

ASLA XXV

Biennial Conference *Challenge to Change*



13–14 July 2017
Shore School
North Sydney





ASLA XXV Biennial Conference

Challenge to Change



Welcome to the ASLA XXV 2017 Conference. The Australian School Library Association (ASLA) is delighted to welcome you to the ASLA XXV Biennial Conference in Sydney.

The theme, *Challenge to Change* is designed to engage our diverse range of school library staff to reflect and celebrate our successes and explore the potential for future-focused learning. Our speakers, trade fair and sponsors are generously sharing their experience, best practice and expertise to explore the theme.

I would like to acknowledge the contribution of the conference organising members who have given their competence, efforts and time in planning and implementing this thought-provoking and stimulating professional program.

The next two days provide opportunities to mix and network with other delegates for cooperative effort. You will gain a richer perspective on issues you face daily and leave with a wider array of strategies to implement at your schools.

Thank you to the companies who have supported ASLA through Trade Fair stands and sponsorship. ASLA is appreciative that Shore School has enabled us to showcase

the magnificent setting of Sydney Harbour and embraced delegates to use their excellent facilities.

I encourage you to take advantage of networking occasions, actively engage in challenging program sessions and expand your professional relationships. Conferences are about inspiring your professional life, connecting to the aspirations and achievements of others and supporting the teacher librarian profession and school libraries in future endeavours.

Sandy Amore
ASLA President

For more information and to register, visit:
<http://www.asla.org.au/professional-learning/asla-conference-2017.aspx>



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<http://visitnsw.com/> or <http://sydney.com/>

CONFERENCE APP



The ASLA XXV Conference app is called YAPP.

Details of how to access the app will be emailed closer to the conference date.

REGISTRATION

Registration will commence from 0830 in the War Memorial Hall. Please collect your satchel and name tag and write your name, workplace and 'speciality' on your name tag. At the end of the conference, please complete the reverse of your card and place it in the ASLA box so we can start to plan for the next conference.

VENUES

The venue is Shore Senior School, Blue Street, North Sydney.

Registration will be in the War Memorial Hall. Look for the ASLA flags.

The **Keynote sessions and Panel discussion** will take place in the War Memorial Hall.

The **Concurrent sessions** will be held in the computer rooms (8402, 8403, 8405 and 8406) above the Boer War Memorial Library.

The **Trade Fair and catering** will be held in the Dining Hall.

Cocktails in the Library will be held in the Shore Senior School Boer War Memorial Library.

The **Speakers Room** is in the Undercroft. Please feel free to chill out and prepare in the conference Speakers Room.

TECHNOLOGY — WI-FI

There is free access to wi-fi throughout the conference.

Network is **SHORE-Event**

Password is **Challenge2017**

Twitter **#aslaconf2017**

Facebook
<https://www.facebook.com/ASLAOnline>

ASSISTANCE

For any assistance, please see members of the assistance team, who will be wearing red scarves.

SELFIE SNAPS

Please check out the selfie snaps in the War Memorial Hall. Please use the props and the iPad to upload your own message to our YAPP app.

DISCUSSION BOARD

Please contribute to our ongoing discussion board that will be in the War Memorial Hall: 'What I am curious about ...'

CATERING ARRANGEMENTS

Morning tea and lunch will be provided in the Dining Hall. Please see the map.

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TRADE FAIR

Please support our generous sponsors and Trade Fair exhibitors by visiting the Trade Fair in the Dining Hall. A full list of exhibitors and sponsors is on page 29.

PROGRAM

In recent times our school library profession has undergone far-reaching transformations. We hope that this conference will showcase some of these changes and provide inspiration to embrace the challenges.

It is our aim to bring together both practice and theory in a range of dynamic sharing and learning sessions including keynote speakers, concurrent sessions including workshops and presentations, an Author Panel, App Slam and Sharespace to assist and inspire you to change and develop your library for future challenges.

The ASLA XXV Conference has four major conference strands that will be addressed by our Keynote speakers and provide the four strands for our Concurrent sessions.

- **The changing role of those who work in school libraries**
- **Innovative ways with text**
- **Challenges in technology**
- **Learning space and design**

The conference program can be found on pages 5–7.

COCKTAIL EVENING

Cocktails in the Library

Thursday 13 July 1630–1745

A highlight of the ASLA XXV Conference will be our Cocktails in the Library event. Enjoy delicious canapés and a glass of bubbly in the Boer War Memorial Library as the sun sets on Sydney Harbour. Enjoy the view and network with your colleagues. Please note, this event is included in your registration if you attend the conference on Thursday.

CHOOSE YOUR OWN RESTAURANT

Dinner

Thursday 13 July, 1800 – late

Join an ASLA Board member at a restaurant of your own choice. North Sydney abounds in many great restaurants; however, we have selected just a few and will make group bookings. Choices include:

- Thai Riffic on Street
- Blues Point Hotel
- Greenwood Hotel
- Piato — Italian food

Please sign up before Thursday lunchtime so we can finalise numbers.

TRAVEL, ACCOMMODATION and MAPS

See the ASLA website:
<http://www.asla.org.au>

Thursday 13 July		
Time	Location	Event
0830–0900	War Memorial Hall	Registrations
0900–0930	War Memorial Hall	Acknowledgement of Country President's welcome Official opening: Federal Minister for North Sydney, Mr Trent Zimmerman Awards
0930–1030	War Memorial Hall	Keynote 1 Jenny Luca Changing lanes: time to signal your intentions
1030–1100	Dining Hall	Morning tea
1100–1200		Concurrent session 1
	8402	Changing role Bonanno, K, Leverage your pedagogical gifts to maintain relevance
	8403	Innovative ways with text/literature Riley, L, Analysing resources for cultural bias
	8405	Challenges in technology Korodaj, L and Godfree, H, Keys to success: transforming information and digital literacy for students
	8406	Learning space and design Esterman, M, Making libraries 'magnetic' and 'sticky'
1200–1300	War Memorial Hall	Keynote 2 Paul McDonald Challenges and changes in text/literature
1300–1400	Dining Hall	Lunch — Trade Fair
1400–1500		Concurrent session 2
	8402	Changing role Banerjee, A, Preparing for Experienced Teacher Accreditation as a teacher librarian
	8403	Innovative ways with text/literature Harris, T (author), The power of influence Kostakis, W (author), Challenge to represent
	8405	Challenges in technology Cohen, W, Games as text — using apps, online and PC games to explore narrative, setting, character and authorship
	8406	Learning space and design Laycock, D and Ross, T (Digital Projects Manager), Hands-on at Kings, Makerspaces and other innovations
1500–1515	War Memorial Hall	Test your literary knowledge (online multiple player game)
1515–1630	War Memorial Hall	Literary panel Roger Coombs, Tim Harris, Will Kostakis, Paul McDonald and Linda Morris
1630–1745	Senior School Library	Cocktails in the Library
1800 – late	North Sydney	Choose your own Restaurant

Friday 14 July		
Time	Location	Event
0830–0900	War Memorial Hall	Registrations
0900–1000	War Memorial Hall	Keynote 3 Kate Sweetapple Designing, idiosyncrasy and information
1000–1030	War Memorial Hall	Sharespace: Short sessions
1030–1100	Dining Hall	Morning tea
1100–1200		Concurrent session 3
	8402	The changing role Gan, S, Inspiration from school libraries: selected stories of innovation library use gathered from the 2016 Australian and New Zealand School Library Survey Grice, T, Library lessons: labour or love
	8403	Innovative ways with text/literature Alderman, B, Imagine: a world-renowned National Centre for Australian Children's Literature Sly, C, Reading the future graphically
	8405	Challenges in technology Stower, H, The challenges and opportunities of using social media for school library services Sirisisavath, T, Australian author's walk: a whole school experience of project-based learning
	8406	Learning space and design Morris, A, Students as designers: project-based learning approach to redesigning library spaces Peacock, A, The road to change, the transformation of a 20th century library to a 21st century learning commons: a library assistant's perspective
1200–1300		Concurrent session 4
	8402	The changing role Gaspari, S, Driving change in your library: how to adopt a mantra of disruption to innovate space, staffing and service
	8403	Innovative ways with text/literature Hoger, R, Making the art of reading for pleasure appealing in a digital and results-driven world Laretive, J, Creating a Community of Readers
	8405	Challenges in technology Kate Reid, Let's get techy
	8406	Learning space and design De Ridder, D, STEM — are libraries the missing link?

Friday 14 July (continued)		
1300–1400	Dining Hall	Lunch — Trade Fair
1400–1500		Concurrent session 5
	8402	Changing role McMillan, A, Challenge to change to a smarter delivery model: a hybrid of public and school library practices Mitchell, P, What counts in a collection? Designing a school library collection rubric
	8403	Innovative ways with text/literature Petricevic, J, Fostering interest and engagement with reading through peer interaction in Year 7 students Pope, K, The power of 'human libraries'
	8405	Challenges in technology Fitzgerald, P, Awaken connections that inspire curiosity, engagement and creativity Chadwick, B, SCIS: What's new?
	8406	Learning space and design De Ridder, D, STEM — are libraries the missing link?
1500– 1515	8405	Test your technology knowledge (online multiple player game)
1515–1615	War Memorial Hall	Keynote 4 Tim Hart Challenges and changes in technology
1615–1630	Senior School Library	Farewell Prize draws

NESA ENDORSEMENT

ASLA is now an endorsed provider of QTC accredited professional development through the NSW Education Standards Authority (NESA), formerly Board of Studies, Teaching and Educational Standards NSW (BOSTES).



Attending the 2017 ASLA XXV Conference will contribute 10 hours of NESA Registered PD addressing 6.2.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.



Keynote speakers

Keynote 1: Challenges and changes in our roles in school libraries



Jenny Luca
Head of Digital Learning and Practice
Wesley College

'Changing lanes: time to signal your intentions'.

What are the signs that it's time to change lanes? As the future races to overtake us, what do we need to keep doing and what can we let go? Is it too late to signal our intentions, change lanes, and meet the challenges and opportunities that the future presents?

Keynote 2: Challenges and changes in literature and texts



Paul Macdonald
Owner
Children's Bookshop
Beecroft

Paul will address challenges and changes in children's literature.

What are the major changes in children's literature? How can we best prepare for future changes to ensure children continue to embrace and enjoy reading?

Keynote 3: Challenges and changes in learning space and design



Dr Kate Sweetapple
Associate Dean
University of Technology

'Designing, Idiosyncrasy and Information'

Kate is a visual communication design academic with a special interest in data sense-making and information aesthetics.

Her focus will be on major design elements that will make our libraries contemporary, inviting and welcoming spaces.

Keynote 4: Challenges and changes in technology



Dr Tim Hart
Director of Public Engagement
Museum Victoria

Tim will address challenges and changes in technology.

What can we do to ensure that our libraries and our positions thrive and survive in the face of increasing technology-induced change?

Concurrent session presenters

For ease of reference, the concurrent presenters appear in alphabetical order.

Dr Belle Alderman AM **'IMAGINE: A world-renowned National Centre for Australian Children's Literature'**

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

We have a dream we want to share, and we invite you to become an essential part of that dream. The National Centre for Australian Children's Literature (the 'Centre') is a magnet for local, interstate and international visitors. Every day people from around Australia and the world, Indigenous and ethnic groups, artists, writers, conservators, researchers, and keen retirees stream through the doors. Staff, professionals and students are involved in numerous educational, conservation, artistic and literary projects, working with a dedicated team of knowledgeable and experienced volunteers. We want to know how we might become essential in supporting you and with young people. We aim to support young readers to become not just literate but lovers of the word and the image. This session visualises this dream in words and images.

Dr Belle Alderman AM is Emeritus Professor of Children's Literature at the University of Canberra. She is currently the Director of the National Centre for Australian Children's Literature Inc., which collects and shares the creative talents of authors and illustrators

through its collections, programs, festivals, exhibitions and social media. In this session Belle will visualise in words and images the plans they have for sharing these riches, which are ours for posterity, for this generation and the next.

Ava Banerjee **'Preparing for Experienced Teacher (Standards Pathway) Accreditation as a teacher librarian (TL)'**

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

This presentation is intended to be a personal reflection on preparing a portfolio for the Independent Schools Teacher Accreditation Authority's (ISTAA) standards-based pathway with an emphasis on the specific challenges and complications faced by a teacher librarian when attempting to address these standards and demonstrate how they have been met within the context of information literacy-based teaching practice. The presentation will examine the standards within the context of the NSW Accreditation process for 'New Scheme' teachers and explain the processes for meeting the different bands prescribed by the Board of Studies and ISTAA. Despite the fact the specifics of this presentation are NSW-based, the general principles and practices outlined are applicable to all Australian TLs and any accreditation procedures.

The principal component of the presentation will be a focus on and 'unpacking' of the



standards and their constituent elements. There will be examples and advice on completing the module from the perspective of a teacher librarian with some advice and suggestions on answering the requirements of the standards as well as more personal recommendations on preparing for the inevitable 'side effects' of undertaking the Experienced Teacher module. As a balance there will also be a consideration of the, also inevitable, rewards, even joys, of accomplishing the program.

Ava Banerjee has worked at Shore School as a teacher librarian (TL) for almost nine years. She has also team taught with other TLs as well as worked collaboratively with various subject teachers across the board.

She also supervises Library Service in the senior school and trains the service students to maintain library standards in terms of circulation, shelving and shelf checking as well as promoting their autonomy by encouraging participation in student nominated projects. In 2016 Ava received her Experienced Teacher certification and is keen to share the experience with others who may benefit from the process.

Karen Bonanno

'Leverage your pedagogical gifts to maintain relevance'

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

Emeritus Professor, Frank Crowther, coined the phrase 'pedagogical gifts'. He identifies 'gifts' as the unique talents, personalities, values, passions and interests of teachers in the everyday life

of the classroom, and considers multiple meanings of pedagogy to then energise teaching. In this workshop we will explore a process of identifying your natural gifts/talents. Participants will complete a short psychometric questionnaire to identify, broadly speaking, their talent pool. We will consider the pedagogical contexts within which your natural talents can thrive. As we explore the 'cycle of relevance' and events that can potentially lead to irrelevancy, we will consider five strategies that will help you to achieve viability and contemporary relevancy in your school community. Two strategies will be completed during the workshop to allow you to exercise your 'pedagogical gifts'.

Pre-reading for the workshop: Bonanno, K 2016 'Being a leader in your school community' in *ACCESS*, Australian School Library Association, Vol. 30, Issue 2, June 2016, pp. 10–17.

Karen Bonanno is a Flow Consultant in Talent Dynamics and a Performance Consultant in Talent Dynamics for Young People. She is keen to help tweens, teens and adults identify their natural talent and use their strengths, weaknesses and challenges to transform their lives. She has over 35 years' experience working in government and non-government schools as a secondary teacher, teacher librarian, head of department, acting deputy principal, regional adviser, education officer and education consultant.

Dr Ben Chadwick and Rachel Elliott

'SCIS: What's new?'

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

The Schools Catalogue Information Service (SCIS) provides library metadata to over 10,000 customers, including more than 93% of Australian schools. The SCIS team has been working for two years to replace infrastructure and build capacity for enhanced services, and we are now ready to showcase these changes.

This presentation will introduce the new MySCIS website, including a quick practical demonstration of how to manage your subscription, download records, source digital content (including websites and apps) and explore other enhanced features. We will also discuss the SCIS road map for future innovation, and seek feedback on other enhancements that may be of use to our users.

Dr Ben Chadwick has worked as manager of the Schools Catalogue Information Service at Education Services Australia (ESA) in Melbourne, Australia since July 2014. His professional interests lie in educational metadata and school libraries. Ben began at ESA in 2012 as a metadata analyst working on the linked-data Australian Education Vocabularies.

Rachel Elliott has worked as Director of Metadata and Library Services at Education Services Australia (ESA) since 2013; her main professional topic is content creation and provision. Rachel began at ESA in 2012 as a publishing consultant.

William Cohen

'Games as text — using apps, online and PC games to explore narrative, setting, character and authorship'

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

For some time now, computer games have been far more than tests of reflexes. Modern games contain compelling characters, complex ideas and multiple narrative threads. Other, newer forms of games eschew traditional storytelling for more abstract explorations of themes and ideas, where the object is not to 'win' but to 'engage' or 'explore'. Some present a fresh take on classics of literature, or bend, fold, mutilate and spindle familiar tropes and archetypes.

The explosion of mobile gaming over the past decade has taken many of these conventions and made them portable — the phrase 'There's an app for that' can now be applied to works of folklore or literature re-imagined as games, or experiences that rely on the portability and connectivity of the platform they are designed for. The NSW Syllabuses for English all refer to 'multimodal' texts as areas for study, but few options are presented. This workshop offers (from a very nerdy point of view!) suggestions regarding games and apps for PC and mobile platforms that could be used to complement existing text choices or form the basis of exploring how story and narrative can be shaped by the reader/player. Ideas will also be offered regarding how these games can be integrated into a school's device collection, considering both school controlled and BYOD devices. Finally, attention will also be paid to opportunities for cross-curriculum connections in Years 7–10, with a particular focus on History, Geography and Science.



William Cohen is the teacher librarian and ICT integrator at Asquith Girls High School. Along with teaching Years 7–12 in both the public and private school systems, Bill has also been the Education Content Manager for a national education website, delivered workshops on social justice and global citizenship to audiences from 15–150 students, and been a featured op-ed columnist on technology and education for the ABC. He has previously spoken at conferences such as EduTECH, the 2016 conference for ICTNSW, the 2016 Australian Curriculum Symposium, and a range of TeachMeets. He is powered by caffeine and fiction.

Deborah de Ridder

'STEM — Are libraries the missing link?'

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

Integrated STEM (or STEAM) teaching and learning is a student centred approach to learning that involves a range of contemporary pedagogies including inquiry learning, problem and project-based learning, engineering design and design thinking. The teacher librarian plays a critical role in STEM learning as students begin the inquiry process and engages with research. STEM learning spaces have begun to be established in school libraries and a strong link would need to be established between the Library and the STEM subject faculties to ensure effective use of STEM learning spaces. This workshop also engages with the design process so that participants can experience how STEM learning might take place in the classroom.

Deborah de Ridder is an Education Consultant at the Association of Independent Schools NSW specialising in STEM and Science Education. She has 25 years of teaching experience in Science, STEM and Mathematics. Her engagement with STEM activities has spanned her career and has including initiating science clubs, writing and teaching integrated units of work at secondary level, mentoring students who have entered national and international STEM competitions, staff development in STEM learning at school level and professional learning through AIS NSW.

Matthew Esterman

'Making libraries magnetic and sticky'

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

eReaders are disappearing from the shelves of bookstores as physical books make a comeback. People are lining up to buy tickets at physical booths because online has proved to be favouring only the scalpers. Not long ago we were predicting the disappearance of libraries altogether due to the onslaught of technological innovation but now we see a renewed focus on the design of human-centred experiences in our spaces and places of learning. We have let parties with vested interests drive the conversation away from our core purpose. We have found that we want something more human, more connected and more tactile than ever before.

What does this mean for our school libraries? What are the possibilities and pitfalls in making libraries 'magnetic' and 'sticky'? How does technology fit into our aspirations for libraries? How do libraries fit into the

wider learning experience of students and teachers?

Many learning spaces and, in particular, libraries are under-conceptualised as places of learning, meeting and collaboration. We need to rethink what we do and how we do it.

This workshop will facilitate a deep reflection on WHY libraries exist and HOW they can conceptualise their role in a school context. We will not just be looking at pictures of pretty libraries and saying: 'I'll have what she's having'. We will open our minds to what others are trying in their context and what opportunities we have to change in our own.

You may leave this workshop with more questions than answers. That's because this will be the start of your journey.

Matthew Esterman is an Associate for Educational Strategy and Innovation at Six Ideas, a bespoke consulting network that helps clients develop stronger harmony between people, space, technology and strategy.

Before joining Six Ideas, Matt was an award-winning educator with over 15 years' experience in schools and has engaged with educators, networks and experts on every continent. Matt has a keen interest in the ways education can be redesigned for greater learning, connection and organisational value. He has contributed articles and chapters to various publications, he has run dozens of workshops, seminars and committees on a range of topics in Australia, Singapore, the UK and the USA. He is a leading member of the TeachMeet community in Australia.

Pauline Fitzgerald

'Awaken connections that inspire curiosity, engagement and creativity'

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

One hundred and fifty-seven thousand prints and drawings, 1.5m photographs and negatives, 12 linear kilometres of manuscripts, 100,000 maps, not to mention 2.5m books! A unique collection in excess of 6m items and valued at \$3.15bn but how does the State Library of NSW support students and teachers?

In this session I will outline the wealth and diversity of resources available to you through the State Library of NSW. Curriculum linked on-site programs and online resources provide a diverse opportunities for teachers and students to engage with the collections in innovative enriching ways.

Pauline Fitzgerald is the Senior Education Officer in Learning Services at the State Library of New South Wales. Ms Fitzgerald is a qualified Primary teacher with many years teaching experience in Australia, New Zealand and England. For the last 14 years Ms Fitzgerald has worked in cultural organisations first at the Australian Museum and currently at the State Library of New South Wales where she has contributed to the establishment of the Learning Services branch. The main focus of Ms Fitzgerald's work is the design and development of engaging learning experiences for young people.



Susan Gan

'Inspiration from school libraries: selected stories of innovative library use gathered from the 2016 Australian and New Zealand School Library Survey'

This session addresses Australian Professional Standards for Teachers 6.2.2

In her role as global customer community manager for Softlink Education, Susan Gan draws on her broad experience working with libraries, schools and education departments to facilitate customer relationships and community engagement.

Susan has been working with Softlink for nearly eight years and previously held the position of college librarian at an independent boys' school in Brisbane. Susan has seen first-hand the many innovative ways that school library professionals in the region are engaging students, adapting to the digital age, and finding practical and inspiring solutions to the challenges they face.

Stefanie Gaspari

'Driving change in your school library. How to adopt a mantra of disruption to innovate space, staffing and services'

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

Change is the only constant and disruption is the new black. Using Trinity Grammar School as a case study, Stefanie will explore examples of innovations to library learning spaces, reconceptualised staffing structures and changes to information services.

John Palfrey suggests, 'Education has not yet been disrupted in the way that related fields — such as libraries and journalism — have been, but the crisis is coming'. (*BiblioTECH: Why Libraries Matter More Than Ever in the Age of Google*, p. 175). We cannot predict what learning will look like in the future but, if Palfrey is correct, and an education crisis is looming, then school libraries can only expect further disruption and must be reimagined.

Library services at Trinity Grammar School have recently undergone several change projects, adopting a mantra of disruption, with a purpose to create real-world practices, enhance the student experience and redefine the mission of a school library.

This workshop will aim to challenge conventional perceptions about the role of a library in a school environment. Participants will be invited to discuss the provocation 'What is the mission of school libraries and librarians?' and to explore practical strategies to drive change in their school library.

Stefanie is an eternal optimist, a passionate educator and self-confessed bookworm. An advocate for 'all things library' and zealous change architect, she is curious about big ideas, learning spaces and the future of information in the digital age.

In her current appointment as director of library services at Trinity Grammar School Stefanie is responsible for leading a cross-campus team in creating collaborative learning spaces and providing innovative information services to students and staff.

Stefanie recently completed Library

Leadership in a Digital Age at Harvard University Graduate School of Education. This program redefined Stefanie's leadership practice and inspired new understanding about physical space, information services, and teaching and learning in a library context.

Tracey Grice

'Library lessons: labour or love'

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

With library circulation numbers on the decline, and visits to the library centred around picking up printing from the photocopier, it seemed counter-intuitive to cease library lessons in the library space and move them to the classroom. However, creating classroom libraries, and teaching the 'traditional' library lesson in the classroom is just what we did to delve deeper into children's reading lives. What we discovered through our action research was that through the development and implementation of a reader's workshop model, student engagement, interest, reading stamina and love of reading and literature increased, as did our circulation numbers and visits to the library.

In this workshop, I will share the approach taken to not only bring students back into the library space, but to enhance the reading experiences for students in Years 4, 5 and 6 at Tatachilla Lutheran College. I will discuss the implementation and key elements of an independent reading program. The heart of this approach is the teacher-student reading conference. Using data from these conferences, I will share

how guided reading, strategy instruction and book clubs can be used in flexible and fluid ways. I will highlight the important link between the classroom reading program and library services and how changing the focus of my role has built a community of readers and a love of reading in our upper primary classrooms.

Tracey Grice has undertaken various leadership roles including advisory support to independent schools, curriculum co-ordination within schools, university lecturing, classroom teaching and library management. As a trained literacy coach, Tracey has supported and coached individuals to achieve continuous improvement in their professional practice. She is a trained IB Workshop Leader and First Steps Trainer, and through professional learning workshops, has had the opportunity to work with educators across Australia and the Asia-Pacific Rim.

Tim Harris, author

'The power of influence'

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

Tim Harris will explore the idea of 'influence' in change, examining this through the creative lens of books, music and film. He will apply this idea to the process of writing his highly successful *Exploding Endings* series.

Tim is one of the most exciting new children's authors in Australia. His series *Exploding Endings* has harnessed his wacky sense of humour and has primary school-aged children both captivated and laughing



out loud. He will share his journey from classroom teacher to published author.

Roseanne Hoger and Alison Findlay
'Making the art of reading for pleasure appealing in a digital and results-driven world'

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

The lives of children are becoming increasingly busy, with numerous extracurricular activities and digital distractions such as social media and gaming. Undue stress is also being placed upon children as they prepare for and sit through several standardised tests in their primary school years.

The Kids & Family Reading Report Australia, which was conducted by Scholastic and released in April 2016, provides data that indicates that reading for pleasure is pivotal in the development of children's academic skills and creativity. Furthermore, the research noted that the more children read, the better they become at reading, which, in turn, enhances their enjoyment of reading. This finding, which seems obvious, but often needs to be pointed out, directly affects schools in regards to the amount of time allowed for independent reading each day.

In this presentation, we will share activities and strategies used in our vibrant reading and library programs to connect every student with the 'right' book and discover the joy of reading for pleasure. We will also discuss the necessary change in the role and nature of the teacher librarian from quiet mouse to noisy lion.

It is essential that teacher librarians promote the services provided by the library, as well as reading and literature events that take place in the library space. Furthermore, making connections with other providers such as council or state libraries, as well as independent bookstores and local authors and illustrators, enhances the reading and literature opportunities available to the students. Overall, our aim is to provide you with a toolbox of ideas to motivate children to read for pleasure, as well as motivate you to 'become heard' amidst the chaos.

Roseanne Hoger and Alison Findlay job-share the role of teacher librarian in the Primary School Library at Anglican Church Grammar School (Churchie) in Brisbane. Roseanne is passionate about igniting a love of literature and reading in children, and enjoys working collaboratively with teachers to enhance the learning experiences of all involved. She is trying to learn how to code, and welcomes the challenge of evolving into a PYP TL. As a passionate maker across many mediums, Alison endeavours to create a library space where students can connect with their passions and realise the interconnectedness of learning.

Lori Korodaj and Holly Godfree
'Keys to Success: transforming information and digital literacy for students'

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

The world of employment is changing and employers are looking for employees with more 'generic, 21st century skills'. Declining numbers of teacher librarians

in P-10 schools mean that many students are not mastering these skills before they come to Year 11. Teacher librarians at Lake Tuggeranong College created the *Keys to Success* program to fill these gaps.

Now in its second year, *Keys to Success* is delivered with a mixture of face-to-face and independent work via Google Classroom. This allows 24/7 access to work for those students unable to attend and blends 'traditional' teaching with online delivery.

Aspects of the program are not 'perfect' — our primary challenge is getting students to attend! Unfortunately, often they 'don't know what they don't know' ... But with a very supportive principal and our creative problem solving caps firmly in place, we hope to gain momentum over the coming years.

This session will be useful to secondary school practitioners looking to fill the gaps for their students and for primary school practitioners with an eye on transitions who want their students to avoid those gaps in the first place.

Lori Korodaj is a teacher librarian practitioner with over 20 years' experience in Australia and overseas, in school (K-12) and public libraries. She is currently a teacher librarian at a senior secondary college (Years 11-12) and a sessional marker for the School of Information Studies, Charles Sturt University.

Lori has represented her profession as President of ASLA ACT and as a director on the ASLA National Board, and was a member of ASLA's *ACCESS* Editorial project team. She has written for *Australian Teacher Magazine* as well as for ASLA's national publication,

ACCESS, and is delivering professional learning via webinar in 2017. Professional passions: providing professional learning to colleagues, advocacy for the importance of teacher librarians in schools, educational technology, and mentoring up and coming teacher librarians.

Holly Godfree taught in primary schools for 15 years before moving to senior secondary in 2015. She 'slid' into the school library in 2006 and completed her MEdTL in 2015. For years now, she has been very active in local and national efforts to advocate for improvements in school library resourcing. She has published articles in *ACCESS*, *Public Education Voice*, and *The Canberra Times* relating to these efforts.

Will Kostakis, author
'Challenge to represent'

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

Will Kostakis pitched his first novel to a publisher during a free period in his high school library. For years, his librarian had nurtured his passion for reading and writing. When he'd read a novel he disliked, she would ask, 'What would you do better?' until he had the confidence to start his own.

It has been 11 years since he left school, but the lessons he learned there still inform the way he writes today. After four books of his own, he still asks himself, 'What would you do better?' With each new book, he starts a competition with himself to improve what he has written before. Will traces a path through his works, revealing the experiences and lessons that have influenced each.



Will is an award-winning author for young adults. He spends a large part of his year touring Australian schools, inspiring teens to read and write, and supplementing critical studies of his own work. His sophomore novel *The First Third* won the Gold Inky, and was short-listed for the Children's Book Council of Australia Book of the Year and Prime Minister's Literary awards. His latest novel *The Sidekicks* explores the ways teenagers grieve the loss of a mutual friend.

Josephine Laretive
'Creating a Community of Readers'

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

Creating a Community of Readers offers practical advice and ready to use resources for implementing a school library-specific Reading Challenge that encourages students to read widely and ignites a love of literature. Each library is unique to a school's values, culture and community. The teacher librarian's role is to bring together foundations from Educational expectations and standards that highlight literacy. The Melbourne Declaration goals benchmark opportunities to support and '... provide challenging, and stimulating learning experience and opportunities ...' where students 'play an active role in their learning (and) are motivated to reach their full potential.' The Australian Curriculum: English v8.3 Rationale refers to students engaging '... imaginatively and critically with literature to expand the scope of their experience.' The ASLA Teacher Librarian Standards promote learning environments that empower students to read and 'foster a reading culture through the active promotion

of literature.' Creating a Community of Readers aims to ensure students read widely and engage with their reading — developing knowledge, vocabulary, empathy, inspiration and imagination. Implementing a tailor made Reading Challenge complements Australian Curriculum outcomes and content, advocates for the School Library, abides by educational expectations, standards, statements, syllabuses and policies. The Reading Challenge in this presentation is specific to a school libraries collection and community. The Challenge is easily adaptable and allows for individual student progression and provides a record of achievement. The Challenge promotes the School Library collection, it teaches students how to use the Library, about the wide range of reading resources available, encourages peer recommendations and family involvement, and stimulates students reading. By implementing the Reading Challenge in your School Library it is hopeful that each new book holds a new beginning for our students.

Josephine Laretive is a dedicated and experienced teacher librarian with sound experience in K-6 Libraries, information management, and research in both school and corporate environments. Passionate about what Libraries can offer to teaching and learning experiences, enthusiastic about promoting quality literature, and in providing a high standard of service to all.

Blog: School Library Owl
<http://libraryowl.edublogs.org>

Di Laycock and Timothy Ross
'Hands-on at King's, Makerspaces and other innovations'

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

Di and Timothy will present on the creation and operation of The Maker Place — the makerspace in the King's School Senior Library. Consideration will be given to: the rationale for creating the makerspace, the fitting out of the space, and the nature of the after-school program managed by Timothy. Attendees will also have the opportunity for some hands-on making.

Di Laycock is the Head of Library Services at The King's School. After an extended career as a classroom teacher, Di moved into teacher librarianship 15 years ago. Since then, she has also coordinated an international action research program for teachers, and is currently completing a doctorate in Education.

Timothy Ross is the Digital Projects Manager in the TKS Senior Library and a teacher of Computing Studies. Prior to entering the teaching profession, Timothy's professional background was an eclectic mix of experience in luxury retail, theatre, screen acting, and film making.

Anita McMillan
'Challenge to change to a smarter delivery model: a hybrid of public and school library practices'

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

Educating students and developing their information literacy skills, instilling a love of reading and working collaboratively as curriculum leaders, are core business and our energy and focus must continue to be on quality teaching and learning. It makes sense then, for library staff to deliver a service which is strategic, aligned with organisational objectives and in which operational activities are performed in an astute and efficient manner.

To be considered core business in our schools, we must be on the radars of our decision makers and senior managers. To achieve this, we need to undertake a deliberate challenge to change 'what we've always done'.

Learning from smart public library strategy and operations can enable school library staff to focus on the big picture. Challenge to change the roles of library staff:

- Quite obviously, we are in a period of digital disruption and many school library services are transitioning (proactively or reluctantly) from 'tree to e', or making the judicial decision to combine both. As education professionals, we need to be proactive in teaching ourselves or find out how to lead the way, in digital innovation and resourcing.
- No matter what our role or rank, we are all ambassadors of both the library and organisation for which we work. We must excel in both client services and advocacy, even if it goes against our nature.
- Always feeling too busy? Reduce some of the administrative processes and apply



professional knowledge and expertise on higher level thinking and working. Challenge to change our resourcing and acquisition processes.

- We are the clients in the vendor–library relationship, so we must ensure we are getting best value from our suppliers.
- Automating and outsourcing some processes can free up time to focus on higher level tasks. Challenge to change towards centralised services in P–12 schools.
- Multiple libraries can work as one united service, to increase efficiency and effectiveness.
- Working across libraries can increase knowledge, skill and enhance client relationships.

Anita McMillan says:

... celebrating my library industry 21st birthday at the end of 2016, I spent the first seventeen years of my professional practice in the Queensland public libraries of Logan, Somerset and Ipswich and am enjoying my fifth year as the Knowledge and Learning Resources Manager at West Moreton Anglican College. I have also written units and tutored students for the Diploma of Library and Information Services.

I am a member of various library and information-related associations and am currently part of a national cross-industry working group, championing Australian writing.

My other professional areas of interest include service delivery, digital age services, eLearning and the positioning of the school library sector within our broader industries of libraries and education.

Pru Mitchell

'What counts in collections? Designing a school library collection rubric'

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

This workshop is based on a new rubric designed for use in assessing school resource collections. The rubric outlines what a developing, foundation, established or outstanding collection looks like. It provides criteria related to a collection's user focus, learning focus, funding and value, with clear descriptions of the components of collection development, collection management and collection evaluation.

The workshop starts with an overview of the literature providing the basis for this project, and a walk through the rubric. Participants will then use the rubric to evaluate their own collection, and discuss issues arising. Questions for discussion include the extent to which their school's collection aligns to the rubric, and what measures are in place that would enable evidence-based evaluation for each element of the rubric? Since the publication of *Books and Beyond* in 1979, Australian schools have assessed their library collections using national standards that were based on quantitative targets. There was a formula for calculating the number of resources that constituted a foundation collection, and another formula for the item count for an effective collection.

During 2016 a working party from the Australian Library and Information Association (ALIA) Schools Group, and Victorian Catholic Teacher Librarians (VCTL) worked on a revision of A Manual

for Developing Policies and Procedures in Australian School Library Resource Centres, which was first published in 2007. In updating the collection development chapter it became clear that we could no longer shelve the challenge of addressing the quantitative collection figures. Resourcing the curriculum requires a balance between physical and networked resources, and assessing a collection based solely on what can be counted no longer adds up. The decision was to move towards a qualitative method of reviewing collections, hence the development of this rubric.

Pru Mitchell is a teacher librarian with diverse experience across school, TAFE and university libraries, plus 12 years managing national online projects. She is currently Manager of ACER's Cunningham Library, which is responsible for production of key research databases including the Australian Education Index and the Digital Education Research Network (DERN). Pru is an adjunct lecturer at Charles Sturt University. She has undertaken national research projects in educational metadata, professional standards and ICT-based professional learning. In 2010 she was awarded the Australian School Library Association Citation. In her spare time, Pru is Vice-President of Wikimedia Australia.

Angie Morris

'Project-based learning approach to redesign library spaces'

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

Can anyone be a designer of learning spaces? Designer Phillipe Starck says that

design is 'the possibility to invent a new story'. Asking this same question brought about a new story, or new chapter for the senior library at an independent college. It changed student understanding of libraries and ultimately led to a refurbishment of shelving and furniture for the space.

At the beginning of her tenure as Head of Information Services at an independent P–12 college, Angie Morris made small incremental changes to the layout and use of the senior library. This challenged the way the college used the space. Spurred on by encouragement and opinions from all clientele including both students and staff, she proposed to teachers of the project-based learning subject offered to Year 7 and 8 students a project on redesigning the library spaces to suit the changing needs of the clientele.

Students worked in small design groups with teachers over the course of a semester to put together design proposals. This presentation will offer a summary of the process and share some of the student presentations as well as the finished product and details of how the space purpose has changed

Angie Morris has worked as a classroom primary teacher in both the state and independent school systems in Queensland for 28 years. After completing a Master of Education in Teacher Librarianship in 2013, Angie has held the position of Head of Information Services at Redeemer Lutheran College for the past two and a half years. As a new information specialist, she has embraced being a lifelong learner. Currently studying a Master of Education (Knowledge Networks and Digital Innovation) through



Charles Sturt University, Angie has studied 'Designing Spaces for Learning' with adjunct lecturer Ewan McIntosh and used guiding principles to refurbish the library space at her school

Alison Peacock

'The road to change — the transformation of a 20th century library to a 21st century learning commons: a library assistant's perspective'

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

Being part of dynamic change can either be a daunting prospect or an interesting, enjoyable and refreshing experience. Thankfully, the re-imagining of the PJ Walsh Library at Oakhill College was the latter. Beginning with a myriad of ideas, a vision was developed that then crystallised into architects' plans from which our reimagined library emerged. Our library reimagining was, and is, an exciting project to be part of. From a dated, 20th century print-based school library to a rejuvenated, exciting, 21st century learning commons, the physical changes to the library space are spectacular.

The transformation has created a remarkable change in mindset, with a greater sense of pride and respect for the learning space, together with a large measure of delight expressed by all stakeholders. Join me as we take a journey of challenging change along the road of library reimagining.

Alison Peacock writes:

Following retrenchment from a long career in the finance industry, I began my library

vocation as a volunteer at Our Lady of Mt Carmel Primary, Wentworthville, and NSW.

It wasn't long before I realised how rewarding and fun a library assistant's life could be! With guidance and training from the TL and the retiring assistant, I was successful in gaining the role of library assistant, spending 10 happy years there, learning a myriad of skills, commencing my Information Studies degree and graduating from CSU in 2014.

I successfully obtained a library assistant's role at Oakhill College in 2012 and have valued and enjoyed my time there thus far, learning so much about life in busy school libraries and the diverse undertakings inherent in the role of a library assistant. Thankfully, the adventure continues ...

Julia Petricevic

'Fostering interest and engagement with reading through peer interaction in Year 7 students'

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

Genazzano FCJ College is a Catholic day and boarding school for girls in Kew, Victoria. We have a strong reading culture in the school, with ROAD (Reading Opens All Doors), a library-led reading program embedded into the English curriculum. In 2016, the Genazzano FCJ College library staff surveyed approximately 600 students from Years 5 to 10 who participate in ROAD, as part of a drive for all staff to form professional learning teams to collect data on student learning and improvement. We used the survey function on the Libguides platform to conduct the survey and collate

the data. The survey included questions about habits, attitude and approach to reading. The responses provided the library team with interesting and valuable data on the whole group, as well as each year level and individual student, which will be explored in this presentation.

At the end of 2016 I received the School Librarian Association of Victoria (SLAV) Research Fellowship, with the purpose of supporting action research to add to the body of evidence that teacher librarians have on student learning. I decided to continue the investigation into the ROAD classes and focus specifically on Year 7 students. Year 7 is a time of great change for students, as they begin high school and Genazzano receives a substantial increase in student numbers for this year level. Using the results from the 2016 survey, I identified one of the most effective means to help students find books to read was peer recommendations. The focus for the action research for the Year 7 students is evaluating the effectiveness of different techniques or strategies to facilitate peer interaction. The strategies employed ranged from discussion in pairs, to small groups and the whole class, to using the school online communication platform to create a space for book discussion. I will share the results of the data collected from over 100 Year 7 students across five classes.

Julia Petricevic graduated with a Master of Teacher-Librarianship in 2014. This is her third year as a teacher librarian with Genazzano FCJ College, teaching in the reading program from Year 5 to Year 10. Julia was on committee for the Victorian branch of the CBCA from 2014–16. Julia has also written a children's picture book,

Shadowcat, published by The Five Mile press. In 2016 she received the School Library Association of Victoria (SLAV) Research Fellowship to support undertaking action research in investigating the impact of the teacher librarian on student learning.

Kerry Pope

'The Power of "Human libraries" OR Resourcing the curriculum through "Human libraries"'

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

The establishment of a well-planned 'Human library', linked to the curriculum can have a significant impact on the quality of teaching and learning in our schools. Our 'Human library' enriches and resources the curriculum and provides students with an opportunity to connect with diverse members of our school community and beyond, listen to their stories, communicate with them, build relationships, explore and learn. Our 'Human library' has become an integral part of the learning continuum. By listening to the stories of 'Living books' our students are able to explore curriculum topics in a fresh new way and build deep knowledge and understanding through others. In the process, the students are developing personal skills such as active listening, interpersonal skills to assist them in communicating and interacting effectively with others and cognitive skills to enable them to analyse and use the information presented to them. This exciting initiative has provided students with the opportunity to hear stories about our community and its past; an opportunity to visit countries and experience different cultures.



Kerry Pope has taught for many years as a primary teacher and teacher librarian in public and private schools throughout NSW. At present she is teacher librarian at William Clarke College in Kellyville, NSW. Kerry gained Accreditation for Classroom/ Professional Excellence (2007) and Highly Accomplished Accreditation (2010).

Kerry is passionate about the importance of books and reading in the lives of our children and is energised by new initiatives in teaching and learning. She loves sharing her knowledge, skills and experience with colleagues. Kerry is committed to building, maintaining and actively contributing to local, national and international associations to provide an important global view for staff and students.

Kate Reid
'Let's get techy'

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

This is an interactive session — bring your favourite tips, tricks and tools and share them with everyone!

Suggestions:

- Favourite apps for use with specific ages or tasks.
- Favourite extensions for your browser.
- Favourite online sites for teaching the concept of 'fake news'.
- Handy tricks on your laptop/tablet/mobile device.
- Websites for professional learning.
- YouTube channels for book trailers.

Format

Kate will get the ball rolling with a padlet wall with examples of a few things she likes to use in her teaching and professional learning, then audience members will be invited to share their tips, tricks and tools. It will be fast, messy, fun, chatty, relevant, helpful, thought-provoking, and well worth your time.

Kate Reid is a teacher librarian with 12+ years of experience working in K–12 school libraries in public, independent and international schools. Kate is Vice-President of ASLA, sometime blogger, advocate for the use of social media in professional learning, and very enthusiastic about exploring the use of digital technologies to connect, communicate and collaborate.

Dr Lynette Riley
'Analysing resources for cultural bias'

This session addresses Australian Professional Standards for Teachers 6.2.2 and 2.4.2

Abstract

In this presentation, I wish to acknowledge that I have taken liberally from the early pioneering works of authors and researchers in this field, such as: Gordon Allport (1954); Lorna Lippmann (1973); Alex Barlow and Marji Hill (1978); Roy Preiswerk (1980); David Hicks (1980); and Gillian Klein (1985). These authors have laid much of the ground work in our understanding of the bias to be found in resources. It is up to us as educators to provide practical application of this research, to ensure best advantage for all our students, where it matters, in the classroom.

This presentation deals with two primary functions: why as educators we need to be vigilant in our analysis of resources; and to provide guidance for the educator, who may then support their community and students, in ways to develop analytical skills. Alternatively, community members may wish to take responsibility and learn these skills for their own sake and ensure they are able to best assist their children. In this sense, I will refer throughout to the educator, be they the classroom teacher or general members of the community.

Whilst attitudes and values are formed by many influences, such as: the students' home life; the community; the cultural monopoly of the media, it is the sources of information which we as educators have control over, those used in the classroom, for which responsibility needs to be taken.

In critically analysing resources, we need to consider the impact of the use of resources on all students. What is the effect of value-laden resources on both Indigenous students and non-Indigenous students? This may present itself in both positive and negative nuances, through:

1. Non-Indigenous understanding and views of Indigenous people;
2. Indigenous students' interpretations of themselves; and
3. The development of inter-racial relationships.

Dr Lynette Riley is a Wiradjuri and Gamilaroi woman from Dubbo and Moree and a Senior Lecturer in the Sydney School of Education and Social Work, The University of Sydney.

Lynette trained as an infants/primary teacher through Armidale CAE 1975–1977.

She has been a classroom teacher in primary and high school; a consultant for schools; an Aboriginal Development Manager for VET; Manager of the Dubbo TAFE Campuses; State Manager for NSW DET, Aboriginal Education; and a senior lecturer at UNE and Sydney University.

Lynette seeks to find solutions creating sustainable change for Aboriginal programs, entwining understandings, knowledge of cultural education and competence.

Tiffany Sirisisavath
'Australian author's walk: a whole school experience of project-based learning'

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

This presentation will describe the process that Zig Zag Public School undertook to involve every student (K–6) in an exciting project-based learning experience. Over a period of six months, our students created a sculptural walk and an interactive app to go with it, which we then shared with our community.

This presentation will describe the teaching and learning processes we used, including:

- the steps we took to foster positive mixed-age collaborative learning;
- how the project applied research skills;
- how the students used technology to record learning;
- how we supported the students to develop creative ideas, apply learning to create real products and share their learning with the wider community;



- how we scaffolded the students to stay organised during the task;
- the rubrics we developed for the students to assess their collaborative and creative skills, both as a group and as individuals; and
- how we connected with the community.

The presentation will also explain how the project influenced change:

- to produce flexible learning spaces;
- to create a 21st century learning proforma; and
- whole school commitment to project-based learning.

Tiffany Sirisisavath spent the first seven years of her career in Thailand and was part of a team that helped to establish an English program within the prestigious Assumption College. The program was recognised by the Thai Ministry of Education as the model for English Programs in Thailand. The students started in Kindergarten as Non-English Speakers, and learned English in an immersive setting, through English, Maths, Science, PE and Technology. As Assistant Head, she led the development of the English Curriculum, oversaw the implementation of reading programs and managed the development of an English Library.

The second part of her career has been with the NSW Department of Education. For the past five years she has been a classroom teacher at Zig Zag Public School. In addition to her class, she has taught ICT as a specialist class to all the students at our school. In 2015 she was awarded a national NEitA Award for innovation in education.

Dr Catherine Sly 'Reading the future graphically'

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

Being fully literate in the 21st century requires competencies beyond reading and writing in the traditional sense. Thus anyone responsible for engaging and empowering young readers is compelled to reconsider the notion of literacy. Children's literature theorists, such as Kimberley Reynolds, recognise the significance of expanding our understanding of what it is to be literate. Reynolds argues that while literacy once focused on reading and writing abilities, it is now 'necessary to think in terms of transliteracy — literacy that crosses between media' (2011).

Contemporary children and young adults operate in a world of multimodal fiction and nonfiction, and many youngsters manage to move seamlessly from one medium to another, adapting to the requirements of the different modes of communication. While there are undoubtedly many valid means of cultivating multimodal literacy, this paper draws attention to cross-disciplinary research that reveals the effectiveness of the graphic novel. Since they transgress boundaries between the visual and verbal, graphic novels offer insights into codes and conventions of verbal, symbolic and iconic languages and thereby provide a valuable interconnection between traditional literacy and multiliteracy. By employing textual analysis, I wish to draw attention to the richness and depth which can be discovered in this narrative mode.

Publications to be examined include *The Adventures of Scarygirl* (2012) by Nathan Jurevicius and *WE3* (2005) by Grant Morrison and Frank Quitely. Both graphic narratives sit within the genre of science fiction and raise thought-provoking questions about the future of technology. They are challenging multimodal texts which offer engaging reading for young adults.

Dr Catherine Sly has taught in NSW Department of Education high schools and has been a writer, editor and consultant for the School Libraries division of the NSW Department of Education. Her recent PhD thesis investigated graphic novels from a narratological perspective and her publications on graphic texts include: 'EmPOWERing 21st century readers: Integrating graphic novels into primary classrooms' in *Picture Books and Beyond* (2014) edited by Kerry Mallan, and a co-authored article, 'Ubbly's Underdogs: A Transformative Vision of Australian Community' published in *Papers 24.1* (2016). Catherine has presented papers on graphic novels at national and international conferences including those of the Australasian Children's Literature Association for Research, the International Research Society for Children's Literature, and the International Board on Books for Young People.

Helen Stower 'The challenges and opportunities of using social media for school library services'

This session addresses Australian Professional Standards for Teachers 6.2.2

Abstract

The purpose of this presentation is to share the story of a school library who have embraced social media platforms as one avenue of moving library services into the digital age. Mt Alvernia iCentre was an early adopter of social media for school library services and is five years into the journey which began experimentally and involved a steep learning curve.

This presentation will explore the lessons learned from embracing social media, including:

- the benefits of social media:
 - o for school library services;
 - o for the college community;
 - o for students; and
 - o for staff;
- the challenges encountered when embracing social media for school library services future directions.

Participants can expect to leave the session with:

- An overview of how social media can support school library services.
- An outline of the benefits of social media for the school, students and staff.
- Strategies for setting up and using social media for school library services.
- Tips for developing social media guidelines.
- Learning from the social media mistakes of others.

Helen Stower began her teaching career as a teacher of English and History and she has taught mostly in Independent schools for the 24 years she has been in education. Helen's interest in reading and information



literacy led her to study and work in teacher librarianship.

Currently, Helen is the Programme Leader of the iCentre at Mt Alvernia College. Digital and Learning Networks are of interest to Helen. The opportunities they offer for professional futures mean that digital portfolios are essential for learning and working in the 21st Century. Ensuring students acquire the skills necessary to build these portfolios and networks are a key goal of Helen's work in the iCentre.

As a lover of learning, Helen is always engaged in professional development and recently completed a Master in Knowledge Networks and Digital Innovation.

Literary panellists

Convenor: Roger Coombs

Roger had a successful career in journalism and continues to read and write prolifically, with several publications in print. He is currently using his literary talents in a Specialist Publication and Editing Services partnership *Bullawai Books*.

Participants:

Linda Morris: Arts and Book Writer for the *Sydney Morning Herald/The Age*

Will Kostakis: Teen author

Tim Harris: Children's author

Paul McDonald: Owner, The Children's Bookshop



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ACKNOWLEDGEMENTS



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Think-U-Know is a free cyber safety program that provides accessible cyber safety education to parents, carers and teachers in schools and organisations across Australia.

The International Association of School Librarians (IASL) aims to contribute to the establishment and development of school librarianship in every country in the world.

ROOM TO READ seeks to transform the lives of millions of children in developing countries by focusing on literacy and gender equality in education.