to participate effectively in society." (Fraillon, et al., 2018)

I've seen this first hand in and out of the classroom. Mostly it is in the form of apathy, that is knowing what they should do but not caring enough to do it if it doesn't affect their grade. More disturbingly I have personally seen a rise in older students repeating talking points of clearly misleading information without applying any form of critical thinking. One example in from last year was a group of Year 12 students repeating misinformation about women getting abortions at 39 weeks and how these women should be tried as murderers.

Many of these students are successful in their studies and some have been involved in debating for years yet they took this information at face value and either didn't have the skills or the desire to interrogate what is so clearly misleading information. But is it their fault or have mixed messaged throughout their lives played a part?

And this brings me to the *Horrible Histories.* Those of you who work with young children would know that these books are extremely popular and have spawned many imitations. Being part of a primary library for the first time in 2019, I was exposed to the volume of 'non-fiction' titles that blur the lines between fact and fiction. Coupled with the concerns I express above, I started wondering if by cataloguing them under the banner of 'non-

fiction' (and all the connotations of that banner) we are making it harder for students to identify what is true and factual and what is not. At 6 or 8 this might not seem to matter so much but we all know that once ideas and practices become ingrained they are hard to shift later on.

So let's consider how most of us learnt and continue to teach the difference between fiction and non-fiction. Fiction = made up stories. Non-fiction = facts and true stories. Of course, when teaching classes we probably discuss the grey areas of these classifications but much of our day-to-day interaction with library visitors is loaning titles, not directly teaching, and thus this conversation isn't had.

SCIS's standards and definitions describe the classifications in the following way:

1. "Non-fiction is used for resources about texts that present information, ideas, or issues in such a way as to inform or instruct the reader or listener. So, books that fall into this category would be classified as non-fiction."

2. "Fiction works containing factual information should be classified at F, and non-fiction works containing a fiction narrative should still be classified to the appropriate Dewey number."
    (Campbell, 2019)

In my opinion these are somewhat contradictory. How can a 'fiction narrative' be considered 'non-fiction'? If it is a fictional narrative is it not inherently a made-up story with some factual information, thus should be classified at F as per item 1?

So, while there's no doubt that *Horrible Histories* and the other examples contain much factual information, my discomfort is when they are catalogued as non-fiction. Is their primary objective to entertain or to inform? And books like the *Histories* series (and its countless copycats) are purposely humorous often relying on satire, irony and play on words for their humour. Can we expect a 7 or 8 year old to be able to

distinguish between facts from opinion or exaggeration on these pages? Does this even enter their reading consciousness? And what subtle values is this conveying to students under the banner of non-fiction?
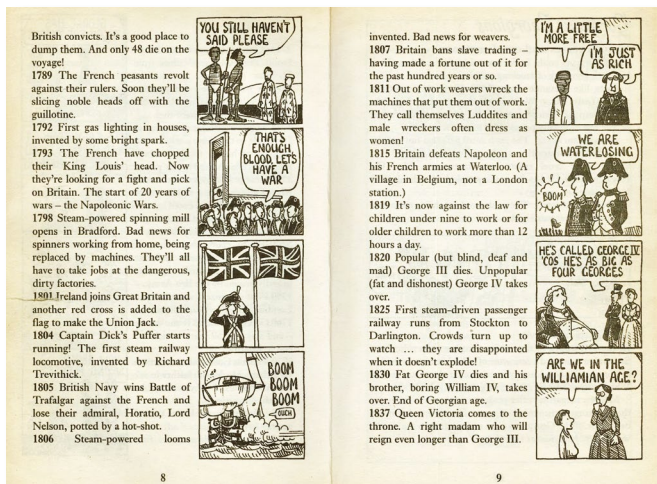
^ At the presentation I showed pages 8-9 and 42-43 from **The Gorgeous Georgians**; these pages include such things as a description of Queen Victoria as a "right madam"; summarise the colonisation of Australia into a single cartoon where Indigenous Australians are saying to arriving British Navy "you haven't said please"; frame the high child mortality rates of this era as being the cause of "careless mothers".
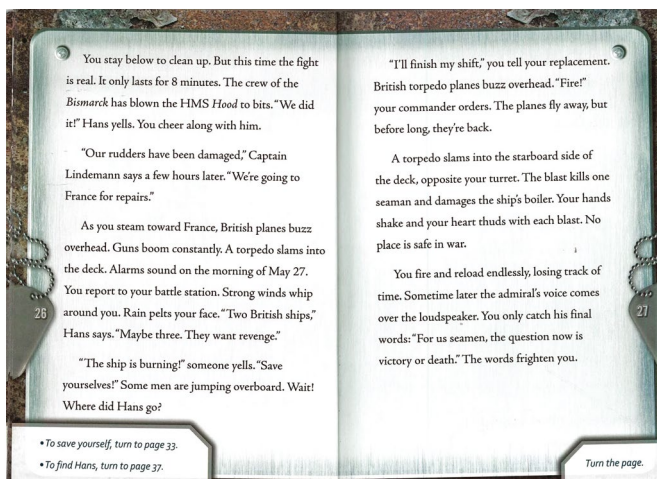
Is it any wonder that students later will become laissez-faire with what should be considered a trustworthy or factual source? Or that they accept what they read in a Reddit group as valuable as what's in the reputable source? From a young age our cataloguing has subtly told them that information sources can play hard and fast with truth.

Now let's also consider how other current trends might exacerbate this issue. Many school libraries, especially in primary schools where students will adopt life-long behaviours, have seen a decrease in library staff. Where a library is staffed, it is common to be by a sole individual who certainly doesn't have the time to explain the finer points of cataloguing to students. They are also more likely to have little time to consider the nuances of individual titles when cataloguing and deciding which collection it will end up on.

So where does that leave us? Is it time to re-examine our cataloguing standards and guidelines? And if so, where should these types of books be catalogued? As we know, the Dewey system has had to be continually moulded so that it is workable for a modern audience. Could this be an opportunity for us to lead this change?

With decreasing staff numbers in school libraries, ever-increasing demands on teachers to deliver a stuffed curriculum and a never ending torrent of information available to kids we are already fighting a monumental battle in regards to information literacy. Surely we don't want these efforts to be inadvertently undone by the subconscious messages that our collections send, especially to young readers.

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Supercharge your library with Digital Signage

by Bart Rutherford & David Feighan

Book week, author visits, lunchtime activities, new stock, these are many of the uses made for digital displays in school libraries. If you already have a display, what follows are some tips for making it memorable. If you are just starting out, here are some easy entry points.

Getting started

You don't need a 70-inch LED high pixel count display screen with fine dot pitch to create your digital signage. Consider repurposing an old computer monitor or a small 22" (measured horizontally) cheap televisions often available in discount supermarkets.

If using a computer monitor, you will probably require a digital media player or a spare computer. A neat solution is to use a Raspberry Pi (Teach, learn, and make with raspberry pi – raspberry pi.2019) for approx. $100 you get a computer and a Maker Space activity in one go.

Small digital photo frames from an office supply store can also be effective or use an old tablet computer, I have used an old 7" Google Nexus tablet and by looping some war footage made an excellent adjunct to an ANZAC day display.

Attention span

How long do you expect your audience to stand in front of the screen?

The average attention span is getting shorter and your staff and students are always on the move. How do you grab their attention and get your message across? The time spent in the vicinity of the sign is the dwell time. Advertisers use it to calculate impact and revenue. Treat your display like an advertising billboard and rotate your images quickly and with no more than 20 images. At six seconds per image that's 10 images to a minute and 20 to two minutes this is the maximum dwell time that you can reasonably expect

FIGURE 1 PICCADILLY CIRCUS SIGNAGE OVERKILL. IMAGE SOURCE AUTHOR

someone to stand in front of your sign unless they are captive and staring at it like a waiting room. Better still get gym fit, try two repetitions of 10 images over two minutes, your audience is likely to remember the message. Then after the loop completes consider a second loop with a variation on the theme. This method gives variety, impact and will effectively reinforce your call to action like "Join the Book Club".

Call to action

A display just made up of photos will not trigger audience engagement, creating a call to action in amongst the rotating images triggers an action response. What message are you trying to send? "Reserve me now", "Like us on Facebook", "Get your tickets". A call to action should be short, to the point and invite the viewer to engage further.

Short and sweet

Use the three by five rule: Three lines of text with no more than five words in each line (five by three can also work) these are easy to read at a glance. Break up the slide deck with text and images and consider using a template to create consistency. Good examples and templates may be found at Canva. com (Canva 2019).
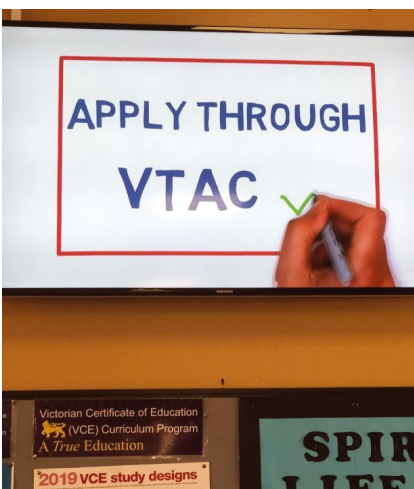
FIGURE 2 VTAC CALL TO ACTION. IMAGE SOURCE AUTHOR

FIGURE 3 DIGITAL SIGNAGE FAIL. IMAGE SOURCE AUTHOR

Turn down the sound, there is no need to add a soundtrack to a digital sign. Think of the repetitive signs in the local chemist, the staff are subjected to the jingle repeatedly. There is no need to punish yourself and your staff.

Content creation

Take into consideration the size and shape of your screen when creating content. For a standard HD widescreen monitor or television the aspect ratio is 16:9 which is 1920 x 1080 pixels.

Digital signs are often placed horizontally in landscape position. The common use of a camera phone to capture vertical images will cause black bars on either side of the image, wasting valuable message space. To avoid your images being stretched or squashed, set your camera to capture in the same ratio as your screen or use software such as Photoshop to crop the image to the screen size. I recommend keeping the image subject framed squarely in the photo with plenty of headroom to allow for the crop. Advanced tip - use Photoshop batch edits to rapidly process a folder of images.

Tip: My recommended settings are to reduce the image size to 1920 horizontal then crop the image to 1920 x 1080. See the appendix for suggested Photoshop settings.

FIGURE 4 PORTRAIT SIGNAGE SINGAPORE NATIONAL LIBRARY. IMAGE SOURCE AUTHOR

For impact consider mounting a screen vertically in portrait mode on an empty pillar. You may need to rotate your images to suite the new aspect.

FIGURE 5 TRADE SHOW EXHIBIT. IMAGE SOURCE AUTHOR

Apart from the expense the only advantage of an Ultra High Definition monitor UHD 4K is that that you can get much closer to the screen and text will be sharp if created at the higher resolution, upscaling (resizing lower resolution) images and text for a high-resolution screen will create a softness to the image. An upscaled video is not as noticeable to the viewer as static images and text. As most digital signs are viewed from a distance the pixel density will not be visible. Think digital billboards.

Creation Tools

Most libraries have access to Microsoft PowerPoint or Google Slides. These allow a mix of images and text and will create a sequence of images. They also allow for basic templates and reuse of slides. Most signage systems and TVs will not playback a native PowerPoint file. It will need to be converted into a video or exported as a series of still frames.

In PowerPoint to create your signage slide deck start with a blank canvas set to the widescreen aspect ratio. Create your titles and insert your photos. Set all your transition timings to six seconds then export as either a series of jpeg images or as an mp4 video. In PowerPoint go to **File > Export > Change File type** choose jpg File interchange format.

Other options for content creation include commercial tools such as Animoto or Canva whose template driven design features give your message polish for a cost. Schools with Google Suite can Single Sign on to Canva for basic access and tutorials.

Playback

Using a dedicated digital signage media player will give you the ability to use template driven displays, include additional content such as weather or RSS news feeds. They give you the ability to schedule different content at different times of the day and multiple screens may be synchronised around the library or across the school. Some examples are BrightSign, Scala (Scala Digital Signage 2019) and Samsung have a dedicated screen and software combination (SMART display signage, 2019).

In conclusion

Mix up text and images, define a clear call to action, orient the image to the screen, and give off-the-shelf or outdated equipment a new life. Consider a dedicated signage system for full school coverage. Use templates for clarity.
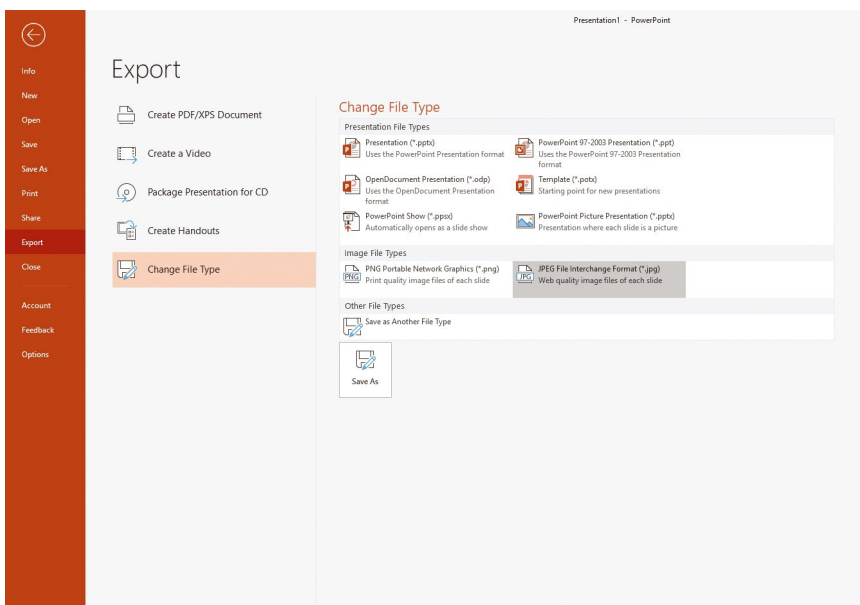
FIGURE 6 POWERPOINT JPEG EXPORT

Further reading and resource links

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Appendix 1.

Example of Photoshop settings for cropping a standard digital camera image for use on a widescreen monitor.

Settings for cropping an image for display on an 16x9 screen using Photoshop as an example:

Cropping images for use for Widescreen display I'm using Photoshop but any quality image editor will allow you to resize and crop an image.

To find: File > Automate > Batch

Build the script by performing the following actions

1. First open the Actions menu and start a new action **Windows > Actions**

2. Set Image size see Figure 3 **Image > Image Size…**

3. Then set the Image size and reduce the width to 1920

doing this step first will retain most of the image

Then crop the Canvas to the desired widescreen letterbox size

Image > Canvas Size… Secondly then set the Canvas size to 1080 which will crop the top and bottom of the image.
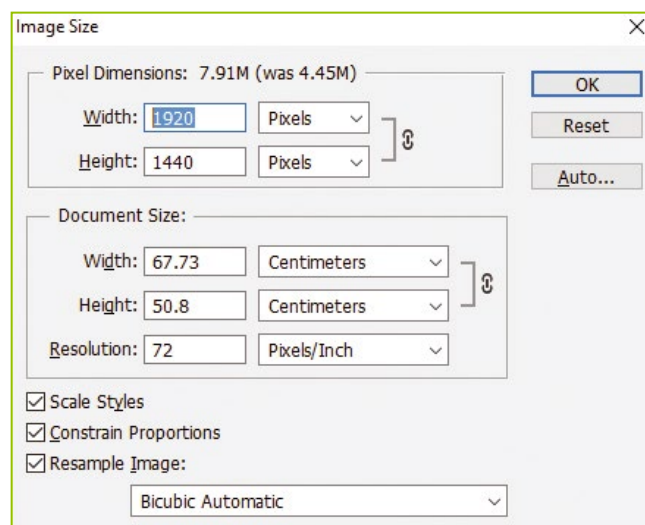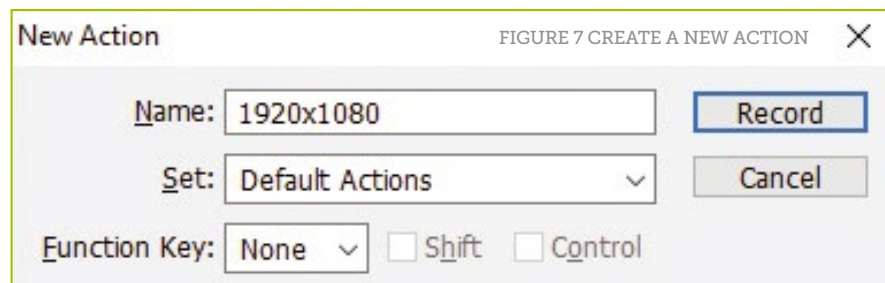
FIGURE 7 CREATE A NEW ACTION

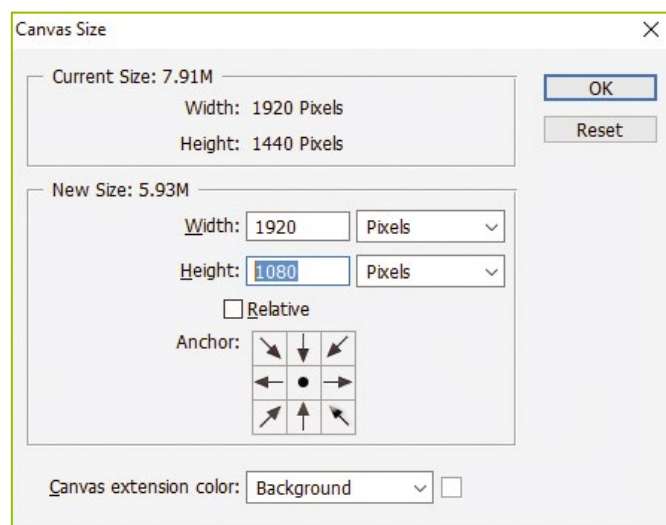FIGURE 8 SHOWS IMAGE SIZE REDUCED TO WIDTH OF 1920

FIGURE 9 SHOWS CANVAS SIZE REDUCED IN HEIGHT TO 1080 CROPPING THE IMAGE TO 1920X1080

Don't Follow Me, Moon!
Written by Natalie Caudle.
Illustrated by Aleisha Zapia
ISBN: 9780648592402
Published: November 1, 2019
Number of Pages: 30
Ages: 0-8 years old

Princess Ava is upset and angry as she is not allowed to get a new crown for her birthday. She then goes into the garden to hide.

To add to her upset mood her family follows her when she wants to be alone and she notices the moon following her too.

She doesn't feel like going inside until she discovers the moon's job and her mum's job.

After reading this book I discovered parents will love this book too and may use it as a gentle guide as it shows you it's Ok to have big emotions.

It has a soft touch as we discover the moon's purpose to light up the darkness and Ava's mum will guide her through the light and dark. It's a book about unconditional love by her parents even though she was angry and disappointed for not getting what she wanted.

The illustrations are lifelike and the use of bold colours, creating beautiful scenes in the book.

Please enjoy this book as much as I did.

The Dingle Dangle Jungle
Written by Mark Carthew
Illustrated by Dave Atze
ISBN: (HB) 9781925804409
Published: February 1, 2020
Number of Pages: 32
Category: Humour, Rhyme
Ages: 4-10 Years

In the Dingle Dangle Jungle, you'll find monkeys, rats and shrews, pumas, sloths, and marmosets.

Which ones would you choose?

What a lovely colourful read aloud book, just right for all settings, reading to a group of children, parent to child and even children reading independently.

It's a fun dance through the jungle as well as a beautiful journey of discovery that children will love. The illustrations are sparkling, funny and almost life-like.

The author, Mark Carthew, speaks to the reader through rhyme and gentle humour; the reader will laugh with excitement. Children will really enjoy this book.

I especially love the playful images, they will appeal to the very young and also help children with understanding the story.

I would highly recommend this beautiful book to young readers.
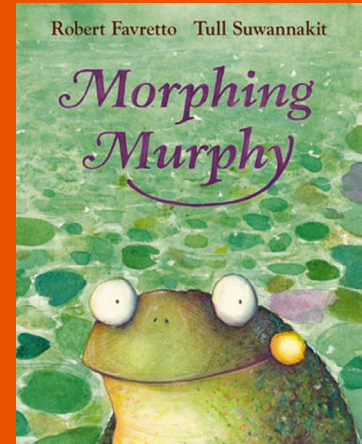
Morphing Murphy
Written by Robert Favretto
Illustrated By Tull Suwannakit
ISBN: 9781925804324
Format: Paperback
Number Of Pages: 32
Published: February 1, 2020
Country of Publication: Australia
Ages: 5 - 9

Murphy likes his life just the way it is - swimming in his weedy pond, slurping up algae and rotting water plants. But then things begin to change...and he's not the only one caught by surprise!

Tull Suwannakit's illustrations are beautiful and realistic – inspiring us with excitement and humour into the morphing figure of Murphy. This book is quite moving as you witness the changes that Murphy experiences as he evolves into a gorgeous smiling frog. There is a special part of the story when Murphy leaps off a leaf into the cool green pond, and then sits lonely, staring wistfully into the starry night. It's also a book of discovery and Murphy's achievements and strengths. This is really a lovely book and informative at the same time and leaves you with a lasting impression of kindness and beauty.

Chisholm College
Library Lovers' Day

Towards the end of 2019, we started brainstorming some ideas to keep our school library in the forefront of the greater school consciousness in terms of the many resources that we offer and the ways in which we are able to support the departmental teaching staff and school curriculum as a whole.

Inspired by a 'Promoting your School Library' webinar presented by Sarah Love from Mandurah Catholic College, we built on an idea that Sarah found in the SCIS 'Connections' magazine (https://www.scisdata.com/connections/issue-100/guerrilla-book-fair-getting-staff-involved-in-your-school-library/) and combined Library Lovers' Day with some creative fun, inexpensive and widely available items and free online design resources. The result was these little boxes of library love – an offering to each department at school that we hoped would remind them of how much there was to love about the library!

Each pack consisted of the following:

- Small florist box (59c each at a local floristry supplier)

- Bundle of 10 wooden pencils (purchased in packs of 100 in our regular stationery order) with a 'library lover' sticker created using standard spine labels and bundled together with twine and a custom 'Pencil in a time to visit the library' tag (Created in Canva)

- A '**REASONS TO LOVE YOUR LIBRARY**' infographic created with a free template in Canva

- Bookmarks of the individual reasons to love the library, also created in Canva

- A pack of 10 chocolate hearts, widely available in February (ours were $2.99 each at Red Dot) with a custom label attached (Canva again!)

The boxes were collected by each Head of Learning Area (or their nominated representative) after our regular Thursday morning staff prayer during the week of **Library Lovers' Day** amid much interest from many in attendance.

As a reminder to individual staff about the library offerings and the varied ways to engage with the library and its staff, we also designed and printed library bingo sheets, inspired by a free Library Collaboration bingo game on Teachers Pay Teachers (https://www.teacherspayteachers.com/Product/Library-Collaboration-BINGO-2909422)

Time, (and the recession of a global pandemic!) will tell how effective this and other efforts in promoting engagement in our library will be, but at the very least, we enjoyed the creative opportunity, as did the staff who commented on their department box.

Sarah Klass
Library Officer

Cunderdin District High School - Book Tasting

I teach Year 5/6 students, who like many, do not enjoy branching out and trying new books. A focus of my teaching and learning program this year was to expose and encourage students to a larger range of styles and authors, hopefully introducing a student to their new favourite. My class consists of many avid and confident readers, wary of moving out of their comfort zone and a handful of lower ability students fearful of trying anything new. After exploring a range of options, I decided to hold a Book Tasting.

I set the Library up as a café, complete with table cloths, napkins and menus. The menus were set up with a range of comprehension questions. Such as cover analysis, judgements after reading a few pages and what the author has done to make the book exciting.

Each 'course' was set up as a mixture of genres or styles, including graphic novels, mystery, true stories and funny books. The 'server' (me), delivered each course to the tables where students were given 5-7 minutes to choose a book and read a few pages. After reading they had a discussion with their group explaining whether they liked or disliked the book and why. Students were then given a chance to complete their menu. I then swapped the courses, this process continued for five courses.

Students were engaged for the entire hour block, with so many discussions about books, their likes and dislikes. During the tasting I noticed many students create a wish list of books they want to read and since the activity much of the class have read these books or got them out during library time.

The goal of exposing students to different genres and styles well and truly exceeded my expectations of the event. Many students have read and explored different authors, even books not included in the book tasting. Students are now no longer wary of moving out of their comfort zone, they pick up and try books, willing to give any a chance.

Megan Purslowe
Teacher
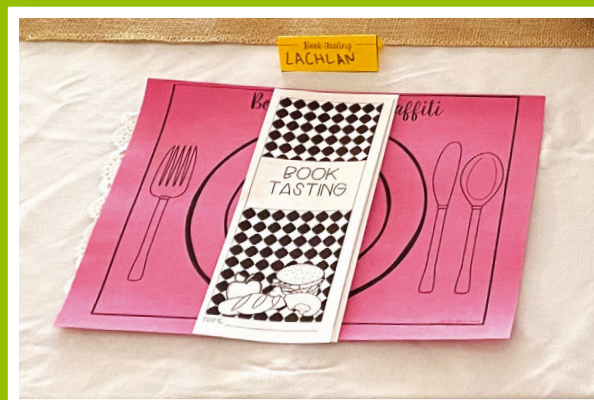
Esperance Senior High School Library News

Like all libraries we relish the quest to connect students with books and reading. We continue to expand our fiction collection – we've had to put MORE shelves up to house them!

One of our greatest successes has been the creation of our student book club. We had great fun working together to come up with a name and logo for our group. We settled on the **"Southern Write Readers"**. The name is to reflect our town's connection with southern right whales and our location on the south coast, as well as incorporating an element from our magnificent mural. The Southern Write Readers meet once a week and the students set the agenda for discussions. The club meetings are delightful – the students revel in any discussion to do with books and reading!

This term the library was transformed into a convention hub as we hosted the **Women in Tech WA Techtrails STEM** event as part of the school's celebrations for International Women's Day. The event was organised by students in the Girls Leadership Project. The students were responsible for organising everything: bookings, catering, equipment set-up, signage, name tags, break out groups etc. 120 girls in Year 9 and 10 benefited from a variety of guest speakers, all of whom were female representatives from the science and technology fields (some local and some from Perth). A definite highlight was the opportunity to use some Virtual Reality devices, as well as learning about the exciting job opportunities available in this rapidly growing field of work.

As things change this year (and schools eventually close) we will continue to support the reading lives of our staff and students. We'll be sending students home with as much reading material as they like (some of them will need a wheelbarrow!). We will be ignoring borrowing quotas and due dates.

**Hillary Duffy
Teacher in Charge**

LIBRARY
DISPLAYS

Kinross Primary School

Living Waters Lutheran College

Rivergums Primary School

Tuart Rise Primary School

Mazenod College

Chisholm College

St Hilda's Christmas Display

WASLA
Professional Development
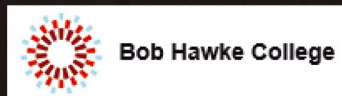
WESTERN AUSTRALIAN SCHOOL LIBRARY
ASSOCIATION PRESENTS

2020 WASLA
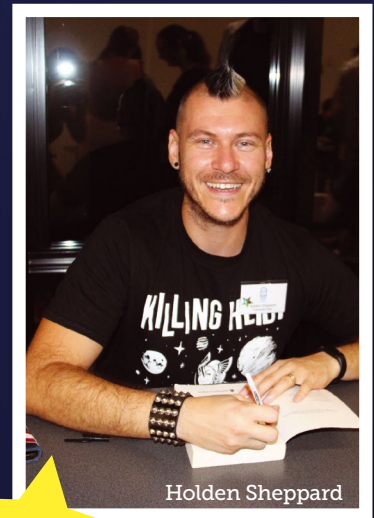School Library Awards
Vision for a 21st Century School Library

Guest speakers: Bob Hawke College
Principal John Burke &
English HOLA Jennifer Griffiths

TOUR BOB HAWKE COLLEGE

DUE TO COVID-19 THIS EVENT HAS BEEN
POSTPONED UNTIL A LATER DATE

Bob Hawke College

WASLA INC

Cost: $10 WASLA members - $30 all others. Please book here for
catering purposes: https://www.trybooking.com/604085

HOSTESS
WITH THE
MOSTEST

ANWOS 2020

Holden Sheppard

Mike Speechley

A Night With Our Stars

On March 13, was the 17th event by the Children's Book Council of WA. It is now one of the highlights of the PL calendar year. It is a fantastic opportunity to socialise with library staff and authors, buy books and get them signed, and enjoy listening to all the featured WA Children's and YA writers and illustrators. Below is some feedback of the event by the WASLA Committee Members who attended.

To the presenting authors

Now I understand
What you tried to say to me
And how you suffered for your sanity
And how you tried to set me free
Your words have made me realise how
The children will listen now

Joanna Kagi
(with acknowledgement to Don McClean)

A Night With Our Stars was a really beautiful night, full of laughter, yummy food and conversation. I especially enjoyed getting together celebrating our love of reading and books. I left that night feeling inspired by all the authors and illustrators as they shared their stories, passion and determination.

Thank you for a wonderful night. Looking forward to next year's event.

Helen Tomazin

After being worried about the CBCA WA branch cancelling this event, it was a thrill to learn that ANWOS was still able to be held. Once again, the CBCA WA branch excelled themselves with an interesting selection of new and experienced authors and illustrators. Jan Nichols is an amazing and tireless volunteer for CBCA WA branch and did a wonderful job keeping the authors to time and moving them along when their time was up.

A wonderful evening was had by all. Thank you to the tireless work of all the CBCA WA branch volunteers.

Charlie & Barb Lippiatt

It's the little things that make a good event great! This is particularly true of ANWOS. The venue centrally located, ample parking, delicious and plentiful food with the opportunity to get up close and personal with peers and authors. All this before the main event even starts.

Tina Russo

Recommended Websites

Common Sense Media

Supports K-12 and contains resources for families and educators.

Learning Plans for K 2 Students

Resources for families during the coronavirus pandemic

Scholastic Classroom - Learn at Home

Activities and resources for K -9

Gavin McCormack - 100 free tools for learning from home during covid-19

A place for teachers, parents and educational leaders to find inspiration for new types of learning and includes tools for learning from home.

Cool Australia

Contains lessons designed by teachers for teachers K-12 aligned with the Australian Curriculum also access to Digital learning via remote.

StudyVibe

StudyVibe is a repository of educational resources designed to help students develop as effective learners and provide carefully curated resources to support teachers' curriculum development for students in middle and senior schools. There is also a Junior section.

Growing Book

Online Literacy Resources for Young Children

National Geographic for Kids

Watch animal cameras, learn interesting tidbits about animals, see and share photos of nature, learn about different countries and try science experiments on Kids.NationalGeographic.com. These activities don't even begin to scratch the surface of the National Geographic Kids website. There's also a "Little Kids" section for the younger explorers in your home

The Kidz Page

This website has more than 5,000 pages of learning games and activities. Online coloring pages, jigsaw puzzles and word games are just a few sections of this massive site. Each holiday has its own section of activities and games to enjoy with your children.

Wide Open School

Wide Open School is a free collection of the best online learning experiences for kids curated by the editors at Common Sense.

AISWA libraries - Learning from home

Links to various free educational resources that are available or that have recently become freely available for a period of time. This page will be helpful to provide staff, students and families with a range of online resources to support learning at home.

Dr Paul Swan - Teaching at home

Here you can find free materials organised and bundled for Primary and Secondary students.

UNESCO - Covid19 education response solutions

This curated list of educational applications, platforms and resources aims to help parents, teachers, schools and school administrators facilitate student learning and provide psychosocial support during periods of school closure. Most of the solutions are free and many cater to multiple languages.

Teach Starter - Learning from home pack

A collection of mindfulness related teaching resources and activities for parents to use with their children or teachers to send home with students during unexpected school closures.

Books Create - Covid-19 Educational Resources

Here you'll find an overview of what publishers in Australia are offering teachers, parents and others tackling the challenges of homeschooling and distance learning, with links through to their educational resources along with an overview of who their resources are created for.

Department of Education: Learning at home - Learning resources by year level:

Department of Education Western Australia - Learning resources to support learning at home by year level. All learning areas. Currently resources for Years 1 to 10 are provided. Year 11 and 12 resources to support learning at home are in development. They will be uploaded soon.

TedEd@Home:

All year levels and learning areas. To support the millions of students, parents and teachers affected by the COVID-19 pandemic, TED-Ed is working with expert educators and TED speakers throughout the world to create and share high-quality, interactive, video-based lessons on a daily basis, for free.

Smartcopying: Remote & Online Learning During the COVID-19 Outbreak

This information sheet provides guidance to schools as to how they can continue to teach their students remotely, with specific reference to Copyright. The following are addressed:

Common ways that teachers/schools can deliver remote/online learning during school closures or assisting students in isolation:

1. Holding virtual classes/lessons for students to watch in real-time;
2. Recording classes/lessons for students to access on-demand;
3. Putting content onto a DTE for students to access;
4. Mailing print resources to students.

Digital Technologies Hub:

Learning Area: Digital Technologies

Year Levels: Foundation to Year 10

Great lesson ideas linked to the curriculum, strategies to explore and advice from Australian primary and secondary schools.

Also includes a collection of lessons that have been designed for parents to complete in their home or around their local community to assist in building their child's knowledge of the digital technologies curriculum. These lessons require minimal preparation from parents and the knowledge required to enable them to complete the tasks with their children has been included in the slides.

ABC Education:

All year groups and all learning areas. Thousands of free, curriculum-linked resources for Primary and Secondary students and teachers.

STEM Learning

Although a UK site, this site has been a great help for transferring the collaborative group context of STEM to lessons that cater for individuals at home. Different links within the the site are suitable for Primary through to Lower Secondary.
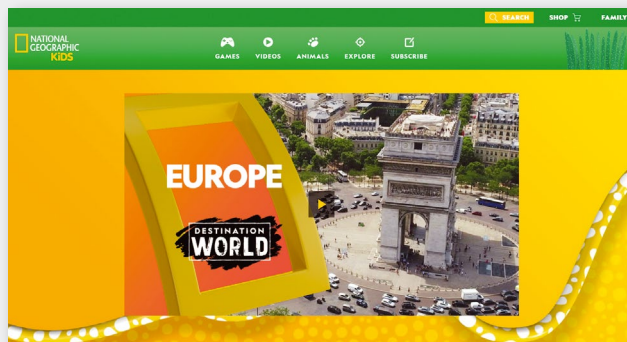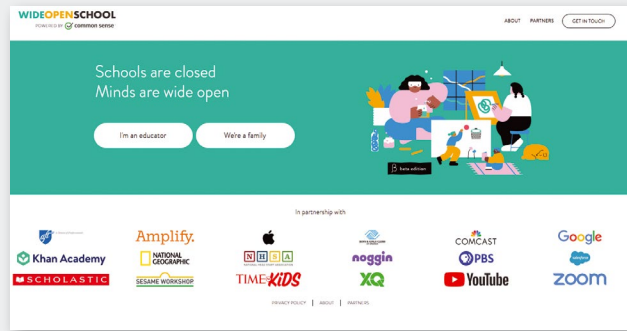
7 Signs Your Child Needs Help From Their School Library

They use digital media every day but…

FRUSTRATED

They get frustrated with homework and assignments

They feel overwhelmed by research tasks

OVERWHELMED

BORED

They can't find topical, age appropriate digital content

They have trouble knowing which information to trust

CONFUSED

VULNERABLE

They don't understand the privacy settings on their social media accounts and devices

They rarely read for pleasure and their literacy is lagging

POOR LITERACY

POOR RESULTS

Their grades are starting to suffer

Help your child and the future of school libraries in Australia

HOW CAN I HELP?

? Ask about your child's access to a well- resourced school library and qualified library staff.

Share on social media
#StudentsNeedSchoolLibraries

Visit the Students Need School Libraries website for more ideas and info

Students Need School Libraries
studentsneedschoollibraries.org.au