



In this Issue:

What does it take to create a successful children's book?

Books in Home Program

Have you heard of Aulexic?

Developing partnerships between public and school libraries

2016 School Library Award Winners





Editorial

This edition of *ic3* is focused on reading and writing in light of Book Week that will be happening next month. I was very pleased to be able to collaborate with one of the 2016 CBCA shortlisted authors, Nadia Wheatley, in this edition. Nadia is a passionate author who thinks on a global scale and writes about important issues. *Flight* is an excellent example of this. This edition also includes articles from other authors and illustrators, who discuss the inspiration behind their work.

The 2016 SLCWA was an inspirational event to be involved with. Being part of the planning committee, I experienced this conference in a very different way. I believe that I got more from the two days as I was working behind the scenes and was afforded more opportunity to meet and talk for our keynote speakers. I would encourage anyone to volunteer to help organise the next conference to be held in 2018. It is a worthwhile experience.

Once again a big thank you to all the dedicated library staff out there who are willing to share their stories about what they are doing in their schools. They often inspire us and that is what collegiality is all about. I look forward to the many stories that you have about Book Week.

Natasha Georgiou, Editor

Artwork is reproduced courtesy of the author Nadia Wheatley & Illustrator Armin Greder and Windy Hollow Books. *Flight* is available to purchase for RRP \$25.99 ISBN 9781922081483

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Panel of Referees:

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

- Val Baird
- Barbara Combes
- Jo Critch
- Mary Hookey

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From the President's Desk

How time has flown – here we are at the other end of 2016! A lot has happened since the last issue of *ic3*. The School Library Conference WA 2016 was once again a great success. The Friday author breakfast began the conference with brekkie on the green at Karrinyup golf course. Attendees partook of a lovely breakfast and great conversation. However, the session with renowned Australian author Nadia Wheatley was illuminating, as she explained the creative processes involved when writing her picture book *Flight*.

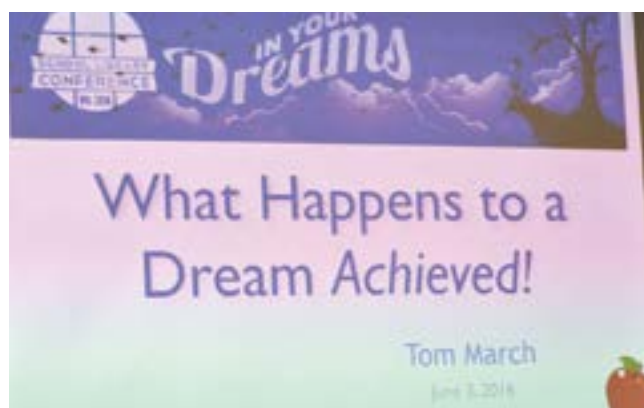


Breakfast was followed by the bus tours which offered a slightly different approach this year. Delegates visited school libraries as well as public libraries, the State Library and the National Archives. These agencies all offer a range of outreach and educational programs for schools and provide opportunities for both excursions and incursions that demonstrate to students the types of information support available to them when they leave school. The only critical feedback from the tourists was the time allocated to each stop – they were much too short!



The Friday night keynote was presented by Tom March in the staffroom at Wesley College, and showcased a magnificent sunset and view of the city by night. Tom has moved on since his early days with webquests and his keynote was inspirational. Tom challenged attendees to consider if the dream

had been achieved, to think about how technology fits in schools and where to next.



The Saturday conference began with the Hon. Minister of Education, Peter Collier congratulating the Teacher Librarian, Library Technician and Library Officer of the Year for 2016. This was followed by the second keynote presented by Hamish Curry from NoTosh who talked about designing for learning. Using triangles Hamish explored avenues for growth in school libraries including how libraries can utilise people, places, and resources as well as the design of physical and digital spaces to advance evolving spaces that can be adapted to specific school contexts.



The third keynote was presented by author Tristan Banks whose presentation was a call to action for kids and teens to do something powerful with their lives and useful for the world. Tristan works with Room to Read, a project helping to change the world by educating children in developing countries. He inspires students to use their reading and creative writing skills to help people who have very little, through humour and an array of visual, aural and web-based tools.

The rest of the day was followed by over twenty concurrent sessions, including an ideas workshop run by the conference sponsors. Lunch was very tasty and following on from the green nature of

From the President's Desk

the conference (delegates were given enviro sax, reusable folders and stainless steel mugs) was served on recyclable bamboo plates. Delegates had ample time to explore the sponsors' booths and network between sessions. The conference finished on a high note with a panel discussion that included authors Tristan Bancks and Sean Avery, Pru Mitchell from ACER, Lise Legg (TL of the Year 2016), Tom March and Hamish Curry, followed by prize giving and the presentation of 25 Year Service Pins to school library personnel.



Of course such an event does not happen without the dedication and hard work of a team of people. The School Library Conference WA is a biennial event that includes members from WASLA and AISWA. I would like to acknowledge and thank the co-convenor, Sandra Naude, and the committee who worked tirelessly to make the conference happen. Thank you to Val Baird (Treasurer), Barb Lippiatt (Exec. Officer), Leonie McIlvenny (Program), Kate Flowers (Web Manager), Natasha Georgiou (advertising and publishing), Jo Kelly and Sheila O'Callaghan (Trade Display and Sponsors), Sharon Hanson (bus tours), Phyllis Paioff (breakfast), Louise Koch (gifts and social events), Sally Woffenden and Lorraine Browning

(registration desk) and Lisa Crofts (tour guide).

I would also like to thank our sponsors, without whom the Conference would cost twice as much. Our platinum sponsors included Child Education Services, Functional Solutions, Softlink and SCIS. Gold sponsors were DVA, GALE Cengage Learning, AccessIT Library, Infiniti, RAECO, Library AV and Large Print and Access Office Industries. Silver sponsors included PBS Paramount, ClickView, Fremantle Press and Magabala Books, while bronze sponsors were TagAlert, Syba Signs and All Barcodes Australia. The breakfast was sponsored by Charles Sturt University. A big thank you to Wesley College. The provision of a venue means the Conference continues to operate with no increase in costs. SLCWA 2016 was exhausting, exhilarating and exceptional.

On another note, the Committee is exploring the possibility of collaborating with other associations and groups to provide a calendar of PD events for all school staff. This means getting the best PD for cash-strapped schools. George Diek is also liaising with the FutureNow group to ensure we are aware of what is happening across the TAFE sectors and other government departments. On June 6, the Committee was also part of the Information Professionals WA photoshoot, an event sponsored by WASLA. The Committee is looking to provide another Birds of a Feather half day PD session later in the year and continues to work tirelessly to ensure school libraries and their personnel receive the support they deserve.

Dr Barbara Combes
President WASLA

WASLA on Social Media

Follow us and interact at:



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



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#WASLApIn

BIRDS OF A FEATHER PD



WHEN

Saturday 10 September 2016
9am - 1pm

WHERE

Helena College, Glen Forrest Campus
Bilgoman Road,
Glen Forrest WA 6071

15 MINUTE IDEAS SESSIONS - Discover great suggestions from your fellow library colleagues.

If you are willing to share any strategies that you are using in your school libraries - please contact Rebecca Murray ASAP at rmurray@helena.wa.edu.au

Presented by



SUITABLE FOR ALL LIBRARY STAFF

PRACTICAL WORKSHOPS AVAILABLE (FURTHER DETAILS TO COME)

COST

Gold Coin Entry for WASLA Members

\$30 for all others

CATALOGUING

Bring in your items that need to be catalogued.

RSVP

Email the Executive Officer, Barb Lipplatt, on wasla@wasla.asn.au by September 5.

For those of us who were fortunate enough to attend the 2016 School Library Conference's breakfast event, we were intrigued by the stories of our keynote speaker; award winning author, Nadia Wheatley. Nadia's wide range of books are a staple of the shelves of school and public libraries.

Her work is highly regarded by the literary community and in 2014 she was admitted by the University of Sydney to the degree of Doctor of Letters (honoris causa), in recognition of 'her exceptional creative achievements in the field of children's and adult literature, her work as an historian and her contribution to our understanding of Indigenous issues, cultural diversity, equity and social justice and the environment through story'.

Her latest book, *Flight*, written in collaboration with the renowned international illustrator, Armin Greder, has been shortlisted in the 2016 CBCA in the category of Picture Book of the Year. This is a topical story that has many layers of meaning and is suitable for any school year group. In the following interview, you the readers were given the opportunity to ask Nadia more about the book and her journey as an author.



How/when did you know you wanted to write books?

From as far back as I can remember, I knew that the only thing I wanted to do was write. This was because my mother was constantly reading me stories and also telling me stories.

How do you go about writing a book? Do you choose an audience first?

My audience has to choose itself. That's why I need the help of good school librarians to introduce my books to young readers.

What is your main inspiration behind your book *Flight*?

Towards the end of 2002, when the world was nervously waiting for the second war in Iraq to start, I was living in Rome. As Christmas approached, I loved to visit the *presepi* that were

displayed in every church. In these huge Nativity tableaus, which usually fill the whole of a side chapel, the traditional stable with the Holy Family is surrounded by a vast crowd of figurines of varying sizes in a surreal version of Bethlehem that has castles, wells, taverns, windmills, and other landscape features that would not be out of place in Disneyland.

In stark contrast, however, to these charmingly kitsch extravaganzas, the *presepe* in the Roman church of San Clemente featured the three tiny figures of Mary, Joseph and the baby alone in a rudimentary shelter in the middle of a huge expanse of sand. Instead of Wise Men on camels, tanks approached across the desert. Instead of the angel choirs drifting across a halcyon sky, helicopter gunships swung down from a tin ceiling pierced with what could have been bullet holes. The Peace flag (the single word *PACE* against a rainbow background) was in front in the tableau, attached to a wall of sandbags that ran right across the front of the chapel.

I was gobsmacked by this powerful anti-war statement and also taken by the way it translated the nativity legend of the Flight into Egypt as a contemporary story about a little family of refugees fleeing persecution.



A couple of years later, my concern about the world refugee crisis (and particularly the Australian government's handling of asylum seekers) and my memory of that nativity tableau came together as the idea for *Flight*. I wanted to rewrite the ancient legend in a way that initially lulls readers into thinking the story is set 2000 years ago. Then suddenly, by introducing a bombardment and tanks, the story would become something that could be happening on the evening television news. Simultaneously, there needed to be a shift in the 'back story' of the characters and the peril that they were fleeing. After all, if the Holy Family were to be depicted as contemporary refugees, then I needed to think afresh about their cultural identity.

Nadia Wheatley



I heard that your journey to publish this critically acclaimed book was challenging and that it took you 7 years for it to be published. Why do you think it was so difficult?

Yes, the story was rejected by publishers in England, America and Canada as well as Australia. As to why that was — publishers usually don't give reasons for rejecting a text, but the feedback I got was along the lines of 'too dark' and 'too difficult'.

Although publishers tend to be very nice people with good social and political attitudes, they are running commercial businesses in a difficult economic climate. Unfortunately, many people (that is, potential book buyers and readers) seem to be frightened or threatened by refugees, or perhaps they just want to pull a blanket over their heads and ignore the current humanitarian crisis. So a publisher might well feel that it would be a lot easier to sell a book about wombats or teddy bears.

I might add that every time the text was rejected, I went back and wrote it again. Finally, I offered the story to an Australian editor, Helen Chamberlain, who has a reputation for producing challenging picture books for an older readership. She accepted it within twenty-four hours. From that point onwards, everything went smoothly and easily.

Armin is a renowned international illustrator. How did you end up collaborating with him and how was the process?

The normal process for the production of a picture book is for the author to give the written text to a publisher. It is actually up to the publisher (or editor) to choose the illustrator.

I had only met Armin a couple of times over twenty or so years, but I very much admired both his art and his politics. So when Helen Chamberlain suggested approaching him, I said, 'Go for it!' And of course I was overwhelmed when Armin seemed to like the idea.

Suddenly, the pace of production picked up. Armin rightly pointed out that the story was too wordy, so I told him to take out all the written text. This broke one of the cardinal rules of picture book production, which is that the words come before the pictures. When Armin's 'roughs' of the images arrived, they perfectly captured both the idea and the flow of the story. So I wrote new words to fit the images.

Throughout the collaborative process, Armin and I were living on different continents. We had one telephone call and exchanged half a dozen or so emails. We both also communicated individually by phone and email with the editor, Helen Chamberlain, whose input was always positive. Overall, it was a very easy and harmonious journey.

In your opinion, to create a successful picture book, what kind of working relationship do the author and illustrator need to have?

Every book, and every creative relationship, is unique. However, I guess trust is the most important thing in a creative relationship. If you are working with someone who is as experienced as Armin, you have to trust him to trust his instincts to know what is best for the story.

How powerful is the use of language in your picture books?

Perhaps because we call this genre 'picture books', we sometimes forget that they are also word books. A picture book needs to be a seamless blend of visual text and written text.

Because the number of pages is strictly limited (usually to 32 pages, or about 14 double page spreads), the writer has to choose each word with as much care as a poet would, if she were writing a sonnet. An example of this is the text on the first page of *Flight*:

*Tonight is the night.
The family has to flee.
They've been tipped off that the authorities
are after their blood.*

Here I am patterning two short sentences, followed by a long sentence. I am using present tense, to give a sense of urgency. I am following the difficult but somewhat imprecise word 'authorities' with the colloquial expressions 'tipped off' and 'after their blood'. And yes, it is important that the little passage ends with the word 'blood'. I hope this will make the reader want to turn the page and find out what happens!

As well as choosing the right words, the writer of a picture book creates the initial structure of the book, thus shaping the story.

Finally, in regard to *Flight*, I have to point out that there are two pages without any written text: but (paradoxically) this silence is part of the written text of the book.

What advice do you give to school library staff about ways to encourage children to engage with books and ultimately enjoy reading?

Read to them! The English author and critic, Aiden Chambers (a recipient of the Hans Christian Andersen Award) uses the term 'the enabling adult' for the person who introduces a book to a young reader and sort of mentors her or him into the reading of it. That process is especially important for a book such as *Flight*.



Nadia Wheatley
Author

Books in Homes

My life as a writer is usually pretty good. I get to travel all over the place researching or talking to school groups about myself, often at the Children's Book Council's expense. Most importantly, I get to meet young readers, the ones I am trying to write for. But every so often I am stopped in my tracks and given a dose of reality, a shock for someone whose friends are mostly invisible characters leading charmed lives in my head.

I spend a fair bit of time in schools that can afford extras like author visits, so when Books in Homes asked me to be a Role Model and present books to the children of Majella Catholic Primary School in Balga, the contrast and reality of life for a lot of children struck home.



Mainfreight Australia had donated several books to each child in the school and all I had to do was make a speech about the importance and love of books and reading at the school assembly. What I didn't realise was the majority of the 250 kids sitting in the school hall were refugee children, many traumatised, some orphaned and quite a few as poor as you can imagine. For too many, it was the first books they have ever owned, and even the first present that they have had.

I was heartened, though, to see the look of bewilderment and disbelief on many faces turn to sheer joy when they opened the book bags, still not quite believing they could keep the shiny new books for their very own.



Many children were originally from Africa and a lot were from Burma so they do not have a lot in common, other than their families are trying to make new lives away from real danger and mind-numbing hardship. Majella is a warm and safe place and the kids all seem to get along. Hope for the future and cheerfulness run through the school and David Barnes, the principal and his staff all struck me as very caring folk trying to reduce the effects of the terrible past their students have had to endure and help them settle into new lives.

The heart-strings were being tugged more than a little as I jollied my way through the speech and presentation with all those big, brown, uncertain eyes looking up at me.

Books in Homes was originally inspired by Maori author Alan Duff, writer of *Once Were Warriors* in 1995 and then founded in Australia in 2001. In Australia, it now has 43 sponsors and almost 20,000 students participated in the Primary Program. To date, two million books have been donated.

Local book creators who are Role Models for Books in Homes include James Foley, Mark Greenwood,

Books for Autistic & Dyslexic Children

Geoff Havel, Renae Hayward, Franè Lessac, Sally Murphy and Danny Parker.

I have since learned that students in more privileged schools have been fundraising for Book in Homes so they can share their love of books with children who don't have any. The fundraising children don't see the refugees as a problem. They just see other kids without any books and know that is wrong.

Norman Jorgensen
Author



Aulexic

Aulexic is a Western Australian small press specialising in books and resources for children with language and literacy difficulties such as dyslexia, specific language impairment, and autism.

Originally, Aulexic started as a homeschool project with my son. Josh is both autistic and dyslexic so he has really struggled to grasp reading and writing. At school from kindy to grade three, his teachers and I were so focused on trying to teach him to read and write, his anxiety built up and his confidence was shattered. He wasn't diagnosed then so it was hard to know how best to help him. Often teachers just imagined he was being lazy and didn't want to learn. The disengagement of an autistic child can look like disinterest so it's easy to imagine why they struggled to help him learn in the classroom.

When I started homeschooling, the stress and anxiety he was feeling fell away and the one-on-one attention helped him bloom, but I couldn't seem to get him past his terror and loathing of bookwork and the idea of learning to read and write. Over time I worked at it slowly, starting by removing the demand that he do either and allowing him to

just love listening to stories and seeing the power of words in the real world. Then, toward the end of the year, I introduced the idea of our "telling" a story together about a little penguin. Penguin's are one of Joshua's fascination subjects; he loves everything to do with them. Hooking his interest in penguins into an emergent literacy project engaged him in wanting to do the work. *P.I. Penguin and the Case of the Missing Bottle* was the result of our brainstorming together, developing the story idea and creating a story.

To really motivate and inspire him I took my existing knowledge of self-publishing to transform our story into a "real" book. I commissioned an illustrator and had copies of our book printed by a print-on-demand publisher. The result was basic but tangible, which is what Josh really needed. He was delighted to be able to see and hold his book!



Bec J. Smith is the writing team consisting of Rebecca Laffar-Smith and her two children, Joshua & Kaylie.

Of course, Josh was thrilled to see his book, but his mind is so expansive that he could envision far more than I had imagined. In him, the idea had ignited a fire, a passion to help other children like him find that same joy and delight in stories. He hoped the other kids who bought our book would love it too and that it would help them read. His simple hope inspired me to want to do more to create books for children with language and literacy difficulties like the ones Josh faced. I'd already learned so much while training as a teacher and then later as we learned more about Joshua's diagnoses and how best to homeschool him. So, I did even more research and, over time, we developed more *P.I. Penguin* books and started looking at how we could do even more.

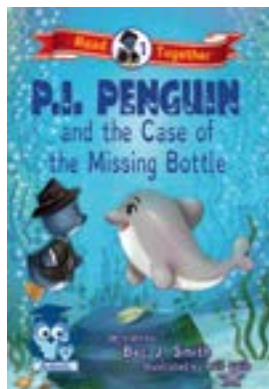
I established Aulexic with the idea that we'd produce books that are fun and engaging; books

Supporting Reading and Literacy

that would inspire children, especially those who struggle to learn to read and write, to love stories. I knew I wanted to publish more than we could write ourselves so it made sense to open the publishing house to submissions and to build it as a business with a focus on growth. It has been an amazing journey already and we're so thrilled to see it continue to flourish.

Aulexic has a few target markets. Primarily we create books for emergent readers, but because we specialise in books for children with language and literacy difficulties, they might be emergent at 5 years of age or 15 years of age. There are a lot of middle grade and young adults who have struggled to grasp reading and writing in their early primary years and need books that are suitable to their age, but simplified for their reading ability. We're also hoping to create resources in the future to help parents and teachers who are working with these children. The first step, of course, is to inspire the child's innate desire to learn, but that desire needs to be scaffolded with resources that can take them from their foundations and develop their skills so that they can become confident, capable, independent readers.

P.I. Penguin



P.I. Penguin is our first series of books. These ones are aimed at 8-10 year olds although the bright colours and curved lines of the illustrations mean the books appeal to children as young as two and teenagers as old as sixteen. The rhyme and rhythm of the language also seems to delight children and adults alike which is wonderful to hear. The books feature a private investigator penguin who solves crimes and cases for his animal friends.

Our series feature native, Australian animals, such as our star P.I. who is an Australian little penguin. In the first book, his fellow natives include a bottlenose dolphin, grey nurse shark, leafy sea dragons, and brown octopuses, all indigenous to West Australian coastal waters. We also feature real world places with book one

being set at Coogee Beach, book two at Perth Zoo and so far we've also featured Perth's Swan Bell Tower and King's Park. We love being able to set the stories in places children may have visited. This is particularly useful when we present talks and workshops to school-aged children. They are always very excited to see the places they know and have visited in the books they're reading.

Services Offered

Beyond having our books available for classrooms and libraries, our authors are available for author talks, workshops, and book readings/signings. As one of the co-authors of the *P.I. Penguin* series, I present creative writing and early literacy workshops, as well as talks to raise awareness and understanding of dyslexia and autism.

We also have an upcoming book for young adults that highlights the impact of cyberbullying and our debut author, Nadia L King, is available to speak to students about her book as well as discussing the impact of bullying and the importance of speaking out and asking for help. Our authors work to the Australian Society of Author public appearance rates and every author we work with is keen to make a difference in the lives of children.

Ordering Books

Our books are available through the Australian Library Service and Westbooks, but can also be ordered directly through our e-commerce website or with one of our order forms which can be posted or emailed. We also offer fundraising opportunities for schools, libraries, and groups if they'd like to make the books available to parents. We can customise this arrangement to suit the needs of individual schools and libraries. You can find out more on our website: <https://www.aulexic.com.au/schools/>

Finally, we're very interested in working with more Australian authors and are inviting submissions. Teachers and librarians often make excellent children's book authors so it's definitely worth considering if you've got a manuscript tucked away in a draw somewhere or if you've been considering giving writing a go. I'd love to see if what you're working on would suit Aulexic's list.

Rebecca Laffar-Smith
CEO & Publisher

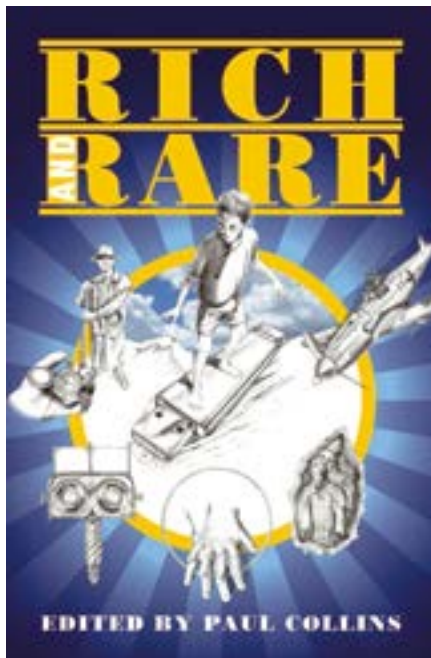
Aulexic: Specialising in books for children with language and literacy difficulties.

<http://www.aulexic.com.au>

Inside the mind of an illustrator

Paul Collins contacted me in February of last year with a proposal to render illustrations for a new anthology Ford St intended to publish. I recognised this as an amazing opportunity as I had long wanted to work with Ford St. I'm pretty new to the publishing world having previously worked mainly in commercial illustration and graphic design, this afforded me the opportunity to have a folio of images published.

The initial brief was to showcase around 40 illustrations to compliment the stories from many well known Australian authors in *Rich & Rare*. It stipulated the use of monochrome rather than colour and this is always a boon as it allows one to work rapidly. I had just finished the final aspects of my picture book, *The Visions of Ichabod X*, with Gary Crew so essentially my desk was empty and the timing perfect.



I initially thought, considering the quality required, of rendering the illustrations in pen and ink on illustration board. After careful consideration I decided not to do this for a number of reasons. Pen and ink can be quite slow work and considering the time constraints I decided to render in graphite which is a medium of which I'm familiar. Also I decided at that point to render directly onto cartridge paper to keep costs down.

In order to save the illustrations from getting too grubby, I used one sheet of paper for each illustration. I tend to use the tri-graphite range of pencils from Faber Castell for this kind of work as their quality of line and range of tone is in my opinion second to none.

I decided that to achieve the brief in full what I needed to do was produce something iconic for each piece. Something that not only was immediately recognisable as an element of the story but maybe also having a cryptic message. There are many examples of this but I am going to concentrate on one single image, that being the image for the story *My brothers keeper* by Oliver Phommavanh. More than any other this illustration will give insight into my design process.

The story was of two brothers, seemingly poles apart in their lives. One (Jesse) spends his life in the world of computers; the other spends his time in the physical world, enjoying an outdoor life including surfing. After Jesse dies his brother is confronted with the world his former sibling lived in and finds out many things about him he never knew. I thought for quite a while how I could join these two lives together and finally hit on the idea of having the younger brother surfing on a USB stick.



I also tried to be ambiguous; the figure on the USB could be either brother. One surfs the net, whilst the other does the more visceral act of actual surfing. Surfing in itself is a kind of freedom and Jesse's surfing could be interpreted as a metaphor for the freedom he found in death. A freedom from illness and pain and a life confined within a room and all the encumbering constraints. Life on computers is about a journey into inner space. Maybe Jesse's brother surfs to recall him, in that place of freedom and calm... a place where you shake hands with your past and leave it behind. So I felt the USB surfer answered the story quite well.

Feature Illustrator: Paul O'Sullivan

Things were fairly straightforward from here as I'm lucky enough to have teenage sons. Reference sketches were taken of my eldest son and transferred onto archival paper via an ancient Grant enlarger (type of art projector for reducing or enlarging images). I tend to always scale up from my original sketches as it affords an opportunity to hone my drawing skills and participate in the perpetual mantra of practice. Next I render the illustration to artwork standard which is a slower more meticulous process than the sketching. These artwork images were taking around 3 to 4 hours to render. I often cover over what I have done to protect the image, then use hair spray to fix the image. The images are then converted to digital via repro scanning and delivered to the client as TIFF files. I find that I often have to later clean it up which is done through a photo editor.

The second illustration I would like to write about is from Sue Bursztynski's *The boy to beat them all*. I loved the story and decided to concentrate on two elements in the narrative. Firstly the Sydney pocket watch and then the bushranger himself which were both iconic images.



I have a very obliging friend who owns the local store who I immediately envisioned as being the robber.... this by no means casts aspersions on his character as a convenience store owner! Its just that he's tall, lean and has that kind of mean, sinister, dangerous look so perfected by the likes of Clint Eastwood. I

persuaded 'Ian' to dress in an old hat and coat that had hung for some years in my shed. We used a broom as a gun and hey presto, armed with the reference I needed I began to draw. Of course, being so new to this game I made a fundamental and elementary error with the first piece. I pointed the gun at the child! This of course should never even be suggested. So disappointed as I was as I actually liked the illustration I began to draw again. And this is where I set my style.

At first I was overwhelmed with the volume of illustrations required and had started off in too much of a hurry. I began to take more care and Ian was only too pleased to pose again for me. This time we had him leaning on the gun which in the end I capitulated was a far more iconic image and less aggressive too. It also fitted the character of the story better so was an all-round win.

Sometimes I found during the process that it was better to start again rather than push on with a bad image as there is always room for improvement. Also, I had to be disciplined with my time, giving myself weekly deadlines in order to complete within the specified period.

To sum up I think the book looked tremendous when in print and of course there is a feeling of great satisfaction knowing that you have done your part in creating something special that will be around for years.

**Paul O'Sullivan
Illustrator**



Paul with the cover image of the book *The Visions of Ichabod X* that he illustrated in collaboration with author, Dr Gary Crew.

The Truth that Makes the Story

In an article written by John Morrison, *How true is that story?* he says, '...if the writer had not had a certain experience he would not have written the story. It's what he does with truth that makes the story.' Morrison is an almost unknown Australian writer but is one of the best short story writers this country has produced. He was my first writing mentor when I tried my hand at writing stories in the mid-1970s. He urged me to keep my eyes, ears and heart open to the possibility of story.

I'd been asked by a publisher to write a novel about Aussie Rules footy. As a sports fan, lecturer in Sports Writing, and (mainly) a YA author, I had written several YA and Children's books on the many levels of sport (*Tyger Tyger*, *Surfing Goliath*; *Change the Game* series). However I had never dealt with the racism I had heard and seen watching footy games, both country, suburban and AFL. On a number of occasions, not being able to shut my mouth I have come near to being beaten to a pulp. So that was my first instinct. Sport. Young people. Black and White. Racism. But I needed what Morrison had written about – the experience.

Where better to find it than at the Indigenous Rumbalara Football/Netball Club in Shepparton, in northern Victoria. It was dusk on a chilly Thursday night and I was sitting with the President of the club, Paul Briggs. Most of the older senior players had finished training. I had been watching a group of 14-15 year old aboriginal boys playing kick to kick in the goal square. They weren't concentrating on their goal kicking but more their high marking, reminding me of the roots of Marngrook where the main action was kicking and high marking. And what a joy it was to see these young men leaping, many feet off the ground, going for the mark, plucking the ball out of the crisp night air. We watched for some time, then Paul turned to me and said, 'See those two there, about 15 years old. They're here every training session and Saturdays whether they're playing or not. Watch the taller boy there. He keeps his family together. Comes down here for a break. Good player. Lovely pair of hands as you can see. Anyway, maybe there's your story.'

That was what stuck with me over the many days and nights I drove up and down the Goulburn Valley Highway. Couldn't get that picture of that kid or his life from my brain. Every time I veered towards some other path, that lithe young Koori kid leapt in the air and said, 'Hey, keep on track will ya?'

As an experience it wasn't much to go on but I've discovered that my stories emerge, sometimes in surprising spikes, other times as a result of hard

thinking. Yes, 'hard thinking'. It would be pleasant if all my narratives came through my dreams and intuition (and some do) but sometimes you know you have a nugget hidden in the dirt that demands some hard labour. So I kept travelling up the highway, watching game after game, organised interviews with a young Collingwood player who'd originally played for Rumbalara, drove to suburban, regional and interstate schools delivering writing workshops and all the time, remembering what Morrison told me to do – 'keep your eyes, ears and heart open'.

Sport is important to many Australians. And it's especially important in country towns. Driving to a school in the Latrobe Valley I found the town I could use. I wanted a town small enough where many of the inhabitants knew each other (but not really), and one that could provide a hot house atmosphere for the conflicts that would arise. A town where sport, but in particular, Aussie Rules was an obsession. I named the town, Marshall, after another almost forgotten Australian writer, Allan Marshall, author of *I Can Jump Puddles*.

From then on I thought it might be a good idea to use the surnames of other Australian authors (past and present), throughout *Footy Dreaming*. A few months later on a boiling hot day, I spoke to a Year 10 class at Shepparton High School. The students were a wonderful multicultural mix, including some Aboriginal kids. The range of personalities were there also – bold, academically switched on, tough, shy, flirtatious, curious, arrogant. Being a secondary school teacher in the Western Suburbs of Melbourne for 25 years and a lecturer at Victoria University for 15 years makes these observations easy. It also provided excellent raw material for characters I needed. I already had a 15 year old Koori boy who became Noah. There was a smart young Koori girl in that sweltering classroom – I knew there'd be a small romantic interest so Millie, as I called her, was it. And of course I had the school the two boys would attend, Marshall Secondary College.



Some weeks later I again watched the Rumbalara footy team and realised that even though it was mainly a team made up of Koori men, there were a number of white guys as well. What caught my eye was a couple of ex-AFL players running around, including Rupert Betheras, a former Collingwood player, who thought it was a good idea to play for the team that all Shepparton knew was basically the blackfella's team. I made him younger and called him Ben.

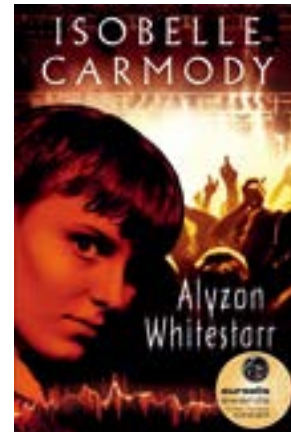
And then it came. A blackfella and a whitefella together. Playing together. Maybe really knowing nothing about each other. Perhaps both working off stereotypes. Young enough, like those kids on that first night with dreams, big dreams of playing at the highest level, making it to the hallowed turf of the MCG. Now the heart of my story was these two young men coping with not only their obsessive dream but with the pressures of the town on the 'two most likely' and overlaid is the sometimes open and covert racism in the town and on the footy ground. Then along came the racism aimed at Australian of the Year and Sydney Swans player, Adam Goodes and I knew my novel had legs.

A final but important word. Indigenous people in this country often feel used, especially by whitefellas like me using their culture, life stories, sadness and joy for our own ends. Consequently when it came to some sensitive parts of my story, like Noah, the young Koori travelling with his family to a funeral in Heywood, in western Victoria, I knew I had to be entirely respectful. So I gave it to Karen Jackson, an indigenous colleague of mine at VU to read that section to see if I wasn't being too clumsy. Nor did I want to be too precious either. Karen got back to me to tell me it was all OK. But what she really wanted to tell me was that she had read my draft on her way to a funeral – in Heywood.

Let me return to that experience on a cold night in July at Rumbalara. That thirty minutes led me on a search for the story I knew was there. I went looking for the truth that Morrison had written about, and found it in *Footy Dreaming*. A month after the launch I took a present of thirty books back to the club. The place was crowded and as the main game got underway I searched for that 15 year old with springs in his heels. I couldn't recognise him but my story demanded that he be there. Certainly his spirit was.



Michael Hyde
Author



***Alyzon Whitestarr* by Isobelle Carmody**
Ford Street Publishing, 2016
pbk., 601pp., RRP \$24.95
ISBN 9781925272185

Reviewed by Alison Spicer-Wensley

Alyzon Whitestarr belongs to a loving and unusual family who respect each other's individuality. Her rock musician father and nocturnal artist mother are patient with her troubled sister Serenity who declares that she is now Sybl. After an accident that initially leaves her in a coma, Alyzon experiences a whole new layer of perceptions that give her a greater insight into the thoughts and feelings of others. She discovers a darkness in some people that seems to be actively seeking out new hosts. As she fights to protect her family, aided by her friends, she learns about human nature and what it means to push back against the darkness in human beings that leads them to commit acts of cruelty and violence.

This revised re-print brings *Alyzon Whitestarr* back into print and to a new audience. The issues around the dark and light sides of human nature explored in *Alyzon Whitestarr* are perhaps even more relevant now than when it was first published. Issues around refugees, belonging, violence, sadness and compassion give readers plenty to ponder.

Despite the concepts explored, this is a curiously realistic, positive and hopeful adventure that would suit middle teens and mature early teens who are able readers. *Alyzon Whitestarr* won the Aurealis Award for best young adult novel in 2005 and with good reason.

Reading Rocks



Goblin Mafia Wars
by DC Green
Ford Street Publishing, 2016
pbk., 291pp., RRP \$18.95
ISBN 9781925272208

Reviewed by Deni Sallie

PT, the 16 year old human king of Monstro City, is on a quest. In fact, his list of quests grows with each day, none more important than finding the eggs of the world's last dragon in order to save the species and in turn, save the world! But there is a constant barrage of monsters and madness at every turn.

But PT is not alone. With a motley crew of monster friends, The Dead Gang, including a shape shifter, giant spider, forest goblin, mummy and vampire, they each have unique skills which will keep them one step ahead of those monsters hell bent on getting in their way. These talents even save them on more than one occasion!

The second book in the *City of Monsters* series is fast paced, action packed and has twists and turns in the plot which keeps you guessing and more importantly, keeps you turning the pages! The story also highlights important themes, including tolerance and acceptance. And PT is a likeable and admirable character who believes in himself and has unwavering faith in his friends.

This book would be suitable for Year 6 and up, as some themes and language are inappropriate for a younger audience.



Bro
by Helen Chebatte
Hardie Grant Egmont, 2016
pbk., 240pp., RRP \$19.99
ISBN 9781760125509

Reviewed by Jane Belotti

Written for the teen market this debut novel is about first loves, fight clubs and ethnic loyalties. A coming of age story which is explored through the first person, Romeo Makhlof, a 15 year old boy at Christian Boys High. Romeo and his friends are Lebs – Australian-born of Lebanese descent (Romeo's mother is actually Anglo-Celtic) and the school has a very multicultural population which includes Fobs (fresh off the boat), Samoans, Maoris, Fijians, Rez (Asians, rez is the Arabic word for rice) and Ozzies.

At this Christian Brothers College the rules are simple. You don't stray from your own group, you never make a move on a girl someone else is interested in and you never dob. So when Romeo shares a kiss with Stefanie at a party, Romeo is challenged by Aussie Luke Palmer. Defending his honour, Romeo ends up a YouTube hero but things don't end there. Tensions continue to run high and the fight club which springs up is contested along ethnic lines and with tragic consequences.

Part of the success of this novel is the author's ability to capture the talk, attitudes and experiences of teenagers. She also manages to examine the issues of a multicultural society in which we share our cultural beliefs and heritage and raises the question of what it means to be Australian. Sadly teen violence is a part of today's society but this novel shows that as a society we can change and there are alternatives to violence as a resolution to conflict.

A good read that will appeal especially to teenage boys.



Three
by Justin D'Ath
Ford Street Publishing, 2016
hbk., 274pp., RRP \$18.95
ISBN 9781925272277

Reviewed by Wendy Chapman

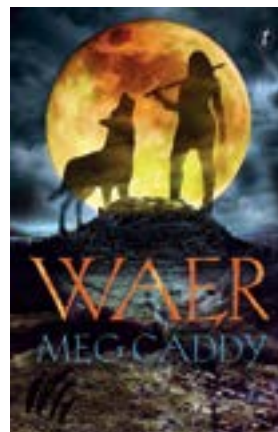
I must confess I'd never read a Justin D'Ath novel before and I wasn't really looking forward to reading his latest, *Three*, when Natasha sent it to me to review. Surprisingly though, once I started reading it I didn't want to put it down.

Sunday Balewo is the 16 year old son of the President of the fictional country of Zantugi. He attends an international school and struggles to continue to follow his Zantugan traditions while also including those of his new school friends, in particular the pretty American, Holly Parr.

When his parents are assassinated, Sunday is expected to become President but his father's former best friend, General M'Buti heads a coup and seizes control of the government. Sunday, who dreams of becoming a professional footballer, is almost relieved that he's not going to be forced into becoming president at first but he soon realises that everything has changed and he has no idea who his true friends are.

With a crazed suicidal baboon hot on his heels Sunday is on the run all alone unsure of where it is safe to go and who he can trust. When the baboon is wounded Sunday removes its suicide bomber backpack and, after discovering he understands everything he says, the two become unlikely allies and eventually they figure out who the bad guys are and escape the terror.

I found this an easy and entertaining read, the chapters are short and exciting and the action is non-stop. I can see my Year 5 and 6 readers enjoying this story and with the element of a teen romance in the background this is one for the girls too!



Waer
by Meg Caddy
Penguin Books Australia, 2016
pbk., 320pp., RRP \$19.99
ISBN 9781922182210

Reviewed by Virginia Yurisich

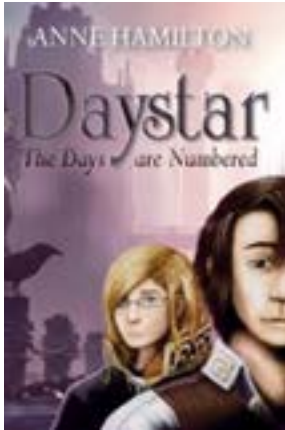
A young woman (Lycaea) running, desperate to escape from her pursuers. A young man (Lowell) out in the valley with his younger brother anxious to shift and let the wolf emerge. They discover Lycaea injured and unconscious by the river. What an intriguing introduction to a world very different from ours with the waer who are able to shift to become wolves.

Lycaea is cared for by Lowell and his family in the peaceful Gwydhan Valley, but she brings danger – soldiers come searching for her and she must go South on a journey with Lowell and raise an army to fight for their very survival!

I loved the beginning of the novel – the desperation of Lycaea and the gentleness of Lowell, the murderous world of Lycaea and the beautiful Valley of Lowell – Meg Caddy (a West Australian author) quickly establishes the world of Oster in the mind of the reader. However as I read on I found it to be too wordy and in parts an arduous task to finish each chapter.

Mid-teens who like fantasy and a more complex novel will enjoy this story.

Reading Rocks



Daystar: The Days are Numbered
 by Anne Hamilton
 Capalaba Qld Wombat Books, 2016
 pbk., 256pp., RRP \$17.99
 ISBN 9781925139518

Reviewed by Wendy Chapman

From the Publisher:

What's to stop me killing you and taking the Powers?' The giant raised the sword. 'All I see is a dwarf, a pony and seven children, none of whom is even remotely capable of resisting the might of Uller Princekiller.'

For centuries, the knights, dwarves, giants and sages of Auberon-Zamberg have been intent on a single quest. They're all searching for 'The King Who Guards the Gate'. Prophecy speaks of him as one of seven protectors who will defeat the armies of night and overcome the Dark Sleeper. The last thing anyone is expecting is that these seven protectors are ordinary children.

I was always going to have trouble with this one, I'm afraid. Fantasy is just not my genre ... give me contemporary romance, mystery or a good old fashioned family saga any day!

That doesn't mean that Anne Hamilton's latest novel *Daystar: The Days Are Numbered* isn't a fantastic book. In fact when the Year 7 girls saw this book on my desk they all wanted to take it home and were disappointed when I had to tell them it wasn't available yet!

Briefly, *The Days Are Numbered* is the first in what's expected to be a series of *Daystar* novels. The main character, Fern, who's greatest dream has always been to be invisible, runs away from her distracted step dad and bossy step sister and finds herself in the bizarre fantasy world of Auberon-Zamberg. She meets Prince Ansey and

they and five other young people get together and attempt to save the world from destruction.

This book also has an accompanying teacher resource that is available to purchase.



Time Catcher
 by Cheree Peters
 Ford Street Publishing, 2016
 pbk., 320pp., RRP \$19.95
 ISBN 9781925272215

Reviewed by Wendy Chapman

The Variants: Book 1 is the debut novel for Australian author Cheree Peters. Aimed at adolescent girls I get the feeling my year 6 and 7 girls in particular will enjoy this one.

Princess Althea experiences terrible nightmares featuring a boy with piercing blue eyes. You would think she would be happy living in the kingdom's biggest building, spoiled and loved by her father and waited on by servants but life for Althea is not perfect and the fear of the mutant Manipulators invading her kingdom terrifies the Princess and makes her life miserable.

This story is set in an apocalyptic era and the Manipulators killed her mother during a previous battle. Althea was also injured leaving her with no memory of her early childhood and her mother. It soon becomes clear that all is not what it seems, Althea is kidnapped and she is left to figure out who she can trust alone.

While again, I am not a fan of this genre, I do like Cheree Peters' descriptive writing style and I think she is on the right track for a successful and popular trilogy.

A successful working partnership

At the start of this year, at Southern River College, there was an increasing number of requests from students for eBooks and eAudiobooks. I was at a loss as to how I could provide access to these resources with a limited budget. I had already provided links to free eBooks such as the ones available via Project Gutenberg but these eBooks, being classics and not new, did not hold a lot of appeal for the students and indeed seemed to turn them off accessing eBooks altogether.

One day while accessing eResources for myself from my local public library, it occurred to me that it would be great if our students could access the same resources. I knew many of our students didn't have a public library memberships and so I decided to reach out to the City of Gosnells and see if they could help. From the first phone call the City of Gosnells' library services team were intrigued and promised to follow up with their management. Shortly after the City of Gosnells came back with a resounding yes and discussions started about the memberships and what would be involved.

One consideration was that public libraries require their patrons to provide proof of address so as to facilitate communications regarding library events and to enable follow up regarding overdue items. This requires staff sighting an official document with address details. Asking the parents of the students to make the time to go to a library and confirm their addresses would have been too much to ask and it would have impeded the success of the project. In response to this, the City of Gosnells suggested the creation of a special e-membership that would enable students access to eResources only. This meant that proof of address was not required as physical resources were not going to be borrowed from the collection.

Another consideration was the need for parents to consent to a library membership for their children. As schools regularly manage parental consent for all manner of student activities, this was not going to be a problem for us.

Going on from there, I devised a membership form which was approved by the City of Gosnells' Library Service. This membership form was disseminated to students and their parents informing them of this great initiative and all the benefits involved for their children. At assemblies I had some Gosnells' library staff attend and talk to our students about the great eResources available to them with their membership card including Borrowbox, Overdrive, Encyclopaedia Britannica, YourTutor and more.

What is Happening

As the students returned forms I provided details to the City of Gosnells via a spreadsheet and the City of Gosnells provided membership numbers for the students. The students were then emailed about their membership and provided with a card I made up for them.



So far this project has been very successful. Many students have signed up for an e-membership and are accessing eResources and there are more students to come.

From here the aim is to have information sessions to show the students how they can access these online resources and in some cases, especially with Britannica, use them for their assignments and school work. This project has been well received by staff of the school and the staff at the City of Gosnells.

As a result of this partnership our students have connected with their local public library. It is hoped that our students will not only use their e-membership but attend their library to see everything that is on offer and establish a full membership. It was important that the e-membership arranged via the partnership would not prevent students from establishing a full library membership should they wish to borrow from the physical collection. For many students, this is a step towards greater community engagement and becoming lifelong library users.

Another major benefit is that Southern River Colleges' students are able to access eResources without breaking the budget. This project is also beneficial for the public libraries as they are getting a new lot of members and connecting with the youth in their community.

Around our School Libraries?

All in all, this project has been a tremendous success and there has been great feedback from all involved. At the end of the day it has been about library staff working together to connect students to libraries and all they have to offer and hopefully develop an appreciation for libraries for the rest of their lives.

I could not have done this without the help of my colleague, Shiarne Coole, who had the idea for the e-membership in the first place and co-wrote this article with me.

Shannon Warwick
Library Officer
Southern River College



WASLA Recommends...

WOW Websites

How to Raise Critical Thinkers

<https://globaldigitalcitizen.org/how-do-we-raise-critical-thinkers>

Guided Inquiry Community

<https://guidedinquiryoz.edublogs.org>

Are we being too quick to embrace technology in education?

<http://www.abc.net.au/radionational/programs/futuretense/are-we-being-too-quick-to-embrace-technology-in-education/7211366>

Knowing the Difference Between Digital Skills and Digital Literacies, and Teaching Both

<http://goo.gl/DxdCh6>

Around the Blog-o-Sphere

Library makerspaces: revolution or evolution?

http://www2.curriculum.edu.au/scis/connections/issue_97/articles/library_makerspaces_revolution_or_evolution.html

Internet Trends Report 2016

https://www.washingtonpost.com/news/innovations/wp/2016/06/01/what-you-are-doing-online-and-other-top-findings-from-an-exhaustive-study-of-the-internet/?tid=a_inl

The 2016 AASL Best Websites For Teaching & Learning

<http://vanmeterlibraryvoice.blogspot.com.au/2016/06/we-are-proud-to-announce-2016-aasl-best.html>

PD & Advocacy

Australian Kids & Family Reading Report

<http://scholastic.com.au/schools/ReadingLeaders/KFRR/data.asp>

School Libraries: The Heart of 21st Century Learning

<https://drive.google.com/file/d/0BwKixzcYfIyhRnB0aEizT3dEdG8/view>

Future Ready Schools heralds school librarians as leaders

<http://goo.gl/G7U7Uz>

Ocean Reef SHS

Visiting Authors

Young Adult fiction authors, Will Kostakis and Shivaun Plozza, recently visited Ocean Reef Senior High School to talk to Year 10 English students about the writing process and what inspires their writing. The authors kindly arrived during lunch break so that other students were able to meet them and have books autographed. Dymocks booksellers attended on the day to sell copies of the books *Frankie* by Shivaun Plozza and *The Sidekicks* by Will Kostakis. These books, as well as *Loathing Lola* and *The First Third* by Will Kostakis, are also available for loan to students from the school library.

This event was organised and promoted via Instagram and Twitter as well as through school notices, posters and talks to English classes and the book club. Book prizes were given away to four lucky winners on the day. Students were extremely engaged by both authors who are extremely entertaining and interesting speakers. There were many great questions asked by students indicating their high level of interest and engagement.



New Fiction Area

During Term 4 of 2015 our library had the Fiction area refurbished. A huge weed was undertaken prior to the arrival of the new shelving and all re-usable books were passed on to the English department to house on old library shelving in their classrooms and activity area. The refurbishment, using lower height moveable shelving, has opened up the fiction area, creating a lighter and more open space which the students love. We also were lucky enough to purchase some new furniture for our reading area which is much loved and enjoyed during class library visits and breaks.

Sarah Betteridge
Teacher Librarian



Around our School Libraries?

Leigh Hobbs Comes to Town

The excitement level in the school seemed to flow from the library and reached into each and every classroom like the tentacles of an octopus. The children and teachers were counting down the days we had to wait. We all had been waiting excitedly from the day we found out that Leigh Hobbs was coming to visit us. We searched our collection for the copies of *Horrible Harriet*, *Mr Chicken* and *Old Tom* books and then purchased more copies to meet the surging demand for any Leigh Hobbs titles. Our students spent every lunch time sitting around the library making sure that they had read all the titles available.

When the morning of his visit arrived the children were ready with their clipboards, sharp lead pencils and their three sheets of blank paper. He held us all captive with his cheeky sense of humour and made us all believe that we could draw an image of *Old Tom* which was spectacular. Each child felt like they were the only ones in the room with him and that although each of their drawings were different, they were amazing and he made them feel proud of themselves. I don't think I have ever seen 180 children, all sitting in silence listening and watching a presenter so intently, especially while drawing a book character. They loved every minute they spent in Leigh Hobbs' company and every day since the children have shared their drawings with me and asked when we will be having another author visit like Leigh Hobbs. What a wonderful ambassador for reading. There is nothing like a great author visit to encourage children to read. Thank you so much, Leigh Hobbs.

Jo-Anne Urquhart
Head of Primary Library
St. Stephen's School



Book Week Comes Early to Mandurah Catholic College

This year Book Week came early to Mandurah Catholic College and as usual it was a pretty exciting week! We were lucky enough to have Sally Murphy as author in residence for three days and she was amazing, inspiring our students to write themselves as well as read a variety of books. Given the number of FIFO families we have at the College it was wonderful to see the students' reactions to her book – *Fly-In Fly-Out Dad*.

Every student in the Junior School had the opportunity to 'buddy read' with a high school class – always a highlight for me to see how the older students will react and how many of the "I don't read" students suddenly find that sharing a book with a younger student is a totally different prospect to actually having to sit and read one!

Drop Everything And Read is another annual event for us and this year our DEAR bell was happily rung by several members of staff including one of our maintenance team who rang it as he rode through the junior school in his golf buggy – needless to say the kids loved it!

As with most Book Weeks, the dress up day is always so much fun. We hold a parade in the gym with music and special guests – myself and the Head of Junior School in costume, this year as Charlie and Lola. Encouraging the students to really think about our Australia: Story Country theme really paid off and we ended up with more Koala Lus than spider men which was fabulous. Following the parade 'Lola' gathered up a group of volunteer dads who read with small groups of students in our Dads Reading Challenge which we hold to highlight the importance of dads reading to and with their children. The number of volunteer dads is growing each year.

Prior to the week itself our students were very exciting about voting in our first MCC Book Awards which were presented at a full staff meeting at the start of the week. I was very impressed that the winning authors (whom I was able to email) all responded very positively to winning!

Throughout the week our Learning Hub was full of Australian themed books and displays, with gum leaves, a mini Hills hoist, Aboriginal art work and even a camp fire round a billabong!

All in all a wonderful week.

Sarah Love
Head of Information Services



Left to right: Sarah Love (Head of Information Services) Sally Murphy (Author in Residence) Christine Appleby (Teacher Librarian)



WASLA Events



School Library Conference

Being the recipient of a scholarship for a rural delegate to attend the *In Your Dreams* School Library Conference 2016 was indeed a dream. The \$1,000 scholarship, awarded by the WA School Library Association to a rural member living outside of a 100km radius of Perth offered a wonderful opportunity for me to attend this vibrant two day event.

Whilst there are some networking opportunities between librarians and library officers in the great southern region, these can be few and far between and the tyranny of distance plays a part in this. I was fortunate to hear about the scholarship at a recent network meeting held in Albany (a 144 km round trip to attend) and the discussion on how informative and motivating the last WASLA Conference was. It was enough to motivate me to apply.

I work as Library Officer for the WA College of Agriculture – Denmark, some 500 kms from Perth. The College is a 560 hectare working farm and educational facility for Years 10, 11 and 12 students offering a diverse range of studies with an agricultural focus. Our library is relatively small and tends to be quite specialised towards agricultural related material and resources, however we also house a small fiction section. I am currently looking at moving forward from an Alice driven library system to a fully hosted Oliver 5 SaaS model and I admit I find this quite challenging. I am also moving our fiction section to genre classifications. Whilst we are a relatively small school I feel the challenges are no less demanding.

Notwithstanding the inspiring and varied range of speakers, my favourite keynote happened to be Tristan Bancks speaking on “You are Brilliant and the Earth is Hiring”. The sheer energy of Tristan’s delivery was both emotive and rousing and made me think more about how we transfer our knowledge to inspire children to do something useful for the world. His stance on social action cannot be ignored and slotted easily into the theme of the Conference...how wonderful to be able to take part in enthusing the next generation.

With a fabulous array of sessions it was difficult to choose just four, but Sandra Naude’s practical discussion on “Establishing an online digital history” resonated with me in particular. The work that Sandra and her team have undertaken in researching and cataloguing their school’s 100 year history was astounding and was a great heads-up on how to start such a mammoth project.

It linked wonderfully with the previous day’s bus tour visit to North Cottesloe Primary School where Library Officer, Lynne Mannolini shared her work in archiving the school’s history and the work she has undertaken to date. Making these network connections is priceless and since the Conference, Lynne has generously shared her program, contacts and suppliers, meaning I don’t have to re-invent the wheel or use up scarce resources scoping this project.

During the breaks the trade display area provided an opportunity to make new friends and to meet industry providers...so many wonderful products and services on offer. I’m already planning on how I can make the library more visually appealing and relevant to our users.

The Conference overall was very gratifying, particularly for someone who works for the most part in isolation. The program was well constructed with a fine choice of subject matter and talented speakers. Wesley College was a great choice of venue, offering state of the art facilities that some of us can only dream of and made attending the conference so enjoyable.

Following the Conference I feel that I now belong to something rather special and I have WASLA to thank for this.

Janice Axe
Library Officer
WA College of Agriculture – Denmark

SLCWA 2016



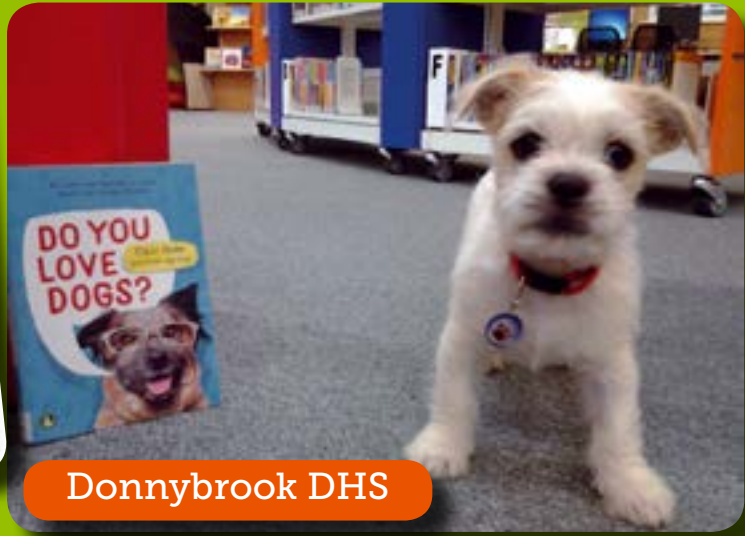




School Library Companions



Busselton SHS



Donnybrook DHS

Information Professionals in Western Australia 2016

WASLA Members



WASLA Committee Members



2016 School Library Awards

Teacher Librarian of the Year - Lise Legg

The St Stephen's Libraries are often referred to as the vibrant knowledge hubs of the school, due in large part to the effective leadership of the 2016 TL of the Year Awardee, Lise Legg. Over the past fourteen years Lise's achievements have been numerous and exemplary including establishing a Blended Teaching Service where the team of teacher librarians at St Stephens and digital mentors assist in the change, design and delivery of effective blended teaching outcomes directly affecting students in the classrooms.

Leading with deep conviction and heart has proven key to Lise's success, with many of her colleagues commenting on her exemplary professionalism and customer service to all users of the various libraries across the St Stephen's campus. All four libraries have undergone extensive refurbishments over the last seven years with Lise heavily involved in the planning and implementation of the changes in order to provide a variety of learning spaces to enhance the information-rich learning environments. These changes have allowed for stronger opportunities for collaboration amongst the library staff and the wider community across the campus, central to Lise's mantra of "ease of access".

To further enhance access to the resources, Lise was instrumental in the successful implementation of a new library management system, Access-It. Whilst this took an enormous amount of planning, training and refining in order to collate four separate collections, it has made a difference to the digital access of all library resources for the entire school community.

Lise has worked with the other teacher librarians in the school in order to develop and support a reading program from K to 12. The existence of a well-resourced fiction collection in both digital and physical formats is evidence of the importance placed on reading at St Stephen's. Lise's comprehensive understanding of current assessment theory and processes is evident in her incorporation of the reading software program "Accelerated Reader" with the resulting analysis, completed by the teacher librarians, appreciated by the teachers.

The key to any teacher librarian's role is the need to have excellent knowledge of the role of ICT in learning. Under Lise's direction, St Stephen's School was the first school library in WA to use LibGuides to assist with the curation of relevant, age appropriate information for all students. Lise also appointed a Digital Services Librarian

before anyone had envisaged the importance of this role in school libraries. This role helped ensure the seamless access to eBooks and other digital resources across the school community. In order to cater for the different learning needs of the school population and to simplify the task of searching for resources, Lise was influential in establishing a one stop shop for accessing all digital resources. The result was the Universal Search solution which has allowed the library team to cater for differentiation within the curriculum and continually provide access to relevant resources to support the curriculum.

Lise is an active member of the Curriculum Leaders Team and the Literacy Leaders Team at St Stephen's where she is constantly providing workshops to all secondary staff to support the 2016 literacy goal of "The what, the how, and the why of learning". The library team, led by Lise also provides resources to support this initiative which are accessed through the school library website.

To support Years 7 and 8 with information literacy skills the library team have developed a skills program which runs throughout the year. A booklet is created ad hoc during the year so the skills are taught in context to current happenings in classrooms. This program is called the InfoSkills Program and it has been highly successful for the past five years with teachers confidently incorporating it into their programs.

Lise has developed a reputation as a proactive collaborator both across her school and within the wider teacher librarian network. She has been an active member of both AISWA Libraries and WASLA committees in the recent past and has presented at conferences. She is always an active participant of all professional development opportunities and is passionate about school libraries and the future direction of library services. She has acted as an enthusiastic mentor to many of the staff. Lise is a highly valued member of the teacher librarian community across WA and is worthy recipient of the Teacher Librarian of the Year award for 2016.

Rebecca Murray



2016 School Library Awards

Library Technician of the Year - Elena Tomazin

Describing herself as assisting in organising, operating and maintaining the school library, this year's library technician of the year awardee is a vibrant member of the school community at Good Shepherd Catholic School in Lockridge. Whilst Elena Tomazin is currently working as the librarian technician, she has worked as a teachers assistant at the school as well and as such has a very good knowledge of assisting classroom teachers in terms of literacy, numeracy and information literacy skill support.

Customer service is Elena's highest priority in the library where she endeavours to make every visit exciting and inspiring. Whilst she lists many of her daily tasks to include circulation and returns, acquisitions, ordering and stock maintenance, cataloguing and accessioning resources, her favourite task is creating library displays for the students, staff and parents.

Elena employs best practice customer service principles as the Library Technician in her role of assisting staff and students with reference enquiries and with the use of the library catalogue, online databases and new resources. She has a high awareness of current development in cataloguing standards and procedures. She maintains the school library management system, Destiny, and teaches students how to navigate it successfully.

Elena strives for her students to feel inspired and excited to read and learn when they visit the library. Due to her Teacher Assistant qualifications she is able to provide support when needed to assist students in literacy, numeracy, ICT and information seeking skills.

Her Principal and colleagues at Good Shepherd School are impressed with Elena's commitment and enthusiasm towards her work in the Library. She is always sharing valuable information with staff and her passion in promoting the love of reading amongst all students is highly valued.

Elena has demonstrated a high level of professional commitment as a valued member of the WASLA Committee. She has found her time as a member as very rewarding due to the opportunities to grow professionally, help the school library sector and to develop networks. She is an active member of the awards and PD sub-committees and has presented sessions at various PD opportunities. Elena is also a regular contributor to ic3, including

writing for our regular column Thoughts from a Library Officers/Library Technicians Desk.

Elena is prepared to assist others in any way that she can, an attribute that makes her an invaluable member of the school library community and a worthy recipient of this award.

Natasha Georgiou



Library Officer of the Year - Shannon Warwick

With a varied background, the Library Officer of the Year awardee is currently working as the library officer at Southern River College where she has been instrumental in making the library the hub of the school. Shannon's excellent customer service and ability to relate to the students has increased the patronage in the past few months.

In the short time that she has been at Southern River she has progressed a number of exciting projects. She has successfully introduced ClickView into the school and through marketing and the provision of staff training has ensured its widespread use. She has also undertaken a signage project to promote positive student behaviours in the library and by using respectful communication. To further improve the library she has arranged for a new library fit-out to optimise library functionality, aesthetics and appeal.

Significantly, Shannon has also developed a partnership with the local community library to ensure that students have access to the library and its eResources (article in this edition of ic3).

WASLA Events

It is hoped that through this partnership, more students will embrace reading and all that their local libraries have to offer.

These projects have been undertaken while Shannon has undertaken daily library duties including adding brilliant new books to the collection, providing warm customer service and support to students and staff and creating beautiful displays to promote the library and its resources. Shannon is very attuned to the teaching needs and curriculum of the school and regularly looks for appropriate resources to add to the collection.

Shannon has weeded and updated the collection to include books, which really appeal to the young adult demographic. She has greatly expanded the much-loved graphic novel section. She has also created a Short Story location in the library with books for struggling readers and has included a diverse range of topics in this to ensure widespread appeal. Circulation statistics have increased and the shelves look fresh and attractive. Shannon has also introduced a new library management system and has worked intensively with the vendor, ICT and library staff to ensure its smooth running.

Shannon manages the budget through careful planning and financial recording. She also leads a small team of library volunteers to assist with all the jobs that come up in a library. She matches the person to the job and provides clear directions and positive feedback for jobs well done.

Her customer service is exemplary. She is patient with students and has made an effort to get to know them so as to provide better assistance. This has been particularly important where students have had negative relationships with books and libraries. Shannon engages with these students to understand their interests, selects an appropriate resource and then enthuses them about the book by showing them pages, telling them about the story, and linking the book to real life.

Shannon has a strong interest in information literacy and develops the library skills of students through demonstrating the use of the OPAC. Many students are not familiar with using OPACs and Shannon makes it accessible through patient explanations. Shannon has also made these more accessible through her valuable contributions to the website.

Shannon also provides research support and homework help to students and thanks to Shannon's efforts the students know that the library is a place to come for assistance.

Her knowledge of ICT and how to best implement it is of a very high standard. Recently, she has, using SubjectsPlus, developed a series of inspirational, web-based, guides to help connect students to information across a range of diverse subject areas including English, Film, Photography and more. This project required extensive liaison with ICT and subject area teachers and a thorough research and technical skill set.

Shannon's passion, knowledge and creativity have created a whole new library environment and a testament to its success is the positive feedback and the increased student and staff use of the library. And this is just the start. Shannon has many more exciting projects to work on including e-gaming, a makerspace, a bookclub, information literacy classes and more!

Shannon is continually developing her knowledge and commitment to the information management profession and is currently undertaking a Masters of Information Management (Library/Records & Archives) at Curtin University. She also volunteers as an education officer in public libraries.

Shannon is a highly talented library officer with strong skills across all areas of the library officer role. She is always researching best practice in libraries and actively works to implement suitable ideas. This approach has turned a lovely library into an amazing library with amazing energy with students wanting to engage with the library and all it has to offer. A worthy recipient of the award. Congratulations Shannon!

Shiarne Coole & Natasha Georgiou





Thoughts from the Library Technician's Desk

I had the privilege of attending another School Library Conference this time being held at Wesley College. It was well organised, informative, engaging and had a great selection of concurrent sessions to choose from and catered to all needs. I attended the Saturday session and was greeted by a very helpful and enthusiastic group of people at the registration desk. I was advised where to collect my "goodies" for the Conference and then guided to the auditorium.

This Conference was especially exciting for me as I was soon to be awarded WASLA Library Technician of the Year. I was seated on stage with the past and present awardees. The Hon. Peter Collier MLC, Minister for Education opened and presented the awards. A very moving moment for all of us and I hope we can be an inspiration for all other educators in the auditorium.

After the award ceremony our first keynote speaker Hamish Curry began with a theme titled "Lovely library triangles". He spoke about relationships between people, places and resources. These are all connected and are aspects of a community. I was full of admiration when he spoke about how "Libraries nurture imagination" because children can create and experiment with Makerspaces, read books and write, thus contributing to nurturing imagination. I was especially impressed when he spoke about how the library is a place to slow down and relax. This is how I feel when I enter a library; all stresses disappear out the door!! Hamish spoke about arranging the library space around user experience rather than the collection. This makes so much sense now as I recently visited The City of Perth Library and noticed a balance between resources and spaces to relax, study, create, learn and feel inspired. Also in our school library we have resources and places to relax/work. It dawned on me while listening to Hamish, gone are the days where you entered a library and were surrounded by bookshelves only.

I love Hamish's quote "Explore and learn through failure". He reinforced the message that as educators we need to engage with students, involving and inspiring them in the library. The students need to feel they "want to go" to the library not "have to go". Overall a really good session !!!

I was feeling pumped and it was now time for morning tea. I have to mention what a great idea going green. Having my own coffee cup to take to sessions and kept nice and hot. The selection of morning tea was delicious too!!! This was a great time to catch up with colleagues and network.

After morning tea I enthusiastically attended my first concurrent session titled "Practical library discussion", ideas for increasing circulation in a junior school library by Louise Koch. I was interested in this session as I work in a primary school library. Louise was excellent as she spoke about ensuring we have a purpose and that is to create a culture of reading. This is important to me as students come in daily to borrow books. I want them to feel happy and confident to find "that ideal book" especially for the reluctant readers.

Louise also spoke about weeding books. This was a reinforcement of what we do in the library and felt a sense of relief knowing we are doing the right thing. I did learn something new from Louise; students and educators reading together, that is I read a page and the student reads a page. This is a great idea to engage with students. I will make use of this practise when assisting students to find a book. When I suggest a book to borrow I could read a page to the student and they can read a page to me. At present I read the blurb to the student. I think this is a great idea to encourage students to read and enjoy it too. We are working together and that's community.

Now it was time for session two, "Practical library workshop: but it's for education so I can copy it! Copyright in your School by Jonathon Dutton". Jonathon gave us an insight into copyright. I felt very informed and was given a number of excellent websites that provide access to copyright information. This session had many discussions, lots of questions in regard to legal matters. A very interesting and worthwhile session as it was a great reminder and reinforcement that copyright matters. Whilst we were on our way to lunch we were still discussing copyright. This session had an impact on us.

Wow!! What an appetizing lunch. We sat down and ate our lunch still talking about copyright. It was great to chat to each other and exchange different ideas. We heard an announcement that dessert was served in trade exhibition area. We received our dessert which was eaten in silence, it was so delicious.

After a scrumptious lunch we attended session three (Sponsors). I attended the SCIS Session as I use SCIS on a daily basis. It was good to hear what SCIS offers especially the websites I can pass onto staff and SCIS supports the Australian Curriculum. Another great informative session.

Now it was time to attend our next keynote speaker, author Tristan Bancks. Boy this man was inspiringly energetic and had my attention the

whole time. I was quite excited because we have Tristan's books in our library and I am promoting his books to students. I loved the way Tristan uses real life stories about his childhood to write books. He was inspired by his teacher to write and he also thanked his teacher later in life. This shows me we can make a difference to a child's life with books by connecting with students, getting to know them and what books they like to read. I was impressed with his writing tips of using real-life stories and "Mash truth and fiction together" and then add imagination. I can pass this great tip to students and staff. I now follow Tristan on Twitter for more tips. What a passionate young man who deserves every success!!

My next session was presented by Hamish Curry "Our library learning spaces". This was very informative as he spoke about the 7 spaces of Technology. It was quite an eye opener especially to have us draw a plan of our library space. We had to indicate where the students read, work, check out resources etc.. This was a very engaging session with lots of discussion. We were asked to go around the room and view the other library space plans and write down any concerns/questions.

It was interesting to see how others viewed my library space plan. Someone had written down our library had lots of reading/secret places to read. I went back to work and had a good look at our library and thought the same thing. It was a positive observation. What a fantastic session as I was able to see a much clearer picture of our library space. A real fun afternoon session and before we knew it we were off to the last session. How wonderful to finish off an afternoon. The panel of speakers were an inspiration as they spoke of their journeys and at one stage I had a tear in my eye as they shared very personal stories. It was great to hear of their passion to engage, encourage and motivate students to read and love the library. This is what I do and feel on a daily basis and we could all make a difference in a child's learning journey and their love of books.

It was really wonderful to be altogether in the one room to end the Conference sharing the same passion and dedication. I felt a real sense of community and this spirit will continue in all aspects of my library journey.

Elena (Helen) Tomazin
Library Technician
Good Shepherd Catholic School

27 Things Your Teacher Librarian Does

TEACHES Teaches students to locate, evaluate, analyze, synthesize, select, create and share information in many formats.	<i>Tweets</i> Tweets, pins, blogs, wikis, digitalis, vlogs, location, posts and events.	Links Links online resources with physical ones, creates with colleagues, and students with inquiry.
Shelters Shelters students who may need a safe haven.	Reminds Reminds students to mind their manners on social media, return materials borrowed, share ideas, enjoy learning, and cite sources.	Creates Creates widgets, weblogs, wikis, movies, photos, blogs, e-books, content, and e-reader tools.
Fosters Fosters creativity through makerpaces, physical and digital.	Champions Champions student interests by serving as parent liaison of all last school clubs—golfing, soccer, tennis, chess, poetry, etc.	Challenges Challenges students to question, think critically, compare, evaluate, draw conclusions, create, and share.
Curates Curates resources for the curriculum and teaches students the power of curation.	Serves Serves busy doctors and delivers info doctors on a daily basis.	Promotes Promotes a culture of questioning, information seeking, and discovery.
Provides Provides equitable access to information and technology for all learners.	Extends Extends access to resources and services beyond the school day and beyond the school walls through technology.	Collaborates Promotes collaboration among students and faculty and collaborates with colleagues, administrators and parents.
Manages Manages a vast array of resources to create students' best access in multiple perspectives.	Diversifies Meets diverse student needs, interests, languages, cultural backgrounds, and abilities.	Sponsors Sponsors clubs and special events—face to face and virtual.
Advocates Advocates for legal and ethical use of information, technology, and resources.	Locates Locates whatever you are looking for, wherever it may be.	Learns Learns new skills and ideas through research, professional development opportunities, and cross-pollination learning networks.
Brings Brings stories to students via book trailers, book talks, puppet shows, podcasts and a variety of tools and techniques.	Guides Guides students as they discover and use information and technology.	Engages Engages in professional development activities to stay up-to-date on educational technology, trends and research.
Knows Knows about media and literature for children and young adults.	Understands Understands how students learn and how teachers teach.	Participates Participates as leaders in professional organizations and receives leadership opportunities.

By: Mia MacMeekin and Your Teacher Librarian's PLN

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