ic3

Information
Collaboration
Communication
Celebration

In This Issue:

Editorial

What a busy start of the year! After over a year off work it has been a shock to my system but I have dived in head first and not only tackled my paid work but also organised the Birds of a Feather WASLA PD and been part of the planning committee for the upcoming conference in June. I volunteer my time and energy because of the benefits that these learning opportunities gives to not just the wider school library community but also to myself, both professionally and personally. Members of the school library association are amazing people and are very willing to share their ideas and time with others so that we can make our libraries valuable assets to our school communities. So even if you are not willing or able to join the WASLA Committee, please think about helping out by presenting an upcoming PD, helping plan an upcoming conference or even by submitting to *ic3*, WASLAnet or our Facebook page. It's worth it!

We celebrate in this edition the amazing contributions that our recipients of the WA School Library Awards give to their school communities. Sarah, Deni and Mandy are regular contributors to this journal and have great ideas and strategies that they implement in their libraries and are willing to share with all of you.

Technology is constantly shaping our industry and it is vital that we are aware of the latest innovations and even play with them so that we can be seen as guiding leaders of ICT within our schools. In this edition you will discover some tactics and ideas that you can start to think about, if you haven't already, and even employ in your makerspaces, STEM activities or library lessons.

Natasha Georgiou, Editor

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Vol. 8, No. 1, 2018

From the President's Desk

Welcome back to another hectic start to the year! 2018 seems to be rushing along as usual and events at WASLA are no exception. The first Birds of a Feather professional development (PD) provided practical advice and opportunities to engage in participative workshops. Feedback from delegates indicated that this PD and the Birds of a Feather format where we have short sessions from practitioners, plus hands-on workshops is very popular. Special thanks go to Committee members Natasha Georgiou, Barb Lippiatt and Helen Tomazin for all their work in putting the PD program and event together, and everyone for assisting on the day.

WASLA also presented the 2018 WASLA Awards. The Teacher Librarian of the Year went to Sarah Love from Mandurah Catholic College, The Library Technician of the Year went to Deni Sallie from Mercy College, and the Library Officer of the Year to Amanda Lun from Wilson Primary School. The WASLA Awards recognise people in school libraries who make a difference to students, teachers and school communities through their tireless energy, dedication and passion. I urge everyone to think about nominating either yourself or someone you know who is doing a great job. The Awards are an opportunity to raise the library's profile and promote your library and the staff to your school community. Many thanks to Alison Fonseka who stepped into Rebecca Murray's shoes and took on the duties of Vice President to ensure the Awards went smoothly.

Another group that has close ties to WASLA is the Professional Teaching Council of Western Australia (PTCWA). Each year a teacher/person is nominated to receive a state award that celebrates work done outside of the school for the teaching profession. The 2017 Award went to Barb Lippiatt, the current Executive Officer of WASLA. Barb has worked tirelessly for many years as the Executive Officer for PTCWA and WASLA. WASLA acknowledges that the association would not run as smoothly as it does without her passion, attention to detail and willingness to go above and beyond her duty statement.

WASLA is currently working with a number of groups including the School Library Coalition. This group includes representatives from ALIA, ASLA, ACER, and the following associations - SLAV, QSLA, SLASA and WASLA. The purpose of the group is to foster and develop an advocacy program for school libraries across Australia. It began several years ago with the Great School Libraries campaign. WASLA is currently acting in a supportive role to the activities of the group, and will keep the membership informed.

This year the International Federation of Library Associations (IFLA) is holding its annual congress in Malaysia and WASLA has decided to send two delegates to the Congress in August. The Congress has approximately 80 Sections that conduct the business of IFLA. WASLA has partnered with the Literacy and Reading Section to host and update the Literacy Matters! website for everyone to use (www.literacymatters.org.au). It is a one-stop-shop for literacy advocacy from around the world. Thanks go to Natasha Georgiou who is the creator/developer of the site. Other sections of relevance at the Congress include the School Libraries Section, the Information Literacy Section, the Public Libraries Section and the Children's and Young Adult Literature Section. IFLA also has a much wider agenda that is international in flavour. At the moment IFLA is developing a Library World Map (https://librarymap.ifla.org/) as an advocacy tool. IFLA is also implementing the Marrakesh Treaty for the disabled and is a signee of the UN 2030 Agenda for all countries (https://www.ifla.org/node/10091) of which Australia is a member. The activities of IFLA take the advocacy of libraries and equity of access to information for all peoples to another level and it is important for WASLA to keep abreast of these national initiatives, especially when promoting school libraries to Government.

Earlier this year in March I was invited to give a keynote speech at the School Library Association of Victoria's (SLAV) conference day. The topic was Real Libraries versus Fake News. This was very interesting with other speakers from *The Conversation* and The Copyright Council. The speaker from *The Conversation* explained how this particular news service is blind reviewed by academic experts to help ensure the veracity of the content, while the speaker from The Copyright Council discussed the new copyright laws that came into effect in December last year. The conference was a great opportunity to make contact with the SLAV Committee and WASLA hopes to create some closer ties with this group in the future.

2018 looks like being another busy year for PD. WASLA is hosting a one day conference on June 2 in lieu of the School Library Conference. The program is a very interesting one and includes topics such as health and wellness, local history, storytelling, copyright, what's happening at SCIS and practical workshops using Canva, LibGuide alternatives and lexiles in primary school. In Term Three, WASLA is going to collaborate with the West Australian Library Technician Group (WALTG) to provide a whole day program for members. I look forward to sharing a busy and productive year with all our members and thank the Committee in advance for their passion and commitment.

**Dr Barbara Combes
President**

2018 WASLA CONFERENCE

SATURDAY 2 JUNE 2018 | CHISHOLM CATHOLIC COLLEGE
8.30 AM - 4PM

KEYNOTE SPEAKERS

Annika Rose
Feel good, keep calm and work well

Mike Lefroy
Local historian

Glenn B Swift
Storyteller & author

BREAKOUT SESSIONS

- Using Canva for promotion (bring your own device)
- Alternatives to Libguides
- How the State Library can help your library
- What's new on SCIS
- Copyright today
- Using technology as a means of serving others
- Using lexiles in primary school
- Mike Lefroy workshop

MEALS INCLUDED
Morning tea and lunch provided

COST
- Member - $130
  (WASLA and WALTG)
- Non-member - $180
- Student/unwaged - $60

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Even better than the real thing?

Introducing Virtual Reality and Augmented Reality to Learning.

As a child, who didn't spend hours gazing through their View-Master, clicking around the film cartridges which revealed 3D images of nature, super heroes and classic stories? The View-Master allowed us to escape into an imaginative world in a different way to books or television. Holding it up to our eyes, the whole world disappeared as our field of vision was completely taken up by these tiny slides.

The world has changed dramatically since we left the 20th century, and technology now allows for immersive experiences light years beyond the simple View-Master. Technology such as the Oculus Rift and the HTC Vive are bringing virtual reality out of science fiction, and thanks to the incredibly cheap Google Cardboard Virtual Reality viewer, into the hands of everyday people. Virtual reality, and its sibling augmented reality have the potential to transform learning experiences. However, as educators, we need to ensure that pedagogy drives our implementation of these exciting technologies, and that we are not swept away by novelty (because after all, they are pretty cool digital tools!)

Teacher Librarians, as curriculum and digital technology leaders, are well placed to explore and implement immersive technologies within the library, the classroom and beyond. The *2017 K-12 Horizon Report* suggests that virtual reality has only 2-3 years before widespread adoption, and the Gartner Hype cycle predicts augmented and virtual realities will become regular productive technologies in 2-5 years.

What does this mean for educators, and in particular, for teacher librarians? If you are new to the area of virtual and augmented reality, the best place to begin is with a thorough understanding of exactly what these technologies are, how they are different from each other and what tools and applications they require. Then comes the fun part – play! Familiarising oneself with the technology is the best way to imagine new pedagogical approaches which embed these tools.

Getting to grips with mixed realities

Virtual and augmented reality are situated on a virtuality continuum which was first described by Milgram and Kishino (1994). This continuum, in Figure 1, is a useful way to describe and understand the differences between virtual and augmented reality.

Figure 1
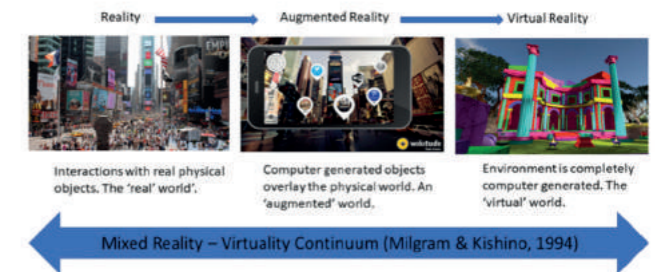
Augmented Reality

Augmented Reality (AR) is experienced when technology creates a 'layer' of information over a person's experience of the real world. There are two main types of augmented reality. The first is where a physical 'trigger' initiates an interaction through the camera of the mobile device. The second is where the app uses the mobile device's GPS capabilities as the trigger, which 'layers' digital data over the location where the user is.

An example of the first type of AR has recently been used as a marketing tool for Australian wine brand, 19 Crimes. Here, augmented reality was used to create talking wine labels. Each wine variety label has a photo of a convict. Using a downloaded app on their smartphone, purchasers can hold their phones to the label, and view the convict in the photograph tell their story. The label acts as the 'trigger' image, and when viewed through the camera on the phone using the appropriate app, an 'overlay', in this case the video of the convict speaking, appears.

This type of augmented reality is the easiest to create in an education setting. Using apps like *Aurasma* or *Metaverse*, students or teachers can nominate a trigger (usually an image or a physical object), and connect this with an overlay, like a short video. When others open the app and view the 'trigger' through the camera on the device, the 'overlay' begins to play. Creating an overlay which
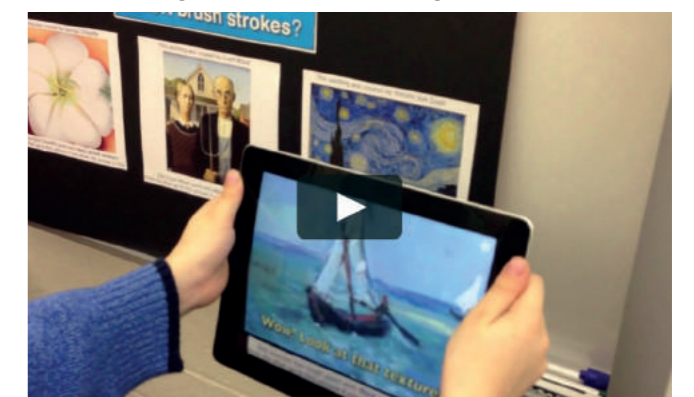
enriches resources is the most obvious way to use this technology. Imagine being able to embed a book trailer video directly onto the cover of a book, so that students could simply open their phone or other mobile device to the augmented reality app,

scan the cover of the book and immediately view the trailer. Augmented reality makes this totally possible. Even better if the book trailer is student created – a way to bring student voice directly into the reading experience!

The second type of augmented reality is known through its use in the Snapchat App or the Pokémon Go App. These apps use a mobile device's GPS capabilities to 'layer' digital data over the location where the user is. With Pokémon Go, the app identifies where you are in real time, and creates Pokémon animations (which you view through the camera on your device). As you walk around, your location and the time of day or night determine whether different Pokémon 'appear.'

This type of augmented reality might offer new ways to engage students. *Plane Finder* allows you to view the sky in a whole new way, as you can identify what type of planes are currently flying overhead, and find out their destination and point of origin. *Star Chart* could bring astronomy lessons to life. Some of the simpler AR apps which overlay without GPS can also be fun – for example, *Money Everywhere* allows you to capture photos of students with money falling from the sky. Make mental calculations of money engaging by snapping a range of photos, adding the totals and graphing to see who received the most 'virtual' cash! You can change the currency so that it suits your country, to add just a little bit more excitement to that simple maths lesson.

Virtual Reality

Virtual reality is the complete immersion into a computer generated environment or simulation, made possible through technology such as a helmet or viewer. The ability to 'trick' the mind into thinking that the individual is actually within the environment, which is in fact virtual, is the amazing and fascinating aspect of VR. For example, when viewing a VR App which features a rollercoaster ride, users may feel the same feelings of dizziness and displacement that they would when actually riding the real thing. The book and film, *Ready Player One* offer a glimpse into one possible future, where virtual reality presents an escape from a dystopian society – within the virtual world, anything is possible.

The more advanced the VR system, the more fully immersed within the environment the user becomes. Simple apps on a phone, combined with a *Google Cardboard Viewer* provide enough immersion to make one feel a little ill, but the lack of audio stimulus and real interactivity limits just how 'real' the experience feels. This may be a

good thing for younger students – being able to pull the viewer away at any moment of discomfort is important. For older or more experienced users of virtual reality, technologies that provide a much fuller immersion are becoming increasingly available. Here, sensory stimulation including the sense of touch (e.g. wind blowing through your hair as you fly) and audio (the rushing sound as you soar) as well as the ability to interact with the environment makes the real world disappear, as the brain becomes fully engaged with the virtual world.

The ability to experience 'being there' from the safety of a classroom has obvious appeal for the educator. Already international travel is available through the immersive VR version of *Google Earth*, and opportunities for interactive excursions without leaving the classroom are increasing. Walking through historical sites, experiencing times in history such as World War One or investigating the human body from within are just some of the most immediate examples of how virtual reality might play a part in learning.

AR and VR in the library

As a space for experimentation, leisure and innovative and contemporary learning, the library is a fantastic place for augmented and virtual reality. There are so many ways these technologies could be used to enhance learning, to raise engagement and to promote literature and literacy. As both AR and VR require specific digital tools (mobile devices, headsets and computers), keeping the equipment in a central location such as the library makes sense.

Stepping into the world of mixed realities doesn't have to cost a great deal of money. Augmented reality can be experienced using mobile tablet devices and laptops, and while virtual reality can require headsets that are more expensive, why not begin with a set of simple cardboard viewers, which can be purchased for as little as $10 and which work with a (relatively new) smartphone.
To get you started, here are a list of suggestions for how you might use augmented or virtual reality within the school library. Once you become familiar

with the tools, you will be surprised by how many ways this technology might enhance learning.

Introduce augmented reality by:
• Creating an interactive orientation activity. Students must find all trigger images and view overlays in order to answer trivia questions. The same idea could be adapted for getting students to navigate different parts of the library, or for introducing specific tools or equipment in a teaching area such as a Home Economics or Industrial Arts class.
• Inviting students/parents/community to view an interactive gallery. Students create videos of themselves talking about their work. Display the pieces of work/art (which also act as the trigger images) and provide devices and advice for visitors to download the app to their own smartphone.
• Encouraging parents to interact with library newsletters or important messages. Add a 'trigger' which creates an overlay video of a recent library event, new resource or positive message.
• Guiding teachers to embed audio or video explanations onto homework tasks, so that students might access 24/7 support.
• Having students create a digital story walk, by embedding a narrative into the environment of the library or school. As characters move around the school telling their story, encourage the reader to travel with them, adding a chapter to each trigger image.

Consider virtual reality as a way to:
• Develop empathy: Global Nomad group's Experience of Syria allows students to develop empathy and explore for themselves what life is like for children trapped in a war zone.
• Add a further layer to literature: be inspired by the beautiful War of Words, which features a reading of Siegfried Sassoon's poem 'The Kiss'. This app demonstrates how VR might engage students in poetry and literature, through the immersion in an atmospheric experience that conveys a tone that a simple reading may not provide.
• Build confidence with public speaking: Using apps such as BeFearless or Virtual Speech, practicing a presentation can be a painless experience by offering the opportunity to present in a variety of settings, practicing in front of a virtual audience.

The worlds of augmented and virtual reality are exciting, and becoming an increasing part of everyday life. Let the library lead the way by modelling authentic and pedagogically sound implementations of these technologies. To learn more, check out my collection of articles in my Flipboard magazine at http://flip.it/NdZQaU.

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Kay Oddone

About the Author:

Kay is an educator with over 16 years experience across a range of settings. She is currently the librarian for ResourceLink, Brisbane Catholic Education's information and resourcing centre, which services all office staff and staff of the 137 schools within the Brisbane Archdiocese. Kay has held the roles of Education Officer: Digital Learning, Assistant Principal, Teacher Librarian and Classroom Teacher. She has presented at a number of national and international conferences, and her interests include contemporary libraries and resourcing, content curation, social media and copyright, Creative Commons and open source initiatives. Follow Kay on Twitter at @KayC28.

WASLA School Library Awards

Teacher Librarian of the Year

Sarah Love

Sarah has worked in classrooms and libraries across London, Brunei, Bangkok and Australia. She is a dynamic staff member who influences others around her in a respectful and meaningful way. She is committed to the highest standards in areas of knowledge and practice at Mandurah Catholic College. She regularly attends Professional Development opportunities and strives to model lifelong learning to students and colleagues. She is a member of the Aspiring Leaders group and shares readings, podcasts and educational pedagogy with colleagues. Sarah is a "Professional Friend" for new staff at her school.

Under Sarah's leadership the library offers flexible library spaces. Her experiments with these spaces include alternative seating, shelves on wheels, relaxed seating, MakerSpace activities, reading challenges, Organisation and Study Skills Club, Books and Biscuits book club, author in residence, pop up libraries in different locations throughout the school – targeting those students who don't come to the library. She introduced LibGuides to the College and teaches all year 7s a digital literacy course in which she combines Information Literacy skills with content from the new Digital Technology curriculum. Another LibGuide Sarah developed helped students how to access the College's LMS (Oliver), EBSCO and search engines and databases.

She runs the school's Professional Book Club – promoting books, podcasts, and websites through emails, staff bulletin and conversations. Her digital literacy classes teach staff by what Sarah calls "PD by stealth". She runs formal and informal staff PD covering copyright, Turnitin, research skills, Collaborative Learning Projects, and Leading Lights training group – the new CEWA IT platform currently being implemented across CEWA

schools. As a curriculum leader Sarah revised the Collection Policy to encompass the college wide Wellness Program.

Sarah is a passionate and dedicated member of Mandurah Catholic College and is a worthy recipient of the Teacher Librarian of the Year award.

Library Technician of the Year

Deni Sallie

Since graduating with a Graduate Diploma in Library and Information Management in 2012, Deni has achieved many career highlights including initiating a Twilight Reading night and Early Bird Reading Club, which was instrumental in Mercy College winning a LEAD (Learning, Engagement, Accountability and Discipline) Award for Excellence.

Deni manages Accessit and Bookit at Mercy College, maintains the web OPAC page and designs all the promotional material for the library. She is a regular contributor to this journal and coordinates book clubs and fairs. Deni was instrumental in genrefying the collection. She attended PDs and was pivotal in the decision to make this bold move. She is a very enthusiastic and dedicated technician who recognises the importance of maintaining procedures and offering services which enhance the effectiveness of the library.

As part of the library team Deni manages the tasks and priorities of the Library Officers. She catalogues new resources, co-ordinates stocktakes, assists with collection management and development, and completes a range of administration and reporting functions. Deni liaises with staff to ensure displays are linked to the curriculum and are exciting and stimulating. Her displays have been showcased in *ic3*.

2018 Recipients

Deni is an invaluable member of Mercy College and a worthy recipient of the WASLA Technician of the Year award.

Library Officer of the Year

Amanda Lun

This award recognises Amanda (Mandy) as an exceptional library officer who has had a very positive impact on her school. She is a dedicated member of staff at Wilson Primary School and has worked tirelessly to improve the physical layout of the library.

Mandy enthusiastically greets all children to the library, seeing Kindy to Year 6 students every week. She has even trained the students to scan their own books out on loan! Other students she has trained to help shelve books at recess and at lunchtimes. She is responsible for, selects and accessions all the resources. Mandy is also in charge of weeding damaged resources or books not borrowed. She conducts annual stocktakes of the library, Teacher's Resources and Reading Resources. Mandy is also writing new Library Procedures for the library. She also writes an annual report.

She created a new series and picture book section and simplified the labelling of the picture books. Mandy built a reading corner complete with soft furnishings and tents. Mandy has had her library refurbished and has packed and unpacked all the books herself - twice! She has created a Library Blog with reviews, good websites and library news. Mandy collaborated with the Reading Co-ordinator on how best to accession, house and manage $30.000 worth of reading resources.

Mandy is passionate about children's literature. She is a member of the Young Readers' Book Award committee. She holds regular competitions, raffles, lucky dips, scavenger hunts, dress-up days and promotes special occasions.

Mandy's willingness to help staff, students and parents makes her an invaluable member of staff at Wilson Primary. Her dedication and attitude makes her a worthy recipient of this award.

Alison Fonseka (all above award articles)
Acting Vice President

Outstanding Professional Service Award

Barb Lippiatt

Barb has been WASLA's Executive Officer since 2015. In this role she manages the operations side of what is essentially a volunteer organisation. Barb organises and assists in the running of after-school PD sessions, half and full-day seminars, the WASLA Library Conference and the biennial combined conference with AISWA. In this role she manages the Try Booking system, ensures that attendees receive certificates of attendance and any other information or resources as a result of the PD. She also organises and sources hospitality for PD sessions and the WASLA AGM. Barb is also a current member of the WASLA committee and manages the Association's Relief Roster for Schools. She also works with the Website Manager and the Treasurer to ensure the smooth running of the Association.

Barb is a dedicated professional who willingly shares her knowledge and keeps the WASLA Committee members up to date with information from the Professional Teaching Council WA. She is a behind-the-scenes person who has made and continues to make an outstanding contribution to school libraries and schools on many levels and is a vital member of the education community in WA. Barb has proven to be an outstanding committee member and has contributed tirelessly to WASLA and its goal to advance the profession through support, networking and PD. We could not do without her energy and tireless work ethic.

Barbara Combes
President

Looking Up: An Idea found in the Stars

As an author, one of the questions I'm most often asked is where my ideas come from. My simple answer to that is 'everywhere'. Sometimes, when I sit down to write a new book, I have a solid idea which has sprung from seemingly nowhere. Other times, I've seen or heard something which has lead to me to want to explore a 'what if?' Still others (though less often) I am asked to write on a particular historical event or topic and I have come to the writing having already completed lots of research and with a good idea of where my character will be going.

Looking Up, my junior novel (Fremantle Press, 2017) was a story I came to quite gradually. My verse novels, *Pearl Verses the World*, *Toppling* and *Roses are Blue* had been well received and won or been shortlisted for a range of awards. I was interested in whether I could use some of the elements of the verse novel – particularly the compactness and the emotional charge – in a prose novel. I also had two images in my head – one of a child who loved stargazing, and the other of the sheer magic of receiving a hand-written letter in the post, which is so rare these days.

When I started drafting the story, I didn't know exactly where those two things would take my character, but I did know that the letter would be a catalyst for something big. As I started to get to know my main character, Pete, I realised that if he loved looking at stars he might want a telescope. So, the idea of setting the story around a birthday wish came to mind – neatly tying in with the idea of something in the mail, which could be a birthday card.

From here, the ideas flowed pretty freely. The card could pose a mystery, being from someone Pete had never met. But why would someone send him a card if Pete didn't even know they existed? So many questions. I knew I was onto a story.

I don't want to give too much away here, but the mystery behind the card moves the story from being about wanting something material (a telescope), to wanting a personal connection, and needing to understand a family breakdown. The card is from a grandfather who he'd been told is dead. As I explored what could lead to such a fracture between a woman (Pete's mother) and her own father, I realised I was exploring a topic that had long fascinated me: the idea of family members not speaking to each other. It isn't something I have ever understood, but it is something I have seen first hand, and I decided that, for the purposes of this story, it had to be something big enough that Pete could be turning ten without having ever met his grandfather.

I cried writing Pete's story, just as I have cried with many of my previous books. I tend to put my characters, and their families, through some tough things. And every time I do it, I do wonder how far is too far. For me as a writer, there are two considerations here.

The first is that kids need to see books exploring difficult situations, because the real world is filled with them. Seeing real life reflected in fiction allows children to see their own lives reflected or to see what life can be like for other children. It can build empathy. I find it vital that I respect my readers, and trust that they will connect and build that empathy without me needing to overdo the narrative.

The second consideration for me is that I have to offer hope. If I'm going to deal with family breakdown, or grief, or childhood illness, or war, or any other potentially grim topic, I feel I must offer some hope. This is not the same as always having a happy ever after ending, because life is always neatly tied up. But there must be a ray of hope, or a sense that things can get better. In *Looking Up*, I tried hard not to make the ending too neat and had to work hard on getting the ending right.

So, back to where I started. Ideas can come from everywhere, but they often take us on paths we don't expect. I hope that young readers will pick up *Looking Up* – and my other books – and find their own connections and perhaps be inspired by their own ideas. And I hope that librarians too will enjoy the book, and not be afraid to offer a book dealing with potentially difficult topics to young readers.

Sally Murphy

About the Author:

Sally is a WA author with over 40 books to her credit. An experienced teacher and presenter, she loves to visit libraries and schools to inspire young readers. You can learn more about her at her website www.sallymurphy.com.au

Maximus

Sometimes you need a special friend to give you wings...

Eleven-year-old Mitch is a regular kid who argues about cleaning his room, thinks his younger sister is a pain and enjoys hanging out with his friends. But he's finding life tough going. For one thing, he's being picked on by Jason, both in class and on the football field, and he feels like the spirited Maddy is his only true friend. Even worse, his Fly-In, Fly-Out dad has become increasingly distant and angry, and Mitch misses their father-son time. In Mitch's eyes, 'stuff sucks'!

An encounter with a bedraggled magpie he names Maximus gives Mitch something to look forward to when he's at home. As their connection grows, so too do other relationships in Mitch's life. As his self-confidence increases, he starts to stand up for himself, and the reason for his dad's moodiness is revealed.

Maximus is an engaging, warm-hearted story about family, friendships, self-confidence, and reconciliation, with the gentle message that life is like riding a wave.

A personal encounter with a magpie I named Maximus was the spark that ignited the inspiration for me to write the story. The chance meeting with this bedraggled magpie was analogous to the pastoral work I was involved in with children in and out of schools. *Maximus* had been rejected by the flock and was flailing like many children I came across with friendship and family issues. It's tough for a kid when they lose their mojo. Years of working with exceptionally ordinary children struggling with life's assortment of challenges, the compelling urge to tell their stories respectfully and anonymously, and the connection with the magpie bolstered my desire to write *Maximus*.

The story strikes at the heart of everyday issues that many pre-teens experience and will hopefully help children realise that grief and other life challenges affect their emotions, and in turn, those emotions affect their self-confidence and social connection. When you're down you lose power, when you lose power, you become vulnerable. *Maximus* is a story about balancing the power and encouraging hope. The tapestry of real-life issues that intertwine with the main and subplots accompanied by believable characters, easy to follow language, and appeal to both boys and girls, make the book quite unique. The story would make a perfect class novel to be read with and by children in years 5 and 6, especially connecting with the social and emotional learning in the curriculum.

Five years ago, I studied a Diploma in Children's Writing and Publishing. One of the assignments was to write the first chapter of a middle-grade novel. The story was in me looking for an opportunity to wiggle its way out. I wrote 1,000 words before I realised I only needed to write 500 for the assignment, so I sent chapter 1A and chapter 1B for assessment. I kept writing. 25,000 words later, submissions to publishers and writing competitions, rejections, a serendipitous pitch with Serenity Press and their belief, *Maximus* is now a reality. From the signing of the publishing contract to the book's release was eighteen months. A journey that not only taught me patience but that the editorial process helped me to be a better writer.

My advice to aspiring writers – 1. Be patient. 2. Be intimate with your subject. 3. Refine your craft. 4. Be part of a writing family/critique group. 5. Stay positive. 6. Submit, submit, submit. 7. Stick to your guns. 8. Embrace rejection like trophies. 9. Be more patient. 10. Allow the editorial process to help you become a better writer.

School libraries are essential because they are a treasure trove of books. Children in schools can access these books, borrow them, smell them, read them, feel them, take them home and treasure them. Libraries present the opportunity for children to scan an array of books of all genres and help them find their niche. Libraries ooze with information, art, science, history, entertainment, how to's, why's and where's. And all this is tangible. Children like tangible. A library opens the world of wisdom to children.

Steve Heron

About the Author:

Steve is available for library author visits, signings and class workshops with a presentation called 'Wings' – helping children to be better descriptive writers at the same time learning how to express their own emotions.

Hear ye! Hear ye!

While the term fake news is a "Trumpism" and a product of the current US President's repertoire, the idea of false information and disinformation has been around for a long time, especially in school libraries and when considering the Internet. Most people are familiar with the following sites to teach students how to recognise information that is false or fake or partially true. Examples include:
• The Pacific Northwest Tree Octopus https://zapatopi.net/treeoctopus/
• All about explorers https://www.allaboutexplorers.com/
• Dihydrogen Monoxide http://www.dhmo.org
• California's Velcro crop under challenge http://www.umbachconsulting.com/miscellany/velcro.html
• Buy dehydrated water https://buydehydratedwatercom.weebly.com/

However, the term fake news in today's terms means something different, because it has been used to describe information that has been provided by reputable news outlets, journalists and institutions that have had credibility in the past. This use of language has also been circulated widely using social media on the Internet. This use of the Internet as a means of dissemination has led to a rapid change in how we use, respond to and interact with the term fake news. It has become part of society's understanding of what news/information is and this has had major repercussions on how the general public views all news services.

Social beliefs and assumptions

This reaction to fake news and how we use language is a direct result of two major characteristics of information that is spread using the Internet and some interesting social beliefs and assumptions already in place before Trump came to be President. These beliefs include:
• the WWW/Internet (people generally confuse the WWW which is what we are searching and the Internet which is much larger) contains all information – not true;
• the WWW/Internet is a one-stop-shop for all information – not true;
• everyone can find the information they need, interpret and use it – not true;
• all information on the WWW/Internet is free – definitely not true; and
• all information on the WWW/Internet is good information – definitely not true.

Many of these beliefs still have great resonance across all levels of society and have come about because information on the WWW/Internet is widely available to anyone; anyone can be an expert/famous; and, anyone can publish in this medium. Hence we have information, misinformation, disinformation and false information; and fake news is no exception. Fake news can be counterfeit, a

forgery or a sham (Oxford Dictionary, 2018). It is also described as fraudulent, a deceptive act and artificial or not real (Collins Dictionary, 2018). News commentators also use words such as rumour, innuendo, titillation, untruthful and not to be trusted (ABC, 2018).

Prior to the advent of the WWW/Internet, news and the Fourth Estate (investigative journalism) were usually associated with truth, facts and research. So the term fake news is a contradiction of terms if news is meant to be accurate and true. Print media and how we react to information was investigated in the 1970s by Brenda Dervin. She found that we perceive only 'objective' information as valuable; expect that objective information can be transmitted out of context; and feel that the more information we have is better. As most information on the Internet is still mainly in text, we bring these beliefs with us to the new medium. Since the technology and its authority are an integral part of this new landscape, the WWW/Internet have also come to be regarded as formal information sources by users, thus leading to the assumption that information found using these delivery modes is somehow more authoritative, valuable and true (Combes, 2004).

Two characteristics of information on the WWW/Internet

There are two characteristics that determine how we perceive information delivered by the Internet. Characteristic 1 is that information delivered by this mode is **very solid**:
• text is perceived as having authority and value – traditional perception;
• information may appear in multiple locations and publications, in different formats and via different delivery modes = more authority/must be true/good;
• how we publish on the Web – confusion between information, entertainment and advertising;
• greater longevity – recirculated/regurgitated; and,
• almost impossible to delete – due to the nature of the Web (eg. Wayback Machine - http://www.wayback.com/).

In complete contrast and at the same time, information on the Internet is **incredibly fluid**:
• information can be copied, pasted, slightly altered and disseminated widely – like Chinese whispers;
• appears in a variety of formats and via different delivery modes – formal, abridged, informal/social contexts;
• often picked up by followers who transmit it around the landscape; and,
• recirculated/regurgitated – continues to be used.

Stories, fake news and information

Other technologies also foster the growth of fake news. Twitter and RSS Feeds mean limited information is transmitted in short bursts and out of context. The nature of the technology means that the information is picked up and transmitted around the Internet, often undergoing slight changes on the way. YouTube videos suffer from a similar fate and can be easily manipulated (Edevane, 2018) or users can be manipulated when the technology is used for political purposes (Silverman, 2018). Of course the information sold to paying clients by the huge information-gathering giants such as Google, Facebook, Amazon, Microsoft and Apple have been the topic of much discussion since the Cambridge Analytica scandal (Funke, 2018). Information is often freely available on the Internet, but it is not free. It is not copyright free and there is always a cost to the user. Either you pay for information or you become the information product.

Effects on society

The idea that news is fake has affected how we as a society view all types of news media. A recent research report from MIT (Vosoughi et al, 2018; Reneau, 2018) indicates that it is the human element in the online environment that spreads fake news rather than the technology. It would appear that we humans love to be titillated; like gossip, innuendo and rumour; and spread fake news rather than robots on the Internet. The way information behaves in the online medium and how we humans perceive and spread fake news has led to a change in the amount of trust we put in all news outlets including print. The *2018 Edelman Trust Barometer Global Report* (Edelman, 2018) found that:
• trust in media has fallen to -37 in the USA and -10 in Australia;
• 59% in the USA believe the government is the most broken;
• 7 in 10 people worry about fake news being used as a weapon;
• 66% believe news organisations are more interested in attracting large audiences;
• 65% believe they sacrifice accuracy to be the first to break a story;
• 63% - the average person does not know how to tell good journalism from rumour or falsehoods; and,
• 59% - it is becoming harder to tell if a piece of news was produced by a respected media organisation.

Conclusion and what does this mean for schools

Looking at the findings of these two studies indicates that we need to educate our students about the online environment and the effect it has on information reliability and dissemination. Our students need to understand that how we use

the medium is actually part of the problem and it can have far reaching effects on how society is informed and by whom. There is a fine line between fake news and political propaganda or alternative facts. We have fake news because the information landscape today is incredibly complex; consists of multiple perspectives from multiple authors (anyone can publish); enables rapid dissemination of information that is often decontextualised or out of context and it is easy to manipulate or alter. To become informed today is actually much harder than pre-Internet, even though we have more information available and at our finger tips. The big question is can we find and sift out the good information from the fake. In an Information Age where our understandings are constantly changing, to equip our students with the knowledge and skills to be able to find and evaluate information is a primary goal of education and a major role for the information specialists in the library.

Dr. Barbara Combes

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Edevane, G. (2018). Jordan Peel voices Obama in PSA against fake videos: 'Ben Carson is in the sunken place'. *Newsweek.* Retrieved from http://www.newsweek.com/jordan-peele-imitates-obama-psa-fake-video-889924
Funke, D. (2018). *In one month, Facebook doubled the countries using its fact-checking tool – all outside the West. Poynter News.* Retrieved from https://www.poynter.org/news/one-month-facebook-doubled-countries-using-its-fact-checking-tool-all-outside-west

Rather than just teaching children about internet safety and reducing their digital footprint, we should also encourage them to curate a positive digital footprint which will be an asset for them in their future.

Today's children are prolific users of the internet. Concern has been raised about the future impact of the digital footprints they are generating. While much discussion of this issue focuses on keeping children safe, little is known about how children manage their digital footprints.

While digital footprints are considered to be a liability, if managed well they can be an asset. Digital footprints can showcase identity, skills and interests. This is important in an era where employers "google" candidates to check their identity and verify their suitability. In this context, having no digital footprint can be as much of a disadvantage as having a poorly managed one.

The "Best Footprint Forward" (http://journals.sagepub.com/doi/10.1177/2042753017751711) project explored what children know about digital footprints. Focus groups were made up of 33 children aged 10-12 years from three schools in regional NSW. Analysis of the focus groups reveals children have strategies to keep safe online, but they need further guidance on how to build a positive digital footprint.
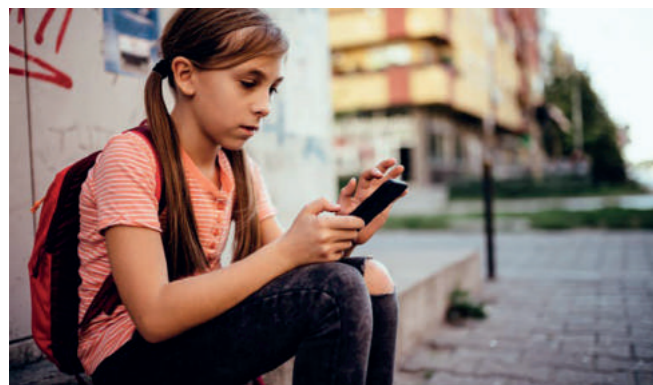
What children know and do about digital footprints

The project found, while children use the internet for a variety of purposes (such as homework, gaming, watching videos), communicating with friends was the most popular online activity.

The children knew what digital footprints were:

- what you put online stays online;
- people could find you if you left identifying information, such as your address or full name; and,
- employers would check your social media.

They talked about password security, not putting personal details online (such as their name, address and date of birth), blocking people who harassed them, getting advice from parents, not clicking on anything silly, not posting pictures of their faces. They showed awareness of the potential consequences of their actions.

The implications of their digital footprint awareness led them to try to minimise theirs, to try to be invisible online. They mainly communicated with one another via Instagram, using it as a messaging service. All but one child had their account set to private and very few posted photos. They used it just to talk.

While the children in the study had a high level of digital footprint awareness, they are only aware of this as a liability. Their responses did not include any discussion of the benefits offered by digital footprints. Their re-purposing of Instagram as a messaging service suggests a savvy and pragmatic approach to the problem of, in the words of one girl in the study, the "internet always keeping it". Educative interventions should be designed to empower and protect children, to supplement their existing digital footprint management strategies.

How to teach for positive digital footprints

Children could be taught how to curate their online presence. That is, they could be explicitly taught not all they do online needs to be hidden. Curation is about knowing what to display publicly and what should remain private.

While it's appropriate conversations with their friends not be public, children could be taught that digital artefacts which demonstrate their interests, achievements and skill could be both public and identifiable. School projects, awards, pieces of writing and digital artworks are examples of suitable things to be attributed to them.

When should positive digital footprint education begin?

There are four reasons the two final years of primary school would be an ideal time to begin to teach children about positive digital footprints:

1. they are lacking this information and were not aware a digital footprint could be a positive asset for their future;
2. children at this age are transitioning from predominantly game playing and video watching to more creative and generative uses of the internet and social media;
3. different parenting styles means not all children will get this information at home; and,
4. the strength of the cyber safety message they're getting from schools suggests this knowledge could be built upon so children are given options about which online activities should remain invisible and which would be beneficial to have out there.

When asked what would you like to know about the internet, one girl in the study asked:

How can it change your future?

This gets to the heart of what's at stake. Digital footprints can be an asset or a liability for children. Building on their knowledge by giving them guidance in curating a positive online presence could go a long way to help children shape their own future.

Dr Rachel Buchanan
Senior Lecturer in Education,
University of Newcastle

About the author:

Rachel is a teacher educator researching in the areas of educational philosophy and policy and social theory. She is particularly interested in the intersection of educational philosophy and educational policy around the use of technology and how this impacts upon educational systems and the practice, education and identities of teachers and students. She is currently investigating students' digital footprint awareness, understanding and knowledge. Her research is underpinned by her passion for social justice and equity.

This article was originally published on *The Conversation* (https://theconversation.com/why-children-should-be-taught-to-build-a-positive-online-presence-89855)
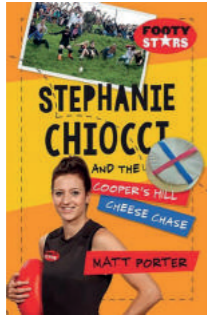

Image references:

While digital footprints are considered to be a liability, if managed well they can be an asset. https://theconversation.com/why-children-should-be-taught-to-build-a-positive-online-presence-89855 (royalty free Shutterstock image)

Most children in the focus group used Instagram just to talk to each other. https://theconversation.com/why-children-should-be-taught-to-build-a-positive-online-presence-89855 (royalty free Shutterstock image)

Putting school projects online can add to a positive digital footprint for children. https://theconversation.com/why-children-should-be-taught-to-build-a-positive-online-presence-89855 (royalty free Shutterstock image)

Book Reviews

Stephanie Chiocci and the Cooper's Hill Cheese Chase
Matt Porter
Ford Street Publishing, 2018
pbk., 105pp., RRP $12.95
ISBN 9781925272888

Reviewed by Deni Sallie

Stephanie Chiocci or "Choch" is the Captain of Collingwood's women's AFL team. We first meet Choch standing at the summit of Copper's Hill in England. The site of the infamous (and very real as I discovered) Gloucester Cheese –Rolling Race. In this event, a round of Double Gloucester cheese is sent rolling down the hill, and competitors then start racing down the hill after it! The first person over the finish line at the bottom of the hill with the cheese wins.

Stephanie is contacted by one of her biggest fans, Emily, who asks for her help to win the race. But the stakes are very high. Steph is tasked with the job of not only defeating the local bully, who has won the race for the last five years in a row, but winning the race will also ensure that Emily's family cheese-making business will be saved from closure. Steph must use her elite football abilities to try and win the race and also gets a little help from Emily and her grandmother, in a most unusual way!

The *Cooper's Hill Cheese Chase* is a fun book, full of humour and action and will appeal to footy fans – both girls and boys alike. It contains many football references, words and skills but also sees Stephanie using her football skills outside of a game situation and being a role model for girls.

I would recommend it for middle to upper primary school. The book also features a question and answer section at the end of the book and some great football tips.

Over the Wall (Book 5) & On the Buzzer (Book 6) of the Legend Series
Michael Panckridge
Ford Street Publishing, 2018
pbk. 138pp. each, RRP $14.95
ISBNs 9781925272925 & 9781925272932

Reviewed by Bernadette Nye

Our young readers are not always adverse to books because they find reading tricky, sometimes they just plain aren't interested, their time competing with a variety of distractions. With this in mind, author Michael Panckridge wrote the Legend series inspired by his passion for sport and the desire to conquer reluctance to read.

Although the series was originally published over a decade ago, it has been re-released due to popular demand and the updated content and storylines are sure to capture a new audience. The Legend books are a high school sport themed series packed with humour, mystery and adventure. The language is simple and fast paced. Scenarios and characters are engaging and relatable. *Over the Wall* (book 5) follows the characters as they compete for the title of Legend of Soccer and unravel the mystery of a secret tunnel in the school library.

In *On the Buzzer* (book 6) another mystery unfolds – the case of a missing interschool trophy – who could have taken it? And who was trying to bring down the basketball team as they compete for glory? Themes in both books include sportsmanship, friendship, determination, competition and critical thinking.

Each book comes with bonus factual information that is complementary to the story. There are quizzes to complete and charts and pictures to look at. Panckridge made sure to pique the interest of our digitally savvy students with QR codes that provide access plenty of interactive content. They can keep their own sporting achievement tallies, interview characters and access to quizzes and games.

Reading Rocks

A Boat of Stars: New poems to inspire and enchant
Edited by Margaret Connolly & Natalie Jane Prior
Harper Collins Australia, 2018
hbk., 128pp., RRP $29.99
ISBN 9780733337932

Reviewed by Bernadette Nye

A boat of stars came down tonight
And sailed around my bed –
It sprinkled stardust on my eyes;
*Put dreams inside my head …*

What a stunning and joyful visual journey!

A *Boat of Stars* is a delight to read out loud. It's just perfect for in the classroom, the library or snuggled up at home. It is an enchanting exploration of language. Young children adore rhythm and rhyme and having fun with the written word.

Here they can read about magical boats and circuses, counting chickens, dinosaurs and rainbow light. They can read about breakfast and family and pyjama days and so many other things. They can delight in a variety of mixed media, pictures brought to life in water colour and pencils and ink and paint.

This anthology is sure to inspire them. These poems are a collection from some of Australia's most loved writers and illustrators. It's indexed by author and illustrator as well as by theme.

It's sure to spark the imagination of the young and young at heart alike. It certainly sparked mine.
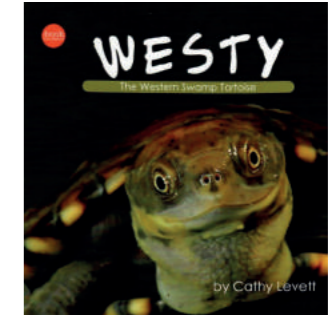
Westy the Western Swamp Tortoise
Cathy Levett
Friends of the Western Swamp Tortoise, 2018
pbk. 32pp. RRP $19
ISBN 9780995406018

Reviewed by Sandi Parsons

Westy the Western Swamp Tortoise is a picture book with a nonfiction narrative detailing the journey of a Western Swamp Tortoise from birth at the Perth Zoo to his release into wetlands at Ellenbrook.

There is so much to love about this book. Not only does the story flow naturally, it's also filled with factual information about Westy's journey.

The stunning photography includes the growth stages of a Western Swamp Tortoise along with their habitat.

As a bonus for teachers and school libraries it has multiple links to the West Australian Curriculum which includes; endangered animals, habitats, environments and animal adaptations. (Under the 'Educators' tab on the Friends of the Western Swamp Tortoise you can find lots of information including worksheets to compliment this fabulous book.)

Westy the Western Swamp Tortoise is published by Friends of the Western Swamp Tortoise with help from The Book Incubator with all proceeds from the sale of the book going towards education programs.

WASLA Recommends

Missing
Sue Whiting
Walker Books Australia, 2018
pbk. 272pp. RRP $17.99
ISBN 9781760650032

Reviewed by Sue Warren

Right from the get-go this novel is full on with its action, mystery and poignancy. Thirteen year old Mackenzie (Kenzie) is at a difficult time in her life leaving primary school and off to a private girls' high school away from friends. A tough time for any young girl but all the more when your mother has gone missing on a scientific expedition and has not been heard of for months.

Kenzie's father has been an absolute mess since the disappearance, her grandmother sad but resigned and Kenzie herself has managed to convince herself that the only explanation that fits is that her mother has been placed in a witness protection programme. Now 116 days after her mother's disappearance her father has taken Kenzie to Panama in a desperate attempt to find his wife. Kenzie is just as desperate not to solve the mystery in her conviction that it will bring about a dire result for her mum. Jungles, bats, strange food and customs, dead ends, unhelpful police and a father who behaves like a crazed person – it's all too much to bear. But circumstances have a way of unfolding at their own pace and when Kenzie's dad ends up in hospital with typhus she and her new acquaintance Carlo take matters into their own hands following an unexpected lead.

This is a completely gripping read – a real page turner with believable characters and emotions. The fast-paced plot and the slowly unfurling chain of events will keep the reader intrigued right to the very end.

Highly recommended for readers in Upper Primary/Lower Secondary.

WASLA Recommends...

WOW Websites

Young and eSafe
https://esafety.gov.au/youngandesafe/

Technology Addiction and What you Can do About It (TedX Talk)
https://www.youtube.com/watch?v=0adeZP6aDQw

Free Online Audio Stories
https://www.storynory.com/

AASL Updated Standards Integrated Framework
http://standards.aasl.org/project/foundations/

Inspirational school libraries from around the world – gallery
https://www.theguardian.com/teacher-network/gallery/2015/jan/08/school-libraries-world-books-gallery

PD & Advocacy

Why do teachers need school librarians?
https://ehutchinson44.wixsite.com/schoollibraries/blog/why-do-teachers-need-school-librarians-5-questions-to-ask-yourself

What makes a library great?
http://awfullybigblogadventure.blogspot.com.au/2018/04/what-makes-library-great-by-dawn-finch.html?m=1

Ten Reasons Libraries Are Still Better Than the Internet
https://americanlibrariesmagazine.org/2017/12/19/ten-reasons-libraries-still-better-than-internet/

Ten ways to advocate for your role as a teacher librarian
https://www.scisdata.com/connections/issue-103/ten-ways-to-advocate-for-your-role-

Around the Blog-o-Sphere

16 Hilarious Signs That Prove Libraries Are the Greatest
https://www.bookbub.com/blog/2016/02/22/signs-that-prove-libraries-are-the-greatest/

The Rise of Dystopian Fiction
https://electricliterature.com/the-rise-of-dystopian-fiction-from-soviet-dissidents-to-70s-paranoia-to-murakami-a73b945c5d37

How We Created a Makerspace
https://toddburleson.com/2018/03/20/how-i-created-a-makerspace/

Is there life beyond MARC?
https://scis.edublogs.org/2018/03/13/is-there-life-beyond-marc/

Library Lovers' Day

Lesmurdie SHS

Lesmurdie SHS Library celebrated Valentine's Day with a difference. The day was badged as "Blind Date with a Book" Students were encouraged to bring in their preloved books in previous weeks to donate them to the cause. They were wrapped up and distributed at lunchtime on the 14th, hence the blind date (not knowing what book one would get). In addition students completed a couple quiz, matching characters from books and films and received a heart shaped chocolate in return for their efforts. Major prizes were drawn at the end of the week for quiz winners. A highlight of the day was the number of students (and some teachers!) that joined in the activities.

Helen Kain, Teacher Librarian

ANZAC Day

Seton Catholic College

Lest We Forget.

Lest We Forget.

March Memory Madness at Kennedy RASC

In week seven of Term One the Research and Study Centre at Kennedy Baptist College had a focus on memory and called it March Memory Madness.

Everyday we had Tray of the Day! Students could come and memorise the 10 items on the tray at the circulation desk and tell us at recess what was on the tray. There was a lot of interest in this – and lots of students managed to remember all ten of the items.

On Monday during recess we had a Memory Kahoots competition. Many students came and joined the game and were surprisingly good at it!

On Tuesday recess we had Year 9 Humanities students coming in to tell the Head of Humanities key historic World War One dates.

On Wednesday, Maths and the RASC celebrated Pi Day (3/14 – US dating!). Around fifty students could remember at least ten numbers, which qualified them for an apple pie! The Maths staff marked the written entries and the winning student remembered 158 numbers!! D&T made three beautiful Perspex trophies which we awarded to our top three rememberers!

Thursday during recess we had a spelling bee competition (organised with the English Department) with the top spellers from Years 8 and 9 attending and the buzz was great (sorry about the pun!), but next year we will do this a little differently. We have had interest from our Indonesian teacher who would like to conduct a spelling bee for her students too!

Our display for the week was a lot of Nemo and Dory helium balloons which looked great, with March Memory Madness posters attached to the bottom of them.

All in all it was a very enjoyable week and lots of goodwill was generated throughout the school. Students got to use the memory skills that they were taught in their Library research skills lessons. It was also great to have the Maths Department involved on Pi Day and many prizes were given out and we fully intend to do this again next year.

Virginia Yurisich
Head of Research and Study
Kennedy Baptist College

OMG Facts Board

Did you know there are at least 100 000 chemical reactions going on in a normal human brain every second? OR The only muscle in your body that is attached at only one end is your tongue? OR Transurphobia is the fear of haircuts.

These are the amazing and unusual facts that you will find on the OMG Facts Board in the library at Lesmurdie Senior High School.

This display is demanding a lot of interest by the students. The idea started with a desk calendar received as a gift. Instead of tearing off the daily saying and throwing it in the bin, I decided to put it up on a board near the entrance for the students to read every day as they came in. It has been a big hit. Once the board is full I remove the top half of sayings and replace them with new ones. The old ones I am cutting the date off and laminating to use in a trivia display at another time.

Helen Kain
Teacher Librarian
Lesmurdie High School

Staircase of Books

An enchanting transformation has occurred in the stairwell of the Iona Presentation College iCentre. A year long project was designed to turn the eighteen gaps in the library foyer staircase into an inspiring and colourful climb up to the iCentre library and ICT.

Students were invited to submit designs of their favourite books, which were then transferred onto wood and painstakingly hand painted and varnished. As many of the designers couldn't commit to painting them, the Year 12 Book Club students guided by the Head of the iCentre, Louise Moreton, gave up their Monday lunch times for two terms to ensure they were completed.

The result is students climb now our colourful staircase of beautifully painted book spines to a library of beautiful books!

Louise Moreton
Head of the iCentre
Iona Presentation Centre

School Library Mural

In Term 4 2017, a teacher and I painted over the aged Dreamtime Serpent Snake in preparation for some new artwork on the exterior wall of the library building at East Wanneroo Primary School (EWPS). A very talented Education Assistant here at EWPS, Linda Lyons, drew up a paper plan and then transferred her ideas onto the front exterior wall of the library building. We had parent helpers along with staff donate their time to colour Linda's drawings in and create the black outlines. The wall has been painted in a clear gloss to protect the art work.

One of the biggest issues we had was deciding what titles to include on the bookshelf and what to leave out. Hopefully we got a good balance of older, current and popular titles, including both Australian and international authors. The scrolls across the top quote the first sentence of many well-known books held in the school library.
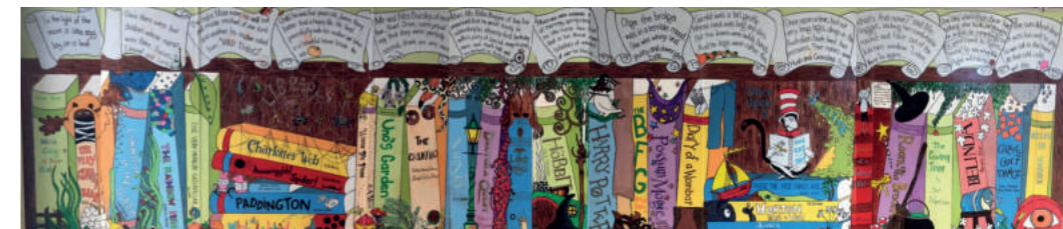
The mural has certainly brightened the building and I love looking at it and finding some small inclusion Linda put in discretely which I haven't seen before. It was a great team effort to get the project finished by the end of 2017.

Kay Keen
School Library Officer
East Wanneroo Primary School

What is Happening

Booksnaps and a Library Refurbishment

Ocean Reef Senior High School's Library was refurbished at the end of 2015 with the dark, wooden, static shelving being replaced with rollaway, metal shelving. The teaching areas were also refurnished with foldaway tables which are easily moved to allow for more flexible teaching areas. The overall effect of our refurbishment is a lighter, brighter space which the students love. We did a substantial weed of our fiction collection just prior to the new shelving being fitted and have found that students love the new fiction area and find it much easier to use.

Our slatwall display areas are fixed to a divider wall within the Library and enable us to create simple and effective book displays which are easily changed when books are borrowed. These displays are used to promote genres, authors and particular book awards, as well as being used for curriculum connections.

Booksnaps

As part of our student reading promotion we use technology during Library lessons to allow students to create promotional material such as book posters and bookmarks. Student work is printed to be used to promote books to their fellow students within the Library. We have also used the online collaborative platform, Padlet, to showcase student work.

A new initiative this year is the creation of "Booksnaps", based on the social media tool, Snapchat, which allows users to edit their photos and include annotations, emojis and other images. We have created several Library Booksnaps to show students examples of what they can produce. The creation of Booksnaps encourages students to think about and identify the book's main characters, plot, themes and some important quotes which can be used to promote the book. Students are shown various online tools which can be used to create their booksnaps, such as Google slides and Canva.
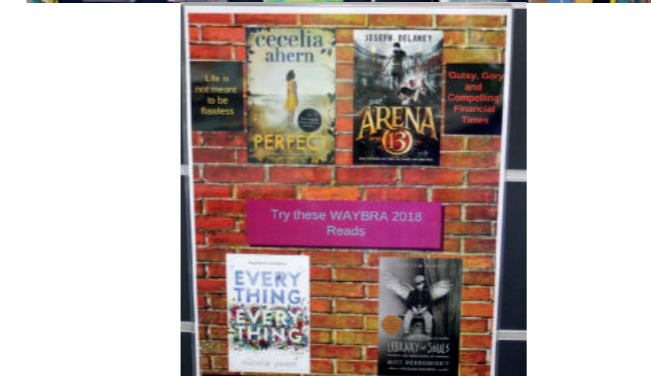
Why booksnaps?

"Book snaps are fun and an excellent way to communicate visually. There is a social aspect when students share with each other, as they come across something they notice, like, or make a judgement about. Book snapping is also an opportunity to integrate technology with literature and literacy. It is much faster than writing a book

Around our School Libraries

report, but is still an authentic way to respond to text, be an active reader, and potentially read and communicate more." (Stephenson, 2018)

Anyone interested in using Booksnaps to promote student reading should take a look at the following articles and blog posts:

Martin, T. (2017). *#BookSnaps and Book Creator*. Book Creator. Retrieved from https://bookcreator.com/2017/09/booksnaps-and-book-creator/

Martin, T. (2016). *#BookSnaps – Snapping for Learning. R.E.A.L..* Retrieved from http://www.tarammartin.com/booksnaps-snapping-for-learning/

Meeuwse, K. (2017). *Snap to It with BookSnaps*. ITEACH WITH IPADS. Retrieved from https://iteachwithipads.net/2017/09/13/snap-to-it-with-booksnaps/

Nichols, A. (2017). *BUNCEE & #BOOKSNAPS: ENGAGING STUDENT READERS & WRITERS*. Buncee Blog. Retrieved from https://www.buncee.com/blog/buncee-booksnaps-engaging-student-readers-writers/

Stephenson, S. (2018). *Building a buzz with book snaps - SCIS*. Retrieved from https://www.scisdata.com/connections/issue-104/building-a-buzz-with-book-snaps/

Also take a look at the fabulous Booksnaps shared by St Rita's College Library on their blog and Instagram sites:

Booksnaps. (2018). Available at http://blog.stritas.qld.edu.au/mylibrary/category/booksnap/stritaslibrary. (n.d.). St Rita's Library. [Instagram site]. Available at https://www.instagram.com/stritaslibrary/

Sarah Betteridge
School Librarian
Ocean Reef Senior High School

School Library Comforts

Our two library bears spend the day cuddling and snuggling into anyone they can find. The girls can be found wrapped around a bear as they read, study and create. You are never too old or too busy to cuddle a library bear.

What is Happening
Literacy Initiatives at Scotch College

Books 'n' Bros

Quite often, a parent will ask me "why has my 12 year old son stopped reading?" I explain that all the forces of the universe are converging on this age group; getting and keeping a 12 year old engaged in a book is a hard task. But during the last year, I noticed how much my male students responded to their male teachers promoting something they had read. I could do a 20 minute solid promotion, but it did not compare to the effect of one tiny minute that a keen reading teacher had on promoting a book – any book.

Reading about the impact of male mentors on boys' reading, really hits home when you are a Middle School Teacher Librarian in a boys' school. Using my Middle School Book Club as the forum, I modified the stock-standard book club format to include a mentor joining us and promoting his own title choices.

Initially I asked my book clubbers to suggest who they would like to hear from and from that short list it snowballed into having enough mentors for each term. Our visiting mentors are asked to bring some favourite books from their 12-year-old-selves, plus something they might be reading at the moment or even a previous book that might have had a profound effect on them. This formula was just a starter, as the mentors usually ended up having a great two-way conversation about the books that the boys are reading.

Sometimes, even in an all-male school, it proved hard to find mentors – so throwing the offer open to the wider community might be needed (teachers, parents, grandparents, the school gardener – anyone!). Not all students will have a reader in their home midst, but once you get started, you will find that mentors are all around.

The library staff have been very busy using the sublimation printer to provide the girls with opportunity to make Easter mugs for their family and friends. Over 160 mugs were created over three weeks in preparation for the Easter holiday period. The smiles on the girls as they collect their mugs brings a lot of joy to the staff and to the recipients of these gifts. The girls can create personalised mugs, plates, jigsaws, coasters, keyrings, t- shirts, thongs, clocks and necklaces.

**Jo Pengelley
Head of Library
St. Mary's Girls School**

Around our School Libraries

Of course if you have a different target or action, your reading mentors don't have to be male, they could be any gender or age. Book Clubs don't always have to be handing out a book and discussing it – we can broaden out that formula to engage more students with others in our community.

What are your Top 25 reads?

A student rushes in, "I need something to read – real quick!" And if you take more than a minute to find something, they no doubt wave you off, "don't worry… I'm in a rush."

At our Middle School Library, instead of running around in a rush and grabbing the first book to find their palm, our boys go straight to our permanent 'Top 20' display. This display is sourced from a once a fortnight report that our Library Technician produces from the previous fortnights' Top 20 loaned items. This report is generated purely on the number of loans each item has from the start of the year. You'd think that it wouldn't change much, but it actually changes enough to have a 'Top 20' display of our most popular reads.

These popular reads are put on display, with a number that represents where they are in the ranking. Yes, it is like a bookstore's Top 10 Best-sellers and that is exactly where I got the idea from! Once it has got going, your borrowers will automatically go to find something popular, or see if a popular book is available.

This is a display that takes a minimal amount of effort but has a maximum impact on self-promotion.

What is better than a book – why a Human Book of course!

Do you know how Fahrenheit 451 finishes? I won't spoil the ending but this activity will give you a clue! The Human Library activity is one that I first saw at the Perth Writer's Festival. I then sought out some at public libraries to see them in a smaller environment. I have adapted this model to my Middle School Library programme, with boys telling a story about a superhero (as a practice) before endeavouring to be a Human Book, telling a story about themselves.

A Human Library is where a student becomes a book, that is borrowed for a short time by another student. This reader then borrows another Human Book or becomes one themselves. The Human Book tells a story, any story (but it is usually about themselves).

I built this activity initially into a Greek Myths' programme. Over a few weeks I became a Human Book, telling the story of Medusa and later Prometheus. This led into a Superheroes/Graphic Novel programme where I asked my boys to learn a short three minute story on the evolution of a superhero or super villain. This superhero story became their Human Book, that then formed the core of a whole-class Human Library activity that lasted 50 minutes (as the Human Books were 'borrowed' and 'read' by a number of different readers during that lesson). I did this with a whole year group, but it can be done simply enough by one class for a couple of lessons.

Once the students feel confident at the process, they can move on to telling a story about themselves in another Human Library session. There are lots of resources out there to help, and some very professional Perth-based groups who can provide a lot of information. Seek out Human Libraries in the Perth environs and local public libraries if you don't feel confident in understanding how it all works.

Human Libraries can bring great understanding and empathy between people, as with all books,

School Library News

it is the follow-up conversations that can bring as much joy as the book itself.

https://www.facebook.com/perth.humanlibrary/

https://www.humanlibraryaus.org/

Reading Bucket Lists

Do you have a book you think everyone should read? So do my students. My Middle School students have compiled Years 6, 7 and 8 Bucket Lists of reading. I completed my own – and it was a relief to see we had some overlap!

The lists are printed double-sided onto card as larger-sized bookmarks. Students use them a lot (and so do teachers who hand them out to parents). Of course – you can promote any list to any age bracket depending upon the need (as the Year 9 brochure is popular with the Year 8s).

To generate the list, I originally used a whiteboard, that each class could validate or add to the growing list. But it would also be easy to generate via Google Drive or Office 365.

You can view my and the boys' lists online at https://library.scotch.wa.edu.au/middle/bucketreadinglists/home

Little Pipers 0 – 4 Year Old Literacy Programme

Our school hosts a twice a week session for 0 – 4 year-old boys and girls, that promotes literacy and specialist activities to our local community. As coordinator of the Monday Loving Literacy sessions, I have found a great need for such sessions in our local community.

Each Thursday, our Early Learning Centre hosts learning activities that rotate through our various specialist areas (music, art, physical education etc). Each Monday we run two concurrent hourly sessions; one Baby Rhyme Time for 0 – 2 year-olds and another Toddler Tales for 2 – 4 year-olds. Both free sessions focus on developing a love of reading, and are run in our Junior Library environment.

The little ones interact and engage with stories, rhymes, songs and picture books and the parents/carers and their children are free to borrow from our library. Those who attend can come from anywhere, they don't have to be a parent of a prospective or currently enrolled child.

The Loving Literacy sessions are broken into two activities; 30 minutes of stories/rhymes and then another 30 minutes of a 'maker' type activity relative to that week's theme. It has been wonderful to see how many parents/carers have learnt or renewed loved rhymes from their own childhood, or taken the opportunity to have a handy literacy source for borrowing resources from a library that focuses on their own children's interests and needs.

I know, that as a result of this programme, I have an amazing group of champions of community members for our school library!

For more information, check out our Facebook page to view pictures, videos and the yearly programme. https://www.facebook.com/littlepipers/

Marie Grech
Information and Research Specialist
Scotch College

Seton Catholic College

A macramé lesson as part of our Makerspace. The students made a hanging pot plant holder for Mothers Day, plus other typical lunch time activities.

Denise Thompson, Head of the Learning Hub

Trinity College

Firefighter Jarrod Luscombe visited the library and spoke to an enthusiastic group of boys about his experiences during his 20+ years working as a firefighter. One of the boys had the opportunity to try on his firefighting suit!

Emma McLevie, Library Technician

WASLA Annual General Meeting

Our AGM was held in Kennedy Baptist College's amazing Research and Study Centre in Term 4 last year. AGMs are an opportunity to network, learn something and hear about how the Committee has operated over the past year, including our advocacy strategies for school libraries.

Resigning their position as Secretary this year is Phyllis Paioff. This role has been filled by Helen Tomazin. Phyl will be remaining with us as a committee member. We also saw the addition of three new amazing Committee members, Barbara Elliott, Lesley Dorrington and Tina Russo. All WASLA reports are available to members on our website (http://www.wasla.asn.au/agm-minutes/).

Our guest speaker was Caroline Ramsden from SCIS. Caroline talked about how the new web interface operates. What I found particularly interesting was SCIS' curation of educational websites by topic area. If you missed coming along to this PD, you can see Caroline in person when she delivers a breakout session at our upcoming WASLA Conference in June.

Birds of a Feather

On Saturday March 24, WASLA held our popular peer sharing PD day at Good Shepherd Catholic School. This regular event was an idea that I came up with back in 2014 based on the successful TeachMeet sessions that I had attended. The idea is that school library professionals share successful initiatives and strategies in short 15 minute presentations. We also presented our WASLA Awards to our worthy recipients. The morning is culminated with a choice of two hour long practical workshops. There was a running theme of Aboriginal culture threaded throughout the event, a highlight being the Noongar bush themed morning tea provided by Bindi Bindi Dreaming.

Sarah Love, from Mandurah Catholic College, presented on school library advocacy in action. She has many inventive strategies that she has successfully employed to make her school library visible and valuable to her College community, including her welcome back to the school year teacher bags and cubes. Sarah Betteridge, from Ocean Reef SHS, shared with us how she has expanded her book club and reading classes internationally. Her students have been further enriched via the chance to interact with other high school students in England and the USA. This has been made possible via various online platforms as well as the traditional snail mail.

Marie Grech, from Scotch College, talked about how she has engaged her middle school community with her literacy initiatives. You can read more about these in this edition. Lisa Crofts, also from Scotch, shared with us how she developed an indigenous collection in the senior school library and how this led to collaboration and stronger connections with their local Aboriginal community.

Felicia Harris, from the School of Isolated and Distance Education (SIDE), showed us how she operates her school library with students scattered around the State and the world. It was a fascinating insight into the world of distance education. Deb Connell and Chris Begovich, from WAYRBA, talked about the 38 year history of this local your readers book award initiative and how to get your students involved.

The two workshops were Aboriginal themed. Brette Lockyer, from All Saints College, ran an interactive workshop that was a HASS inquiry with indigenous themes that focused heavily on literacy strategies. It was a really interesting lesson focusing on the historiography of the Pinjarra Massacre and the language that was surrounded it. Aboriginal Elder, Marie Taylor, ran a Noongar language workshop.

This feedback comment sums up the event: "*Love this PD - great to hear practical ideas from colleagues in the field and have the opportunity to network.*" Many of the above presentations are available on the members only section of the WASLA website.

Natasha Georgiou

Oxford University Press. (2018). *English Oxford Living Dictionaries*. Retrieved from https://en.oxforddictionaries.com/definition/us/fake

Reneau, A. (2018). Human brains love fake news. An MIT study just figured out why. *Upworthy*. Retrieved http://www.upworthy.com/human-brains-love-fake-news-an-mit-study-just-figured-out-why

Silverman, C. (2018). How YouTube's channel recommendations push users to the fringe. *BuzzFeed News*, Retrieved from https://www.buzzfeed.com/craigsilverman/youtube-channel-recommendations-alex-jones-radicalize

Vosoughi, S., Roy, D. & Aral, S. (2018). The spread of true and false news online. *Science*, 359(6380), 1146-1151. Retrieved from http://science.sciencemag.org/content/359/6380/1146.full

WASLA New Committee Members

Helen Tomazin, Secretary

I am the Library Technician at Good Shepherd Catholic School Lockridge. I have been at this school for 18 years. Firstly as a Teacher Assistant, then Library Officer and now Library Technician since 2012. I am the secretary for WASLA, member of the Children's Book Council of WA and an active member of ALIA Children's Youth Service. My favourite Author is Morris Gleitzman (Australian Children's Laureate) and I love his "Once" Series. I have a passion for Children's Literature and Reading. My second passion is cooking and learning as much as I can from Masterchef Australia. I am always looking out for different desserts to make and also sharing recipes.

Tina Russo, Committee Member

I am privileged to work full-time as a level 2 Library Officer at Governor Stirling Senior High School. I was nominated to join the WASLA committee at the 2017 AGM. It was said that my contribution to the Association would be beneficial, but truth be known I am the one gaining all the benefits! The wealth of ideas, knowledge and enthusiasm that is brought into each meeting is very inspiring.

For those of you who worry about the demise of libraries, know that WASLA is out there promoting, voicing, researching and fighting for all things LIBRARY on our behalf. Trust me you would NOT want to mess with this bunch! Watch this space!

Barbara Elliott, Committee Member

I'm lucky enough to work as the Teacher Librarian at Cyril Jackson Senior Campus. I work with students in Years 11 & 12 and students learning English in our Intensive English Centre.

After working in libraries for 26 years, I decided to join the WASLA committee. I've been made to feel very welcome and I've been most impressed by the dedication of this hard-working group.

When I'm not at work, you'll find me out hiking on the Bibbulmun Track.

Lesley Dorrington, Committee Member

I initially worked in public libraries before completing my Diploma in Library & Information Services through TAFE Central. I worked in the Robertson Library of Curtin University whilst studying and before taking the position of Library Technician at Mercedes College. I have a varied role which also gives me opportunity to help students select their recreational reading.

2017 AGM @ Kennedy Baptist College

Birds of a Feather PD

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

☐ Institutional	*2 person membership*	$165.00	$ _____
☐ Teacher Librarian/Teacher	*1 person membership*	$95.00	$ _____
☐ Library Technician/Library Officer	*1 person membership*	$75.00	$ _____
☐ 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

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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.

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